

# Collaborative Teams



## Overview

Collaborative teams allow educators to work interdependently to study and communicate the impact of their teaching, using evidence of student progress to improve outcomes for all students. These teams set the stage for data inquiry, during which the focus shifts from how students work to how students think.

## Making a Difference

Educators and schools that engage in quality collaboration have the following.

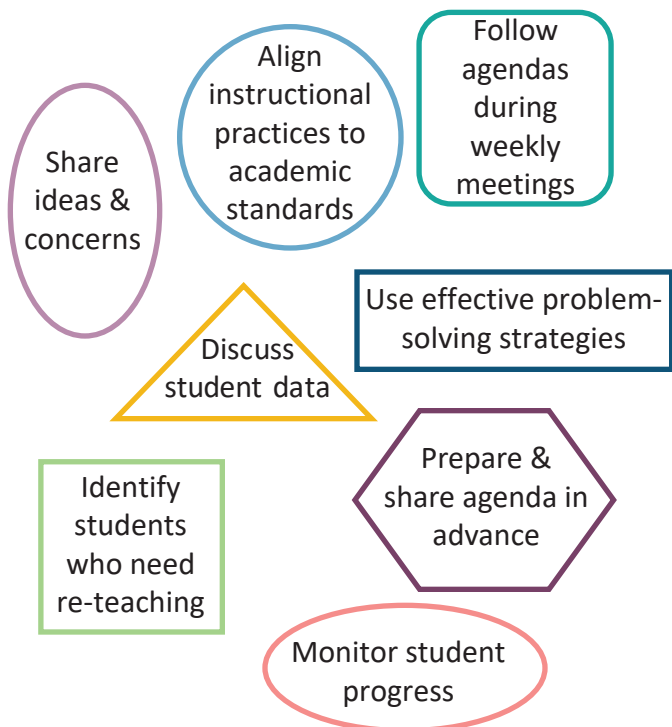


Better achievement gains in math and reading



Teachers who improve their practices at greater rates

## Teams



## Collaborative Team Structures



### Agenda & Minutes

- Purpose of the meeting
- Time bound
- Specific issues to be discussed
- Outcomes to be achieved



### Norms

- Meeting expectations/commitments
- Agreed upon collectively
- Focus on respecting all participants
- Focus on only a few critical norms



### Roles

- Establish the roles needed
- Clear role responsibilities
- Post/review roles on agendas
- Rotate roles to build capacity



### Collaborative Skills

- Pausing
- Paraphrasing
- Posing questions
- Putting ideas on the table
- Providing data
- Paying attention
- Presuming positive intentions



### Consensus

- A clear option agreed on by majority
- Those opposed given opportunity to influence that choice
- All team members agree to support the decision



### Protocols

- Agreed upon guidelines for conversation
- Structure that permits very focused conversations
- Should be a facilitated structure

*"Collaboration is based on cooperativeness, learning from errors, seeking feedback about progress, and enjoying venturing into the 'pit of not knowing' together with expert help that provides safety nets and, ultimately, ways out of the pit."*

(Hattie, 2015)

## ***Collaborative Teams Practice Profile***

The Practice Profile template includes four pieces and is anchored by the essential functions. First, as a header is the foundation of implementation that philosophically grounds implementation. Then moving from left to right across the template are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

### ***How to Use the Practice Profile***

The essential functions align with the teaching/learning objectives for each learning package. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder of the implementation criteria and is also aligned with the fidelity checklists and the electronic self-assessment practice profile tool. These sources provide data regarding further training or coaching.



Collaborative Teams (CT) Practice Profile					
Essential Function		Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional development and coaching are critical.)
1	Educators collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.	Teams address 3/4 of the following at least <i>twice monthly</i> , as evidenced by agendas and minutes: <ul style="list-style-type: none"> <li>• Discuss data and monitoring student progress.</li> <li>• Identify instructional practices that result in student learning.</li> <li>• Identify students needing reteaching.</li> <li>• Align instructional practices to academic standards.</li> </ul>	Teams address 3/4 items at least <i>monthly</i> , as evidenced by agendas and minutes.	Teams address 2/4 items at least <i>monthly</i> , as evidenced by agendas and minutes.	Teams address <i>fewer</i> than 2/4 items at least <i>monthly</i> , as evidenced by agendas and minutes.
2	Educators effectively implement group processes in collaborative meetings.	Teams meet <i>weekly</i> using agendas and minutes in collaborative meetings.	Teams meet at least <i>monthly</i> using agendas and minutes in collaborative meetings.	Teams meet regularly but with no set schedule.	Team meetings times are irregular, infrequent, and/or often canceled.
		Teams use agendas which include 8/9 of the following recommended items: <ul style="list-style-type: none"> <li>• Team/group name.</li> <li>• Date/time/location.</li> <li>• Outcomes (includes required materials).</li> <li>• Past items to review.</li> <li>• New items.</li> <li>• Celebrations.</li> <li>• Norms.</li> <li>• Roles.</li> <li>• Next meeting date.</li> </ul>	Teams use agendas which include 7/9 of recommended items.	Teams use agendas which include at least 4/9 of recommended items.	Teams use agendas which include <i>fewer</i> than 4/9 of recommended items are not developed.

Collaborative Teams (CT) Practice Profile					
Essential Function		Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional development and coaching are critical.)
2	(continued) Educators effectively implement group processes in collaborative meetings.	Teams use minutes and communication that address 8/9 of the following recommendations: <ul style="list-style-type: none"> <li>• Purpose for the meeting</li> <li>• Where and when held</li> <li>• List of the attendees</li> <li>• Tasks achieved during the meeting</li> <li>• Decisions made at the meeting</li> <li>• List of actions agreed upon including to whom it was assigned and the completion date</li> <li>• Notes are centrally stored with easy access for all participants to provide updates and comments</li> <li>• Agendas that use a consistent template for easy reference</li> <li>• Agendas distributed to all stakeholders</li> </ul>	Teams use minutes and communication that address 7/9 of the recommendations.	Teams use minutes and communication that address at least 4/9 of the recommendations.	Teams use minutes and communication that address <i>fewer</i> than 4/9 of the recommendations or are not developed.
3	Educators intentionally use collaborative skills in collaborative team meetings.	During team meetings, problem-solving and sharing involves at least 6/7 of the following collaborative behaviors: <ul style="list-style-type: none"> <li>• Pausing</li> <li>• Paraphrasing</li> <li>• Posing questions</li> <li>• Putting ideas on the table</li> <li>• Providing data</li> <li>• Paying attention to self and others</li> <li>• Presuming positive intentions</li> </ul>	During team meetings, problem-solving and sharing involves at least 5/7 collaborative behaviors.	During team meetings, problem-solving and sharing involves <i>fewer</i> than 5/7 of the recommended collaborative behaviors.	The collaborative behaviors do not occur during team meetings.