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Abstract

The purpose of this study was to understand the correlation between collaboration and teaching practices and outcomes. This was conducted in a rural third grade classroom in a self-study format through the student teaching process. Self-reflections, surveys, and feedback forms were used to collect data. Findings showed that collaboration increased learning and improved lessons of both students and teachers. Furthermore, findings revealed that collaboration is not a natural process, but one that needs to be supported, reflected upon, and organized. In addition to this study was the ability of third grade students to participate in a collaborative setting. Scaffolding discussions and reflective practices lead to significant progress with these students as well as among the teachers. Finally, collaboration was influential in allowing for significant learning to be made for the student teacher in best preparing for future learning.

Methods

Conducted as a **self study** through:

daily reflections, surveys, conversations with advisors and peers, as well as feedback forms

Date of Observation/Feedback: 12/10/19
Type of Activity Observed: ABA centers

Positives:

- Friendly
- Easier to learn
- Followed directions I gave her
- 3 tones of volume
- getting comfortable with the instructional material
- rapport with the students that will come over break
- research ABA (Applied Behavior Analysis) UB-MAPP

Cooperating Teacher Name: Megan Mahoney
Pre-Service Teacher: Anna Dietl

Goals or standards met:

- time management, scheduling
- prepared, yet flexible
- open-minded and willing to learn
- lessons use different modalities
- showing personality and comfort
- not afraid to ask questions

Goals or standards still needing to be met:

- each day is an improvement in holding students accountable, not letting them "walk all over her"
- behavior management has greatly improved from week 1, has implemented strategies for individuals and small groups, continue to work at whole class management

2-11 asked for feedback - she said I'm doing very well - well prepared and engaging - getting a good response from the students and becoming more comfortable with my personality growing as a teacher. Two → be okay w/ being uncomfortable in role divide - manage the classroom

Findings

With collaboration comes many challenges. Understanding different perspectives, having sufficient time for collaborative discussions, and the quality of previous relationships in these collaborative settings is critical for its success. When faced with challenges, I found the most success when I collaborated with my advisors or my peers. Working these same skills into my lessons with third graders I was able to see the progression of the language they used with each other, their ability to listen to other ideas increase, and the quality of their independent discussions become more productive. In conclusion, when used appropriately, collaboration is an impactful and positive strategy to be used within the school setting.