

## Chapter 6 Comprehension Questions

### 1. Why are collaborative teams an appropriate and effective forum for teacher development?

The ultimate goal of a collaborative team is to improve student learning. As teacher effectiveness is one of the biggest influences on how much students learn, increasing instructional ability is an extremely worthwhile endeavor for a collaborative team. When teachers work together to develop professionally, they can learn from each other. In this situation, teamwork is extremely effective because different teachers have various areas of expertise and can act as models as well as give constructive feedback to others. Collaborative teams are also a good vehicle for professional development because activities around improvement can be embedded throughout the school year instead of occurring only as occasional workshops.

### 2. Describe the process of instructional rounds. What purposes can this process serve?

During instructional rounds, a small group of teachers observes a part of a lesson that another teacher is presenting. They silently take notes and then leave to debrief their observations. Instructional rounds can be used to observe a model of the effective use of a strategy, in which case the group would discuss the positive things they saw and want to try. Another use of instructional rounds is as a method of peer feedback, in which case the group would discuss both positive notes and opportunities for improvement. In either case, the products of the group's discussion should be shared with the observed teacher.

### 3. How can a collaborative team implement reflective practice?

To engage in reflective practice as a team, members can either select a single common growth goal or individual growth goals. A growth goal is typically a specific strategy or element of teaching with which one wants to become more fluent. Whether a team has chosen individual goals or a group goal, the focused practice phase of reflective practice is undertaken by each teacher individually. Then, the collaborative team gives feedback to each member by observing them either in person or on video.

### 4. What is the role of student feedback in a PLC? How can teachers obtain student feedback?

Students and their learning are the focus of the PLC process; therefore, educators in a PLC should seek student input so they can maximize their positive effects on students. The simplest way to obtain student feedback is through the use of surveys.

### 5. What is action research? What are its benefits?

Action research is when teachers evaluate instructional strategies by trying them out and measuring their effects on students. The teacher chooses an instructional strategy and two classes of students—one class is the experimental group and receives instruction *with* the chosen strategy, while the other class is the comparison group that receives instruction *without* the strategy. Both classes receive the same pretest and posttest, and the teacher compares the amount of knowledge growth per class. Action research has the benefit of being a quantitative measure of the effectiveness of an instructional strategy. Rather than basing one's use of strategies on a general perception that they seem to be working, one can use action research to truly test their efficacy.