



## Teacher Collaborative Routines - *Instructional Design and Delivery*

*Teachers collaborate to design instruction aligned to the district's defined essential learning to best meet their students' needs.*

### PRACTICE 2

#### PREPARATION

##### GETTING AWARE

Ask teachers to identify their instructional approaches for each subject area. Determine commonality between teachers within subject area/grade levels. Compare this information with student data to determine if teachers' instruction matches best practices to support student needs.

##### GETTING READY

The district identifies a model for reaching consensus for instructional approaches for each subject area. The district identifies expectations for teacher collaboration around this practice over a set period of time.

#### PROGRESS INDICATORS

##### GETTING STARTED

A minimal agreement within the collaborative group has been attained around expected subject-specific instructional practices and how these connect to defined essential learning for that subject.

##### GETTING BETTER

A consensus is attained around expected subject-specific instructional practices by teachers within a course or grade level. These practices are defined, and there is consensus about how these practices address the defined essential learning for that subject.

##### KEEP IMPROVING

A consensus is attained and teachers regularly collaborate around expected subject-specific instructional practices within and across courses and/or grade levels throughout the district. The practices are defined and teachers collaborate to connect practices to defined essential learning practices.

#### RESEARCH REFERENCES FOR THIS PRACTICE:

Darling-Hammond, L., Hyster, M. E., Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.

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