Teacher Collaborative Routines - *Instructional Design and Delivery*

> *Teachers collaborate to discuss standards, content, and instruction aligned to the district's defined essential learning.*

PRACTICE 1

INDICATOR AREA: Curriculum Standards and Instruction

PREPARATION

GETTING AWARE
Ask teachers to identify standards and content for their classes for an individual unit or entire course. Gather feedback to see coherence among teachers, especially in subject/grade level. Introduce professional learning to define expectations for standards, content, and instruction.

GETTING READY
The district maps existing standards identified by teachers with grade-level and subject expectations from the district and/or state. The district selects a protocol for teachers to use around this practice. Identify expectations for teacher collaboration around this practice over a set period of time.

PROGRESS INDICATORS

GETTING STARTED
A minimal agreement of standards and expectations of essential learning within collaborative group has been established. There is discussion within the teams around subject-specific instructional approaches.

GETTING BETTER
A consensus upon meaning of standards and expectations of essential learning within course or grade level has been established. There is a consensus within the grade levels on the subject-specific instructional approach.

KEEP IMPROVING
A consensus upon meaning of standards and expectations of essential learning within and across courses and/or grade levels and district has been established. There is a consensus within and across the grade levels on the subject-specific pedagogical approach.

RESEARCH REFERENCES FOR THIS INDICATOR:

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Berry, B., Daugherty, A., & Weider, A. (2010). Collaboration: closing the effective teaching gap. *Center for Teaching Quality*.

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Mills, K., H., Rosenberg, D., & Green, J., Q., (2017). *Igniting the learning engine: How school systems accelerate teacher effectiveness and student growth through connected professional learning. Education Resource Strategies.*

Newmann, F., & Wehlage, G. (1995). *Successful school restructuring: A report to the public and educators by the center on organization and restructuring of schools.* National Association of Secondary School Principals.

Tröbst, S., Kleickmann, T., Heinze, A., Bernholt, A., Rink, R., & Kunter, M. (2018). Teacher knowledge experiment: Testing mechanisms underlying the formation of preservice elementary school teachers' pedagogical content knowledge concerning fractions and fractional arithmetic. *Journal of Educational Psychology, 110(8)*, 1049–1065.

INDICATOR AREA - Alignment to Student Outcomes

PREPARATION	*GETTING AWARE*	Select one unit from each of the subject/grade levels, request that teachers submit a description of what students should be able to do at the end of the unit. Gather this feedback to determine coherence among teachers. Introduce professional learning to define expectations for student outcomes.
	GETTING READY	The district identifies standardization for student outcomes (i.e. student actions, depth of knowledge, types of assessment). The district selects a protocol for teachers to use for this practice. Identify expectations for teacher collaboration around this practice over a set period of time.

PROGRESS INDICATORS	*GETTING STARTED*	A minimal agreement within a collaborative group has been established around what students should be able to do when they have attained desired outcomes.
	GETTING BETTER	A consensus of what students should be able to do when they have attained desired outcomes within course or grade level has been established.
	KEEP IMPROVING	A consensus upon what students should be able to do when they have attained desired outcomes within and across courses and/or grade levels and district has been established.

RESEARCH REFERENCES FOR THIS INDICATOR:

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Newmann, F., & Wehlage, G. (1995). *Successful school restructuring: A report to the public and educators by the Center on Organization and Restructuring of Schools*. ASCD.

Tschannen-Moran, M., & Barr, M. (2004) Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools, 3(3)*, 189-209.

Venables, D.R. (2018). *Facilitating teacher teams and authentic PLCs: the human side of leading people, protocols, and practices*. ASCD

TCR - *Instructional Design and Delivery: Practice 1*

MI Systems Support