

Teacher Collaborative Routines

Readiness and Planning Actions

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. Prior to engaging in these practices, school districts must determine readiness to implement any such practices and engage in planning related activities to prepare to implement the practices in a manner that focuses on continuous improvement. Below are the action steps required to set the stage for implementing teacher collaborative routines. These are followed by specific planning steps for each of the research-based practices around teacher collaborative routines.

READINESS DETERMINATION, LOGISTICS, AND PROTOCOLS

CONSIDERATION	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
Readiness	Time designated for teachers to collaborate once per month has been established.	Time designated for teachers to collaborate once per week within the school day has been established.	Time designated for teachers to collaborate three or more times per week within and across grade levels within the school day has been established.
Logistics	Some teachers have been provided training to lead collaboration.	All teachers have been provided training in collaboration.	Ongoing differentiated training is provided for all teachers to improve collaboration based on identified need.
Protocols	Sample norms and protocols have been gathered. Some teachers have been provided training in the creation and use of protocols.	Norms and protocols for collaboration are established through collective development and adhered to within each collaborative group. All teachers have been provided training in the use of protocols.	Agreed upon norms and protocols for collaboration are established through collective development, adhered to across grade levels throughout the district, and are monitored, reviewed and revised on a regular basis. Ongoing differentiated training is provided for all teachers in the use of protocols and identified need.



INSTRUCTIONAL DESIGN AND DELIVERY

PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>1. Teachers collaborate to discuss standards, content, and instruction aligned to the district's defined essential learning</p>	1a.	<p>Ask teachers to identify standards and content for their classes for an individual unit or entire course. Gather feedback to see coherence among teachers, especially in subject/grade level. Introduce professional learning to define expectations for standards, content, and instructional approaches.</p>	<p>The district maps existing standards identified by teachers with grade-level and subject expectations from the district and/or state. The district selects a protocol for teachers to use around this practice. Identify expectations for teacher collaboration around this practice over a set period of time.</p>
	1b.	<p>Select one unit from each of the subject/grade levels, request that teachers submit a description of what students should be able to do at the end of the unit. Gather this feedback to determine coherence among teachers. Introduce professional learning to define expectations for student outcomes.</p>	<p>The district identifies standardization for student outcomes (i.e. student actions, depth of knowledge, types of assessment.) The district selects a protocol for teachers to use for practice #1. Identify expectations for teacher collaboration around this practice over a set period of time.</p>
<p>2. Teachers collaborate to design instruction aligned to the district's defined essential learning to best meet their students' needs</p>	2	<p>Ask teachers to identify their approach to instruction for each subject area. Determine commonality of instruction between teachers within subject area/ grade levels. Compare this information with student data to determine if instructional practices match best practices to support student needs.</p>	<p>The district identifies a model for reaching consensus on instructional practices for each subject area. The district identifies expectations for teacher collaboration around this practice over a set period of time.</p>
<p>3. Teachers work through challenging learning tasks to best meet their students' needs before implementing instruction.</p>	3	<p>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.</p>	<p>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.</p>



PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>4. <i>Teachers coordinate their instruction with other grade levels to best meet their students' needs.</i></p>	4	<p>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.</p>	<p>The district identifies expectations for teacher collaboration around practices 1 and 2 across grade levels over a set period of time.</p>

USING DATA TO DEEPEN STUDENT LEARNING

PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>5. <i>Teachers ensure assessment practices in the district's curriculum are representative of the desired learning outcomes.</i></p>	5	<p>Ask teachers to note assessment practices used in their classrooms. These are shared with the district as an initial inventory of practices. Professional learning sessions may be used to illustrate practices and strategies.</p>	<p>The district shares an inventory of practices with teachers, and identifies patterns in practice by subject and/or grade level. The district surveys teachers to identify areas that work well or that teachers have curiosity about. The district sets up possible groupings for collaboration that provide a diversity of approaches to encourage productive discussions.</p>
<p>6. <i>Teachers collaborate around different ways that students solve / approach subject-specific learning tasks.</i></p>	6	<p>Ask teachers to note various ways that students solve/ approach subject-specific learning tasks. These are shared with the district as an initial inventory. Professional learning sessions may be used to identify practices and strategies that students use.</p>	<p>The district shares an inventory of practices with teachers, and identifies patterns in practice by subject and/or grade level. The district asks teachers to identify practices that students use or that teachers have curiosity about. The district sets up possible groupings for collaboration that provide a diversity of student approaches to encourage productive discussions.</p>



PRACTICE	IN#	GETTING AWARE	GETTING READY
7. <i>Teachers collaborate to collect and analyze data using the district-selected protocol(s) to monitor the learning of each student.</i>	7a	Ask teachers to share data using district-selected protocol(s) to monitor the learning of each student. Determine if evidence exists of teachers using data in order to modify and adjust instruction and/or provide intervention or enrichment.	The district identifies protocol(s) for this practice. The district provides professional learning for teachers to use improvement cycles with output data that leads to an adjustment of instruction and/or intervention, leading to an increase in student achievement. The district identifies expectations for frequency and quality of this type of collaboration over a set period of time.
	7b	Within each collaborative group, ask teachers to identify criteria they use to determine how students move in and out of the tiers of intervention. Compare their answers with the district intervention system to determine consistency.	The district identifies protocol(s) for this practice and provides professional learning around identification of criteria for determination of tiered intervention support. The district identifies expectations for frequency and quality of this type of collaboration over a set period of time.
8. <i>Teachers collaborate to understand the learning of each student in order to modify and adjust instruction.</i>	8	Within each collaborative group, ask teachers to analyze student work samples from a unit that has been taught and then problem solve around how to modify/adjust instruction to meet their students' needs. Observe the collaborative group and analyze the results for qualities of a high functioning group.	The district identifies protocols for this practice and provides professional learning around high functioning groups. The district identifies expectations for frequency and quality of this type of collaboration over a set period of time.
9. <i>Teachers collaborate to analyze academic and non-academic data to make informed decisions.</i>	9a	Survey all teams to determine each groups' ability to use the district-selected data analysis protocols.	The district provides professional learning around data analysis protocols to ensure that there is at least one person in each collaborative group who can lead the analysis. The district identifies expectations for frequency and quality of collaboration around this type of data.



PRACTICE	IN#	GETTING AWARE	GETTING READY
	9b	Review the data collection protocols and the ability of teams to access all types of data for each team.	The district makes adjustments to data collection processes so the team can access needed data sets and identifies expectations for frequency and quality of collaboration around data.

REFLECTIVE PRACTICE

PRACTICE	IN#	GETTING AWARE	GETTING READY
10. Teachers observe each other's practice and use data to improve instruction.	10a	Each building provides data on how many teacher-to-teacher observations are occurring within a semester. Determine if the quantity of observations meets the districts' expectation.	The district review of schedules identifies possible observation pairings. The district dedicates resources to allow for the practice.
	10b	Ask each building to provide the teacher-to-teacher observation protocols used in their building. Determine if the protocols being used meet the districts' criteria. Determine if collected data has resulted in improvement of instructional practices and desired student actions over time.	The district reviews research-based observation protocols and establishes criteria. Building leadership develops a process for each collaborative team to select or create a protocol that meets the district criteria that addresses 3-4 high priority student actions to focus on.
11. Teachers offer each other informal feedback on their instruction.	11a	A pilot group of teachers focus on offering each other informal feedback. Discussions following allow the group to reflect on feedback.	Teachers identify feedback protocol through collective development.
	11b	A pilot group of teachers engage in professional learning. This group is asked to observe each others' classroom and document feedback.	The district provides professional learning for teachers to effectively provide peer feedback.

PRACTICE	IN#	GETTING AWARE	GETTING READY
12. Teachers reflect on feedback and adjust instruction using research- and evidence-based practice.	12a	Ask teachers to provide anecdotal evidence of times when teachers have adjusted their instruction after receiving peer feedback. Gather the teacher-to-teacher feedback to determine if this practice is occurring and resulting in an increase in evidence- and research-based instructional practices. Survey staff to assess reflectiveness on instruction, and compare results with building and district leader perception.	The district provides professional learning for teachers to effectively provide peer feedback, including the purpose of reflection and strategies for becoming self-reflective.
	12b	Request data from teacher-to-teacher observations. Analyze the data to determine if there is a coherent method for gathering and analyzing teacher-to-teacher observations and feedback and whether it is resulting in an increase in student achievement.	The district provides a method for collection of data that allows for comparison of instructional practices to student achievement. The district provides staff training in the use of the data collection and analysis tool.
13. Teachers engage in action research using a collaborative inquiry model around problems of practice.	13a	Ask teachers if they have engaged in action research and if so to describe their experience. Determine if this is a common practice across the district.	The district provides professional learning around how to conduct action research to engage in collaborative inquiry around problems of practice.
	13b	Ask teachers what collaborative inquiry protocol they have used in order to engage in action research. Determine if there is a common protocol across the district.	The district provides protocol for collaborative inquiry along with professional learning on how to utilize protocol.

