



Teacher Collaborative Routines

Research-Based Practices

Research on effective practices for teacher collaboration around instruction, student support, and collective teacher efficacy identify the following set of practices in three key areas: *Instructional Design and Delivery*, *Using Data to Deepen Student Learning*, and *Reflective Practice*. These are the three core components to support the mindset of *Collective Teacher Efficacy*.

Instructional Design and Delivery

1. *Teachers collaborate to discuss standards, content, and instruction aligned to the district's defined essential learning.*
2. *Teachers collaborate to design instruction aligned to the district's defined essential learning to best meet their students' needs.*
3. *Teachers work through challenging learning tasks to best meet their students' needs before implementing instruction.*
4. *Teachers coordinate their instruction with other grade levels to best meet their students' needs.*

Using Data to Deepen Student Learning

5. *Teachers ensure assessment practices in the district's curriculum are representative of the desired learning outcomes.*
6. *Teachers collaborate around different ways that students solve / approach subject-specific learning tasks.*
7. *Teachers collaborate to collect and analyze data using the district-selected protocol(s) to monitor the learning of each student.*
8. *Teachers collaborate to understand the learning of each student in order to modify and adjust instruction.*
9. *Teachers collaborate to analyze academic and non-academic data to make informed decisions.*

Reflective Practice

10. *Teachers observe each other's practice and use data to improve instruction.*
11. *Teachers offer each other informal feedback on their instruction.*
12. *Teachers reflect on feedback and adjust instruction using research- and evidence-based practice.*
13. *Teachers engage in action research using a collaborative inquiry model around problems of practice.*