



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

*Teachers coordinate their instruction with other grade levels to best meet their students' needs.*

### PRACTICE 4

#### PREPARATION

##### GETTING AWARE

Ask teachers to identify patterns in the academic strengths and weaknesses of the students coming to them from the preceding grade level. Also ask teachers to identify what the teachers in the subsequent grade level would say are patterns of academic strengths and weaknesses of students. Compare the teachers' feedback and compare with actual data and analyze for accuracy.

##### GETTING READY

The district identifies expectations for teacher collaboration around practices 1 and 2 across grade levels over a set period of time.

#### PROGRESS INDICATORS

##### GETTING STARTED

Occasional collaboration is occurring across grade levels within a building and is focused on coordinating instruction to best meet students' needs.

##### GETTING BETTER

Occasional collaboration across grade levels within the district is focused on coordinating instruction to best meet students' needs.

##### KEEP IMPROVING

Frequent collaboration across grade levels within the district is focused on coordinating instruction to best meet students' needs.

#### RESEARCH REFERENCES FOR THIS PRACTICE:

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DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M. (2016). *Learning by doing: a handbook for professional communities at work (3rd ed.)*. Solution Tree Press.

Rosenberg, D., Daigneau, R., & Galvez, M. (2018). Finding Time for Collaborative Planning. *Education Resource Strategies*.

Venables, D.R. (2019). "So, how are we going to teach this?". *Educational Leadership*, 76, 36-41.