

# 400 > 123 teachers

Voluntary in-service teachers:

227 from Catalonia (Xarxa de Competències)

and 173 from Balearic Islands.



#### Teacher Collaboration Perceptions Questionnaire (TCPQ)



3 dimensions

Collaborative School Culture (10 items)

#### Collective Agency

- Positive interdependence (3 items)
- Transformative practice (5 items)

#### Teachers' attitudes towards collaboration

- Teachers' preference for collaboration (3 items)
- Teachers' resistance to collaboration (7 items)

## Impact of Reciprocal Peer Observation





Corcelles-Seuba, M., Sala-Bars, I., Soler, M. & Duran, D. (2024). Impact of reciprocal peer observation on teacher collaboration perceptions. *British Educational Research Journal*. Online Version of Record. <a href="https://doi.org/10.1002/berj.3958">https://doi.org/10.1002/berj.3958</a>

Research project funded by MCIN/AEI/ PID2020-113719RB-100.

#### **DESIGN AND VALIDATION PROCESS OF THE TCPQ**



#### **Content validity**

Previous research instruments were considered. 5 experts provided feedback

#### **EFA**

Exploratory factor analysis was performed in the pretest sample. Loadings >0.4 stable.

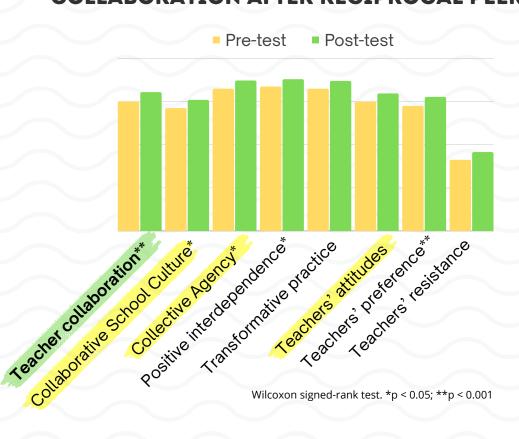
#### CFA

Confirmatory Factor Analysis to confirm the model with factors (p < 0.001 for all items).

### Second-order factor

Structural equation modeling (SEM) was applied to confirm the dimensions of teacher collaboration.

### IMPROVEMENT IN TEACHERS' PERCEPTIONS OF TEACHER COLLABORATION AFTER RECIPROCAL PEER OBSERVATION (RPO)



Despite high scores in the pretest, a comparison between the pre-test and post-test revealed that teachers significantly increased their perceptions of teacher collaboration after participating in the RPO intervention.

RPO AS A POTENTIAL MECHANISM FOR ENHANCING TEACHER COLLABORATION WITHIN THE SCHOOL CONTEXT.