

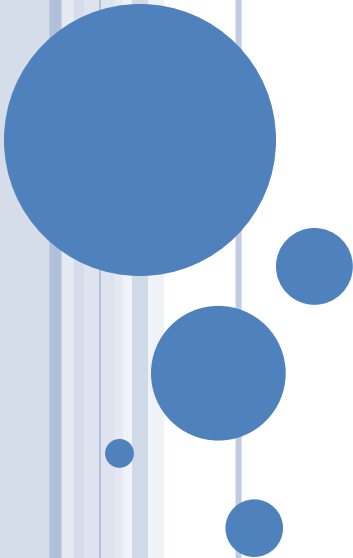
# BUILDING EFFECTIVE TEACHER TEAMS

Workshop Led by  
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Leadership  
Pathways

Lead with Us. Grow with Us. Inspire with Us.



# BUILDING EFFECTIVE TEACHER TEAMS

## Session Goals:

- To define the work of teams within one's school community
- To learn how to identify and develop teacher leaders
- To review effective protocols for use with teacher teams, especially protocols for looking at student work

### Guiding Questions (from your workbook)

1. How does the work of the teacher teams support the school in meeting the school wide goals?
2. How are teacher teams organized in order to serve as a hub for professional learning?
3. How are teacher team leaders selected, supported and allowed ownership of the work?
4. What resources will you and your teachers need to be successful in this work?



# TEACHER TEAMS MAÎTRE D ACTIVITY

- 3 Rounds of Questions
  - Table for 4
  - Table for 2
  - Table for 3

Table for 4 – What were some of the successes you experienced with teacher teams?

Table for 2– What were some of the challenges you encountered with teacher teams?

Table for 3- As a school leader now, what is one takeaway from your experiences that will influence your leadership practices around teacher teaming?



## COLLABORATIVE TEACHERS

“School is a human-resource-intensive enterprise. Schools are only as good as the quality of the faculty, the professional development that supports their learning, and the faculty’s capacity to work together to improve instruction. This element directs our attention to a school’s ability to recruit and retain capable staff, the efficacy of performance feedback and professional development, and the social resources within a staff to work together to solve local problems.” —Dr. Anthony Bryk

(Bryk, A. “Organizing Schools for Improvement.” *Phi Delta Kappan* 97, no7 (April 2010))

# QUALITIES OF EFFECTIVE TEACHER TEAMS

## Task:

1. Examine 4.2 & 2.2 of the Quality Review. Complete the third column. (5min)

2. Table Talk  
What questions does this rubric raise for you? What structures would you need in place to ensure that this work is done? (5 min)

## 4.2 Teacher Teams and Leadership Development

Engage in structured professional collaborations on teams using an **inquiry approach** that promotes shared leadership and focuses on improved student learning

Proficient	Well-Developed	What does this look like or what could it look like at your school?
a) The majority of teachers are engaged in structured, inquiry- based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers	a) The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of CCLS (including the instructional shifts), resulting in school-wide instructional coherence and increased student achievement for all learners	
b) Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students	b) Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for groups of students	
c) Distributed leadership structures are in place so that teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school	c) Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school	



# DEFINING THE WORK OF OUR TEAMS

## Task:

Think about the goals for your school next year.

How can you strategically use teacher teams to drive this work?

Use this template to begin to define the purpose, process and outcomes for teams.

The template is a worksheet for defining the work of teacher teams. It is titled "DEFINING THE WORK OF OUR TEAMS" and is divided into several sections:

- School Letterhead:** A section at the top for school identification.
- School Wide Goals:** A list of goals including: Effective School Leadership, Rigorous Instruction, Supportive Environment, Collaborative Teachers, and Strong Family and Community Ties.
- Our Teacher Team work supports the achievement of these goals:** A section for defining the team's role, with a sub-section for "Grade Teams will meet in..." and "Department Teams will meet each other in...".
- Purpose:** A section for defining the purpose of the team's work.
- Process:** A section for defining the process, including "Grade teams will..." and "Department teams will...".
- Impact/Outcome:** A section for defining the impact/outcome, including "Students will be able to..." and "Students will be able to...".

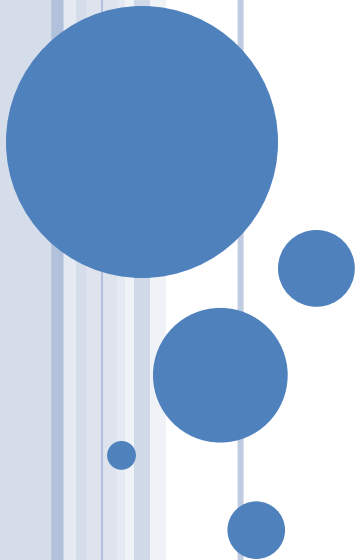
The template includes several boxes for writing and a central area for "Process" with sub-sections for "Grade teams will..." and "Department teams will...".



# **DISTRIBUTIVE LEADERSHIP STRUCTURES**

**Think: What structures would you need in place to effectively enable teachers to play an integral role in key decisions that affect student learning across the school?**

**Discuss at your table for 5 minutes**



# HOW WILL YOU KNOW WHETHER YOUR TEAMS ARE WORKING?

- A Continuum for School Based Teams
- Teacher Team Matrix
- Teacher Team Goal Benchmark Tracker





# ADDITIONAL RESOURCES

TLP Protocol Matrix

Looking at Student Work Protocols	Looking at Adult Work Protocols
<ul style="list-style-type: none"> <li>• Collaborative Assessment Conference</li> <li>• Adaptive Descriptive Consultancy for Examining at Student Work</li> <li>• ATLAS</li> </ul>	<ul style="list-style-type: none"> <li>• Tuning</li> <li>• Consultancy</li> <li>• Considering Evidence Protocol</li> <li>• Equity Stances Protocol</li> <li>• Probing Questions Protocol</li> <li>• Success Analysis Protocol</li> </ul>
Peer-Visit Protocols	Text-Based Protocols
<ul style="list-style-type: none"> <li>• Focus Point</li> <li>• Interesting Moments</li> <li>• Video Camera</li> <li>• Observer as Coach</li> <li>• Person Observed as Coach</li> <li>• Peer Observation Protocols Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Block Party (Pre-reading activity)</li> <li>• 4 A's</li> <li>• Jigsaw</li> <li>• Three Levels of Text</li> <li>• What Lies Beneath</li> <li>• Final Word</li> </ul>

Brief Openers	Longer Openers
<ul style="list-style-type: none"> <li>• Clearing Connections</li> <li>• Good News</li> <li>• Postcards</li> <li>• Think-Pair-Share</li> <li>• All-Purpose Go-Around</li> </ul>	<ul style="list-style-type: none"> <li>• Fears and Hopes</li> <li>• Diversity Rounds</li> <li>• Protocol for Setting Norms</li> <li>• Microclubs</li> <li>• Marvin's Model</li> </ul>

TEACHER TEAM MATRIX		Cycle (please circle) 1 2 3 4 5 6 7	From _/_/___	To _/_/___	Our Focus of Inquiry this Cycle is:			
We are meeting as a:		Grade Level Team	Department Team	Common Core Team	Common Planning Team			
Name of students	Grade	Our Goals Are:	List the instructional strategies, protocols, resources you collectively agree to implement:					
		Short Term:	Strategy/Protocol/Resource:	Determination/Need:	C.I.E / CCL8 Alignment:			
			Strategy/Protocol/Resource:	Determination/Need:	C.I.E / CCL8 Alignment:			
		By: _/_/___						
		Long Term:	Strategy/Protocol/Resource:	Determination/Need:	C.I.E / CCL8 Alignment:			
			Strategy/Protocol/Resource:	Determination/Need:	C.I.E / CCL8 Alignment:			
		By: _/_/___						
Interim Evaluation of Our Work	Date:	Our protocol is:	Is it working?					
What evidence do we have?		What systems or structures do we need to revisit?	Yes	No	See Below			
			Observing another team	Meet with instructional leader(s)	Internal PD Needed	External PD Needed	CFN Assistance Needed	Help researching a specific topic
Interim Evaluation of Our Work	Date:	Our protocol is:	Is it working?					
What evidence do we have?		What systems or structures do we need to revisit?	Yes	No	See Below			
			Observing another team	Meet with instructional leader(s)	Internal PD Needed	External PD Needed	CFN Assistance Needed	Help researching a specific topic
Final Evaluation of Our Work	Date:	Our protocol was:	Did it work?					
What were the final outcomes of our work?		What lessons have we learned?	Yes	No				





## **FINAL REFLECTION**

**What structures and systems do you need to create or refine in your school to best support the work of teacher teams?**

# LEARNING BY DOING: “BUILDING THE COLLABORATIVE CULTURE OF A PROFESSIONAL LEARNING COMMUNITY”

**TASK:** Imagine this is the school that you were selected to lead. Read the passage while highlighting missed opportunities and questions. (10 min)

**Table talk:** Why did Principal McDonald’s efforts to build a collaborative culture in his school go awry? What steps could you take to improve this situation?

**Debrief:** Each table shares 1 or 2 things that resonated from the reading and the implications for their work as school leaders

