Problem
District schools are small, typically with one teacher per grade in a school. Neighboring district schools have larger student populations and thus more teachers per grade level.

Teachers in Each Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Grade</th>
<th>Kindergarten</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighboring District School</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Home District School</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

In the fall of 2010, the district held three meetings for teachers to learn about the process of curriculum mapping, which they began with other teachers at their grade levels.

Introduction

In the fall of 2010, the district held three meetings for teachers to learn about the process of curriculum mapping, which they began with other teachers at their grade levels.

Alternatives to the Problem

- Collaborate on-line with other teachers via chat or other shared collaborative media such as Google Docs
- Utilize technology to expand collaboration to other schools across the country

In the fall of 2010, the district held three meetings for teachers to learn about the process of curriculum mapping, which they began with other teachers at their grade levels.

Teachers need adequate time to reflect on teaching in their content area with other professionals (Johnson & Fargo, 2010; Wei, Darling-Hammond, & Adamson, 2010), to participate in curriculum and data analysis, and to share leadership for effective professional development (Darling-Hammond & McLaughlin, 1995).

Goal: Regularly meet with other district schools to grow professionally and increase student achievement in specific content areas.

Details of the Plan

Shareholders

* Administrators: Determine appropriate meeting times for collaboration between schools, and provide resources for success.
* Teachers: Determine team leaders from the faculty to lead meetings, and work positively to ensure success of the collaboration.
* Team Leaders: Determine the agenda for meetings, coordinate travel, and set up for meetings.

Timeline

Phase 1
March 2011

- Shareholders begin planning
- Team leaders collaborate on agendas

Phase 2
April-June 2011

- Meetings to complete science curriculum map

Phase 3
June 2011

- Surveys on effectiveness of collaboration and plan meetings for fall using feedback

Resource Impacts

<table>
<thead>
<tr>
<th>Component</th>
<th>Tangible Costs/Benefits</th>
<th>Intangible Costs/Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication-Phone calls</td>
<td>Included in budget fixed costs/No extra monetary resources</td>
<td>Time from teachers’ and administrators’ schedules/informed staff and clear communication</td>
</tr>
<tr>
<td>and email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting space and time</td>
<td>No costs-Early release days/No subs or extra paid time off</td>
<td>Strain on the commuting schools/Change of place and different perspective</td>
</tr>
<tr>
<td>Meeting agenda and set up</td>
<td>Costs for refreshments, possible costs through professional development funds for resources or speakers/Well-fed teachers and increased resources in learning</td>
<td>Time from team leaders’ schedules/Happy teachers, well-organized meetings that become incentives to continue collaboration</td>
</tr>
</tbody>
</table>

Outcome Projections

Successful Teacher Collaboration

- Short-term
  - Lightened work load
  - Support system

- Long-term
  - Professional growth
  - Student achievement

Success Criteria

- Aligned with school and district policy
- Collaborative conditions established
- Focused on improved student learning
- Data used to inform work
- Willingness to share about one’s practice

References


