

## **Standard III** **Element A**

### **LEVEL 2 PRACTICES**

#### **THE TEACHER:**

- 2 ***Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.***

When teachers collaborate, they are able to support a shared vision and goal for student learning. The opportunity to learn from others' experiences and expertise deepens their knowledge and strengthens the effectiveness of their classroom instruction. Learning is a social endeavor. Just as students need opportunities to interact and learn from their peers, teachers need to engage in collaboration that is solution-oriented and improves the quality of lessons for all students.

Teacher collaboration includes meetings with the following professionals: (APS, June 2018)

- Instructional coaches
- School mental health teams
- Nurses
- Interventionists
- Special Education Teachers
- CLDE Specialists
- School leadership
- Community experts
- District support teams

Evidence of this collaboration could include: (APS, June 2018)

- Intervention plans
- Agendas from formal meetings
- Lesson plans
- Emails
- PLC discussion notes

*See also* [Standard II, Element C.](#)

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### *Planning/Coaching Questions*

- How did you plan lessons that reflect the relationship between the intellectual, physical, social, and emotional development of my students?
- How do you benefit from the expertise of colleagues to improve your instruction?
- How will you use knowledge of students to engage them in developmentally appropriate learning?
- How will you provide opportunities for students to make choices about the resources and materials they will use?
- How did you engage students in creative learning experiences?
- How will you support students in identifying how they learn best?

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