

Figure 6.3 Organizational Options for Collaborative Models of Professional Learning

WHO PARTICIPATES?	WHAT IS THE OVERARCHING PROFESSIONAL PRACTICE?	HOW ARE EDUCATORS ENGAGED IN COLLABORATIVE ASSESSMENT?	WHAT ARE SOME ADDITIONAL POSSIBILITIES IN YOUR SETTING?
District or campus-wide participation	Equity audit	All district members participate in a self-study of assessment practices to identify areas of strengths and needs	
Whole school participation	Research and development; assessment literacy	All school members delve into the professional literature about specific areas of assessment	
School-based small-group participation	Collaborative inquiry (or variations, such as independent study groups, collegial circles, lesson study groups)	Individual groups set procedures typically consisting of <ul style="list-style-type: none"> • Identifying a challenging, pertinent issue • Reviewing the literature • Examining the data • Determining and implementing a course of action 	
Two- or three-member partnerships	Peer observations, collaborative coaching, and mentoring	Each partnership team independently determines the focus of their own professional learning about assessment	