

Teacher Collaborative Routines

Practices and Progress Indicators

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 three areas are the core components to support the mindset of Collective Teacher Efficacy. This document identifies each of these practices by area, and identifies the relevant indicators of progress in implementation for each practice.

INSTRUCTIONAL DESIGN AND DELIVERY

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
1. Teachers collaborate to discuss standards, content, and instruction aligned to the district's defined essential learning	1a.	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.	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.	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 instructional approach.
	1b.	A minimal agreement within a collaborative group has been established around what students should be able to do when they have attained desired outcomes.	A consensus of what students should be able to do when they have attained desired outcomes within course or grade level has been established.	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.
2. Teachers collaborate to design instruction aligned to the district's defined essential learning to best meet their students' needs	2	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.	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.	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.



PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
3. <i>Teachers work through challenging learning tasks to best meet their students' needs before implementing instruction.</i>	3	Occasional collaboration is occurring around challenging learning tasks after the instruction has taken place.	Occasional collaboration is occurring around challenging learning tasks before the instruction has taken place.	Frequent collaboration is occurring around challenging learning tasks before the instruction has taken place including prerequisite and extension learning.
4. <i>Teachers coordinate their instruction with other grade levels to best meet their students' needs.</i>	4	Occasional collaboration is occurring across grade levels within a building and is focused on coordinating instruction to best meet students' needs.	Occasional collaboration across grade levels within the district is focused on coordinating instruction to best meet students' needs.	Frequent collaboration across grade levels within the district is focused on coordinating instruction to best meet students' needs.

USING DATA TO DEEPEN STUDENT LEARNING

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
5. <i>Teachers ensure assessment practices in the district's curriculum are representative of the desired learning outcomes.</i>	5	The need for assessment practices are verbalized but not yet established.	Common assessment practices are established within a grade level and have been clearly communicated to all teachers in that grade level. Some assessments measure the desired learning outcomes for the grade and subject area.	Common assessment practices are established within a grade level and have been clearly communicated to all teachers in that grade level. Some assessments clearly measure the desired learning outcomes established by the district for the grade and subject area.
6. <i>Teachers collaborate around different ways that students solve / approach subject-specific learning tasks.</i>	6	The need for collaboration around ways that students solve/ approach learning tasks is acknowledged but not yet occurring.	Collaboration occurs around ways that students solve/approach subject-specific learning tasks.	Collaboration occurs around different ways that students solve/approach subject-specific learning tasks including anticipating misconceptions and using strategies to help students in correcting understanding of essential learning.



PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
<p>7. <i>Teachers collaborate to collect and analyze data using the district-selected protocol(s) to monitor the learning of each student.</i></p>	7a	<p>Collaboration is occasionally occurring around some types of assessment data (i.e. formative, interim, summative) resulting in an adjustment of instruction for future students.</p>	<p>Teachers collect and analyze assessment data (i.e. formative, interim, summative) to monitor the learning of each student, to modify instruction, and/or to provide intervention or enrichment for current students.</p>	<p>Frequent collaboration using improvement cycles to analyze assessment data (i.e. formative, interim, summative) in adjustment of instruction and/or intervention for current students, which then leads to an increase in student understanding and achievement around essential learning. Teams of teachers are engaging in cycles of inquiry as a means to examine and reflect on teaching practices and resulting student outcomes.</p>
	7b	<p>Occasional collaboration occurs around tier 2 and tier 3 supports for identified students.</p>	<p>Collaboration around and progress monitoring of the district's tiered intervention system that includes use of clear criteria for students to move in and out of intervention and enrichment.</p>	<p>Collaborative inquiry around the tiered intervention system to ensure that interventions and the intervention system result in student achievement around essential learning.</p>
<p>8. <i>Teachers collaborate to understand the learning of each student in order to modify and adjust instruction.</i></p>	8	<p>Occasional collaboration occurs around analyzing student work to understand the learning of each student to guide instruction.</p>	<p>Collaboration occurs around analyzing student work to understand the learning of each student to adjust instruction and/or to make decisions about providing intervention around essential learning and/or enrichment.</p>	<p>Collaboration frequently occurs around analyzing student work in conjunction with analysis of assessment data to understand the learning of each student, to adjust instruction, and/or to make decisions about providing intervention around essential learning and/or enrichment.</p>



PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
9. <i>Teachers collaborate to analyze academic and non-academic data to make informed decisions.</i>	9a	Teams are aware of district protocols to analyze data but are unsure how to use them.	Teams use the district protocols to analyze data.	Teams skillfully use the district protocols to analyze data that results in action plans that increase student achievement.
	9b	Teams analyze academic achievement data of their students.	Teams analyze various types of data including achievement, attendance, behavior, social-emotional learning, and non-academic needs, to make informed decisions for their students.	Teams analyze various types of data including achievement, attendance, behavior, social-emotional learning, and non-academic needs to make informed decisions for their students holistically resulting in action plans that increase student success.

REFLECTIVE PRACTICE

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
10. <i>Teachers observe each other's practice and use data to improve instruction.</i>	10a	Teacher-to-teacher observations are taking place once or twice per year with some teachers.	Teacher-to-teacher observations are taking place monthly with some teachers.	Teacher-to-teacher observations are taking place at least monthly with all teachers participating.
	10b	Teacher-to-teacher observations are taking place with a focus on student actions. Agreed upon norms and protocols are established by each teacher group to guide observation practices.	Teacher-to-teacher observations are taking place with a focus on student actions. Agreed upon protocols are established by all teachers at the building level through collective development and adhered during teacher-to-teacher observations.	Teacher-to-teacher observations are taking place using agreed upon protocols established at the building or district level that focus on specific student actions as a result of instruction. Protocols are monitored, reviewed, and revised on a regular basis using the district-established process.



PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
<p>11. Teachers offer each other informal feedback on their instruction.</p>	11a	<p>Teacher-to-teacher feedback is occurring without the use of protocols. Teachers learn from teachers in a non-evaluative way.</p>	<p>Teacher-to-teacher feedback is occurring with the use of building-level protocols. Teachers learn from teachers in a non-evaluative way, talking about their craft and developing and/or modifying lessons.</p>	<p>Teacher-to-teacher feedback is occurring with the use of building-level protocols established through collective development. Teachers learn from teachers in a non-evaluative way, honing their craft, and improving lessons that result in an increase in student achievement. The feedback protocol is monitored, reviewed, and revised on a regular basis using the district-established process.</p>
	11b	<p>Training has been provided for teacher-to-teacher observations.</p>	<p>Training has been provided for teacher-to-teacher observations and for providing teacher-to-teacher feedback.</p>	<p>Training has been provided for teacher observations and for teacher-to-teacher feedback. The feedback process is monitored through ongoing evaluation and continued professional learning is provided according to identified needs using the district-established process.</p>
<p>12. Teachers reflect on feedback and adjust instruction using research- and evidence-based practice.</p>	12a	<p>Teachers are reflecting on peer feedback without a change to instructional practice. No action has taken place to build teacher reflection skills.</p>	<p>Teachers are reflecting on peer feedback and adjusting instruction using research- and evidence-based practices. Teachers are developing awareness and skills around self and collaborative reflection.</p>	<p>Teachers are reflecting on peer feedback and adjusting instruction using evidence-based practices that result in an increase in student achievement. Educators view observations as a means for teachers to observe, reflect, and discuss their practices and to focus on individual, collegial, and schoolwide improvement.</p>



PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
	12b	Some data are being collected through teacher-to-teacher observations in regard to a professional learning initiative established by the school or district.	Complete data sets are being collected through teacher-to-teacher observations as a result of the professional learning initiative established by the school or district and data is analyzed to improve fidelity of the implementation of instructional strategies. Collaboration is occurring around teacher data to provide individualized professional learning within teacher's areas of focus.	Complete data sets are being collected through teacher-to-teacher observations as a result of the professional learning initiative established by the school or district and data is analyzed to improve fidelity of the implementation of instructional strategies that result in an increase in student achievement. Collaboration is occurring around teacher observations to provide individualized professional learning within teacher's areas of focus that results in an increase in student achievement.
13. Teachers engage in action research using a collaborative inquiry model around problems of practice.	13a	Teachers are willing to continuously learn by seeking ideas, support, and help from one another. Teachers routinely explore problems, issues, or differences of practice together in order to improve or transform what they are doing.	Teachers collaborate to identify common challenges, analyze relevant data, and suggest and test instructional approaches through action research that leads to improvement in student achievement. Teachers reflect on the relationship between their classroom practices and student performance.	Teachers collaborate to identify common challenges, analyze relevant data, and suggest and test instructional approaches through action research that leads to sustained and systemic improvement in student achievement focused on genuine and deep interest in students' learning and whole child development. Teachers reflect on the relationship between their classroom practices and student performance.



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	13b	Protocols for collaborative inquiry have been established by the district.	Protocols for collaborative inquiry have been established through collective development, include an expectation for action research, and are being adhered to by participants.	Protocols for collaborative inquiry have been established through collective development, include an expectation for action research, are being adhered to by participants, and are being monitored and revised on a regular basis using the district-established process.

