



Handout 3: The Work of Teacher Teams Leadership Network Feb 2022

“The fact that teachers collaborate will do nothing to improve a school. The pertinent question is not, ‘Are they collaborating?’ but rather, ‘What are they collaborating about?’”

(DuFour, 2016)

Deepening Knowledge of Student Learning

- Discuss formative assessment practices and interim and summative assessments ensuring that they are representative of desired learning outcomes.
- Collect and analyze data on student learning to modify/adjust instruction.
- Analyze student work samples to modify/adjust instruction.
- Use district-selected protocol to analyze data to make informed decisions.

Teacher Team (PLC) Non-Negotiables

- Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other.
- The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.
- The team establishes a guaranteed and viable curriculum unit-by-unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.
- The team develops common formative assessments to frequently gather evidence of student learning.
- The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, systematic, and students who demonstrate proficiency can extend their learning.
- The team uses evidence of student learning to inform and improve the individual and collective practice of its members.

Blueprint Tools and Resources. (2022, January). Retrieved from <https://blueprinttoolsandresources.com/2020-rebrand-home-page/bp-online-warehouse/>

DuFour, R., DuFour, R., Eaker, R., Many, T.W., Mattos, M. (2016). *Learning by doing: A handbook for professional learning communities at work*. Solution Tree Press.