



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

*Teachers work through challenging learning tasks to best meet their students' needs before implementing instruction.*

### PRACTICE 3

#### PREPARATION

*GETTING  
AWARE*

Within each collaborative group, ask teachers to identify a challenging task in an upcoming unit and then problem solve around how to best instruct to meet their students' needs. Determine if this practice is in place or needs to be strengthened.

*GETTING  
READY*

The district identifies protocols and provides professional learning for this practice. The district identifies expectations for frequency and quality of this type of collaboration over a set period of time.

#### PROGRESS INDICATORS

*GETTING  
STARTED*

Occasional collaboration is occurring around challenging learning tasks after the instruction has taken place.

*GETTING  
BETTER*

Occasional collaboration is occurring around challenging learning tasks before the instruction has taken place.

*KEEP  
IMPROVING*

Frequent collaboration is occurring around challenging learning tasks before the instruction has taken place including prerequisite and extension learning.

#### RESEARCH REFERENCES FOR THIS PRACTICE:

Bambrick -Santoyo, P., (2012) *Leverage leadership*. Jossey-Bass.

Lawrence-Brown, D. (2004, summer). "Differentiate instruction: Inclusive strategies for standards-based learning that benefit the whole class." *American Secondary Education*, 32(3), 34-58.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. ASCD.

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