

Teacher Collaborative Routines

These routines are designed to position classroom teachers in the collaborative role of guiding each other in the ongoing quest of instructional improvement at scale in the building. Installed organically rather than as events, these routines daily support the ongoing mission of increasing student, teacher, and leader performance in a short amount of time.

Instructional Design and Delivery	
Routine	Impact of Routine
1. Teachers collaboratively design instruction that is aligned to both the district's visions for high-quality subject-specific instruction and to the district's curricular documents.	<ol style="list-style-type: none"> Number of teachers engaged in this routine. Frequency by which teachers engage in this routine. Grade levels/content areas impacted by this routine.
2. Teachers coordinate their instruction with teachers at other grade levels.	
3. Teachers collaborate to match curriculum and instruction to the district's visions for high-quality subject-specific instruction.	
4. Teachers work together to utilize district curricular documents in designing instructional materials.	
5. Teachers collaborate to jointly plan for instruction and try out new ideas that are aligned to the district's visions for high-quality subject-specific instruction and district curricular documents.	
6. Teachers collaborate to discuss content and clarify key subject area ideas.	
7. Teachers collaborate to discuss how children learn in specific content areas (i.e. mathematics, science).	
8. Teachers meet to discuss various approaches to teaching subject-specific ideas that are aligned to the district's visions for high-quality subject-specific instruction and district curricular documents.	
9. Teachers meet to work through challenging learning tasks (before implementing).	
10. Teachers create and utilize recommended lesson designs to assist other teachers in the planning of high-quality subject-specific instruction.	

Deepening Knowledge of Student Learning

Routine	Impact of Routine
1. Teachers meet to discuss formative assessments outlined in the district's curricular units.	<ol style="list-style-type: none"> 1. Number of teachers engaged in this routine. 2. Frequency by which teachers engage in this routine. 3. Grade levels/content areas impacted by this routine.
2. Teachers meet (collaborate) to discuss different ways in that students solve/approach subject-specific learning tasks.	
3. Teachers collect and analyze formative data on student learning using the problem-solving driver system.	
4. Teachers use formative assessment data to modify and adjust instruction.	
5. Teachers meet to analyze student work samples.	
6. Teacher meet to analyze various types of data using the problem-solving driver system.	

Collegial Reflective Practice

Routine	Impact of Routine
1. Teachers observe each other teaching to support each other's developing practice around the district's visions for high-quality subject-specific instruction.	<ol style="list-style-type: none"> 1. Number of teachers engaged in this routine. 2. Frequency by which teachers engage in this routine. 3. Grade levels/content areas impacted by this routine.
2. Teachers offer each other informal feedback on high-quality subject-specific instruction.	
3. Teachers reflect on feedback and adjust instruction based on feedback.	
4. Teachers share ideas about high-quality subject-specific pedagogy.	
5. Teachers collaborate to deepen their knowledge of content.	
6. Teachers meet to model lessons for one another.	
7. Teachers seek out other knowledgeable peers for instructional advice.	