



Partners in Practice

The quality of teacher collaboration positively influences teacher performance and student achievement. Sustained teacher collaboration about instructional strategies, curriculum, students, and assessment has the potential to contribute to continuous improvement of both teacher practice and student performance.

To support and foster teacher collaboration, Park West educators may work with one school or a divisional colleague as **Partners in Practice**. The expectation is that this collaborative effort will produce ongoing improvement in teacher capacity and student achievement.

Possible areas of focus for Partners in Practice:

- Analyzing current levels of achievement
- Setting achievement goals
- Identifying essential and valued student learning
- Constructing common lessons or unit plans
- Developing common formative and common summative assessments
- Sharing instructional strategies
- Researching best practices

General guidelines for Partners in Practice:

- Teachers work together voluntarily to improve practice through collaboration
- Teachers collaborate with their colleague for a minimum of one school year
- Teacher colleagues identify common professional development and / or student learning goals, reflect on practices for achieving the goals, and collaboratively implement a plan to achieve them
- Teachers commit to a minimum of one visit to each other's classroom during the school year
- Teachers will develop a plan for ongoing and sustained collaboration during the school year
- Teachers may utilize up to three days of release time to meet with their partner or to visit each other's classroom

Who may participate in Partners in Practice?

Partners in Practice is available to all teachers in Park West School Division.

Teachers in their third year or later with Park West who engage in Partners in Practice during the 2019/2020 year may opt out of the Summative Growth Plan for this school year. Should they choose to do so, they will be placed on the Formative Growth Plan which would complement their work with Partners in Practice. These teachers would be rescheduled to the summative schedule for 2020/2021.



Timeline for Partners in Practice:

- Teachers interested in Partners in Practice will inform their school administrator by September 30th.
- Teachers who participate in Partners in Practice will be asked to identify a colleague with who they will be working by October 15th.
- Partners in Practice will identify a common goal or area of focus by October 30th.
- Partners in Practice will visit each other's classroom by March 31st.
- Partners in Practice will be asked to reflect upon and provide evidence of the impact of their collective work by May 31st.

Classroom visits for Partners in Practice:

- The purpose of visiting a colleague's classroom is to gain additional insight or perspective to build capacity and improve instructional practice.
- The teacher will participate in a minimum of one class/school visit within their school or division.
- The visit(s) should be 0.5 – 1.0 days in length. Multiple visits may occur upon approval by the Superintendent/CEO.
- The teacher will fill out a Partners in Practice visitation form stating the place/teacher they will visit, purpose of visit and what they expect to get out of the visit and give the form to their administrator.
- Upon returning from the visit the teacher will request a time/day to sit down with their school administrator to discuss their visit. The meeting must occur within one month of the visit.



Partners in Practice Visitation Form

Name: _____

School: _____

Date of proposed visit: _____

Location of visit: _____

Teacher visited: _____

How will this visitation improve my instructional practice?

Post visitation follow-up questions (attach notes if necessary):

- 3 things I learned during my visit

- How this visitation will impact my practice in the near future.

- My next step(s)

Date of follow-up meeting: _____