Mapping the Development of Conditions for Collaborative Learning in School Communities of Practice

Features		FORGING	GROWING		SUSTAINING
Time for collaboration	Teachers meet together regularly to work and learn together.	Make sufficient time to meet; develop norms and routines conducive to group learning; select a facilitator.	Create additional structures and processes to enable participant learning.	Examine how well structures and processes support learning; make adjustments as needed.	Observe structures and processes that mutually reinforce participant learning.
Purposeful collaboration	Time is used to consider the reciprocal relationship between teaching and learning. Administrators and teachers share a vision for the use of this time.	Develop routines and practices for looking at student work. Try them out with sample student work; adjust as needed. Provide a clear purpose and set of expectations for using this time; include reasons for examining student work.	Use routines and practices to examine work generated by all participants; consider how this analysis can inform instruction. Identify and provide additional supports to make collaboration more purposeful.	Examine the relationship between teaching moves and evidence of learning. Identify effective teaching practices. Teachers and administrators jointly lead the examination of the teaching and learning relationship.	Make ongoing adjustments to collaboration in order to strengthen teaching and learning.
Public practice	Teaching practice is held up to common and public standards (e.g., NBPTS, CSTP), made visible and assessed through multiple measures. Student learning is held up to common and public standards (e.g., CCSS, NGSS), made visible and assessed through multiple measures.	Identify specific teaching standards, metrics and formative assessments to use as yardsticks. Identify specific learning standards, metrics and formative assessments to use as yardsticks.	Use standards, metrics and formative assessments to collaboratively examine teaching practices. Use standards, metrics, and formative assessments to collaboratively examine student work.	Diagnose and adjust teaching as needed in relation to these standards. Involve students in examining their work in relation to the standards; students diagnose and adjust learning behaviors.	Periodically share changes made to teaching and collaboration practices as well as the effects with insiders and outsiders as a way to maintain a focus on continuous learning and improvement.

