

# Mission PLC

## Building and Examining the Level of Collaboration

Collaboration:

- A collective enterprise in which analysis, evaluation, and experimentation are in concert with colleagues (Rosenholtz, 1991)
- The act of working together as characterized by frequent communication, mutual support, shared goals, and assistance in curriculum planning (Fullan and Stiegelbauer, 1991).

### “Rubricized” version of \*Judith Warren Little’s ongoing research on teacher collaboration

Storytelling and scanning for ideas	Aid and assistance	Sharing	Joint work
<ul style="list-style-type: none"> <li>• Anecdotal in nature</li> <li>• Maintains a “culture of individualism”</li> <li>• Momentarily satisfying</li> <li>• Opportunistic</li> <li>• Absent of any meaningful impact on teaching (unless, of course, one actually reflects and moves the experience to another level)</li> <li>• Often experienced in the parking lot or lunch room and characterized as a “complaint session”</li> </ul>	<ul style="list-style-type: none"> <li>• Given upon request</li> <li>• Research indicates more experienced and traditional teachers tend to operate at this level</li> <li>• Tends to answer the question and not delve into deeper levels of meaning or analysis</li> <li>• Clarifying in nature, not probing</li> <li>• Often experienced in the hallway or when someone “comes up short” on planning</li> </ul>	<ul style="list-style-type: none"> <li>• Pooling of ideas without critical examination or extension</li> <li>• “Cost” is often considered which creates a personal and professional dissonance</li> <li>• Suppressed by “traditional occupational norms of noninterference”</li> <li>• Often experienced in faculty meetings and referenced as “dog and pony show”</li> <li>• Subject to the danger of “perceived collegiality” characterized by staff working together and producing a product</li> </ul>	<ul style="list-style-type: none"> <li>• Strong sense of interdependence</li> <li>• Shared responsibility</li> <li>• Critical review</li> <li>• Collective commitment to improvement</li> <li>• Characterized by probing questions intended to cause colleagues to reflect on their practice</li> <li>• Often experienced in peer observations</li> <li>• Often experienced in groups such as Critical Friends Groups (CFG) or in protocols in which a teacher presents a “problem of practice”</li> </ul>

\* Judith Warren Little is a professor at the Graduate School of Education, University of California, Berkeley, who has researched teacher practice, especially the concept of collegiality, for over 25 years.