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| ***Improvement?***What does that mean in our line of work?What examples of improvement work areunderway at our school/district? |

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| ***Teacher*** ***Collaboration?***How would I/we define it?What examples of teacher collaboration are underway at our school/district?© talking**teaching** |

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| **Collaboration:** **What kind of collaboration does the Handbook address,****and what kind of contributions does such collaboration make?**Chapter 1 (pp. 1-7) |
| 1.1. Teacher Collaboration? What do we mean? |
| 1.2. Contribution to Professional Development |
| 1.3. Contribution to Continuous Improvement |
| 1.4. Contribution to School Climate |
| 1.5. Contribution to Student Achievement |
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| Where are we? |

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| **What might an improvement PROCESS involve?** Chapter 3 (pp. 13-17) |
| 3.2. PDAR as a Process |
| 3.3. Step 1: Planning—What and Why |
| 3.4. Step 2: Doing—What and Why |
| 3.5. Step 3: Analyzing—What and Why |
| 3.6. Step 4: Reflecting—What and Why |
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| Where are we? |

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| **What does the standards-focused PDAR protocol involve?**Chapter 4 (pp. 19-27) |
| 4.1. PDAR: Steps – Tasks – Questions |
| 4.2. Step 1: Planning—Tasks and Questions |
| 4.3. Step 2: Doing— Tasks and Questions |
| 4.4. Step 3: Analyzing— Tasks and Questions |
| 4.5. Step 4: Reflecting— Tasks and Questions |
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| Where are we? |

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| **What does the standards-focused PDAR protocol** **look like in action?** — **Case Studies**Chapter 11 (pp. 61-74) |
| 11.1. Grade 2: Narrative Writing  |
| 11.2. Grade 2: Studying Literature   |
| 11.3. Grade 5: Drawing Conclusions  |
| 11.4. Grade 6: Informative Writing  |
| 11.5. Grade 8: Informative Writing |
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| What did we notice? |