

## Criterion B: Focused Collaboration

Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; and communicate effectively to support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

For a Master Teacher candidate to meet Criterion B, the candidate must demonstrate focused collaboration that has a direct impact on student learning.

**Written Narrative: Describe how you have contributed to focused collaborative efforts with other educators, students, families and/or the community to support student learning.**

Within your narrative, address the following:

- How you learn from others by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities (6.3c)
- How you advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement (6.3e)
- How you contribute to focused collaborative efforts with other educators, students, families and/or the community to support student learning (6.4)
- How focused collaboration has had an impact on student learning (6)

Candidates must provide labeled and referenced evidence to support their responses to this item.

### Focused Collaboration Scoring Guide

2 points each	1 point each	0 points each
The teacher consistently learns from others by engaging in professional dialogue, peer observation, peer feedback, peer coaching and/or other collegial learning activities. (6.3c)	The teacher is involved in occasional collegial learning activities.	The teacher is not involved in collegial learning activities.
The teacher advocates for and initiates increased opportunities for teamwork to support school goals and promote student achievement. (6.3e)	The teacher collaborates with other teachers and/or administrators/staff.	The teacher’s collaboration is limited to required activities or groups
The teacher collaborates effectively with the local community, parents and/or community agencies, when and where appropriate, to promote a positive environment for student learning. (6.2 & 6.4)	The teacher occasionally collaborates with the parents.	The teacher does not collaborate with the local community or community agencies.

#### Sample Written Narrative B1

*I continually look for ways to collaborate with my colleagues and bring in inter-disciplinary approaches to my classroom, which is also a school wide goal for our building. One example of this collaboration is a marching band production entitled “The Road Less Traveled. This production focused on a connection between language arts, social studies, theatre and the visual arts, that I initiated. Based upon Robert Frost’s poem, **The Road Not Taken**, the production featured music interwoven with live narration of poetry by student actors. The theatre department assisted in coaching the students while various members of the language arts department introduced the poetry. A major feature of the production was the identification of five historical figures*

*representing heroes throughout modern history, who had made a difference in the world by taking “the road less traveled.” Four 15 foot portraits of these individuals were created by the students in art class and were featured as prominent visual props in the show. This undertaking allowed the students to learn about these individuals and challenged the students to think about the possibilities and individual responsibilities that each of us have in today’s world. Furthermore, it exposed the art, theatre and music student to the other disciplines within the fine arts and how they can be inter-related. With the students having an active part in this development of our show, it brought a connection and more meaning to the music the band student was responsible for learning. They were more in tune with what the big picture and theme of the show was to be about. Anytime you can connect the learning to the student and make it more meaningful you end up with a better product. I feel the collaboration between the other arts provided an opportunity for all to gain the respect of each other’s talents.*

**Sample Written Narrative B1 Scoring:**

**This sample would receive a 2 point based on the part of the scoring guide that references increased opportunities for teamwork to support school goals and promote student achievement, as well as touches on collegial learning, professional dialog.**

**The teacher indicates working within the fine arts and language arts departments to connect the learning with the music department. The connection allows the student to see a bigger picture. The school goal of respect is demonstrated in this entry as well.**

**Sample Written Narrative B2**

*One of the more enjoyable aspects of my job is the time I am able to collaborate with my other grade level teacher. We meet almost daily to plan for the upcoming lessons and to reflect on lessons we have taught. My partner and I work very well together and both benefit from each other’s knowledge and experiences. We have been teaching together for the past fifteen years and have similar styles and discipline expectations. I work with my administrator to make sure I am meeting the building level goals. I feel I have a collegial relationship with the other teachers in the building and we work together when the opportunity presents itself.*

**Sample Written Narrative B2 Scoring:**

**This sample would receive a 1 point because it just talks about collaboration with other teachers and /or administrators/staff. It does not speak to how the collaboration promotes student achievement.**

**The teacher indicates they meet almost daily to plan for upcoming lessons. The teacher works with her administrator and has a collegial relationship with other staff members.**

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**Possible Evidence of Teacher Work:**

- Examples of communications with students, parents, administrators, and community members
- Evidence of collaboration with other teachers as well as collaboration with outside agencies or individuals

**Teacher Work/Instruction Planning Possibilities:**

- Collaborate with fellow TBT members
- Collaborate with BLT members
- Collaborate with district educators and administrators
- Serve on local and/or state curriculum committees
- Attend local, state or national conferences

- Attend IEP meetings and IAT meeting
- Send home newsletters
- Provide materials to help the families understand what is being taught and why
- Make suggestions for activities and support that families can provide to enhance student success
- Encourage parents to access on-line materials and information
- Invite parents to various school activities
- Invite the community to attend school functions—ball games, plays, concerts, music programs
- Submit student work—poems, art, short stories—to contests or magazines
- Invite the local paper and TV to attend school functions