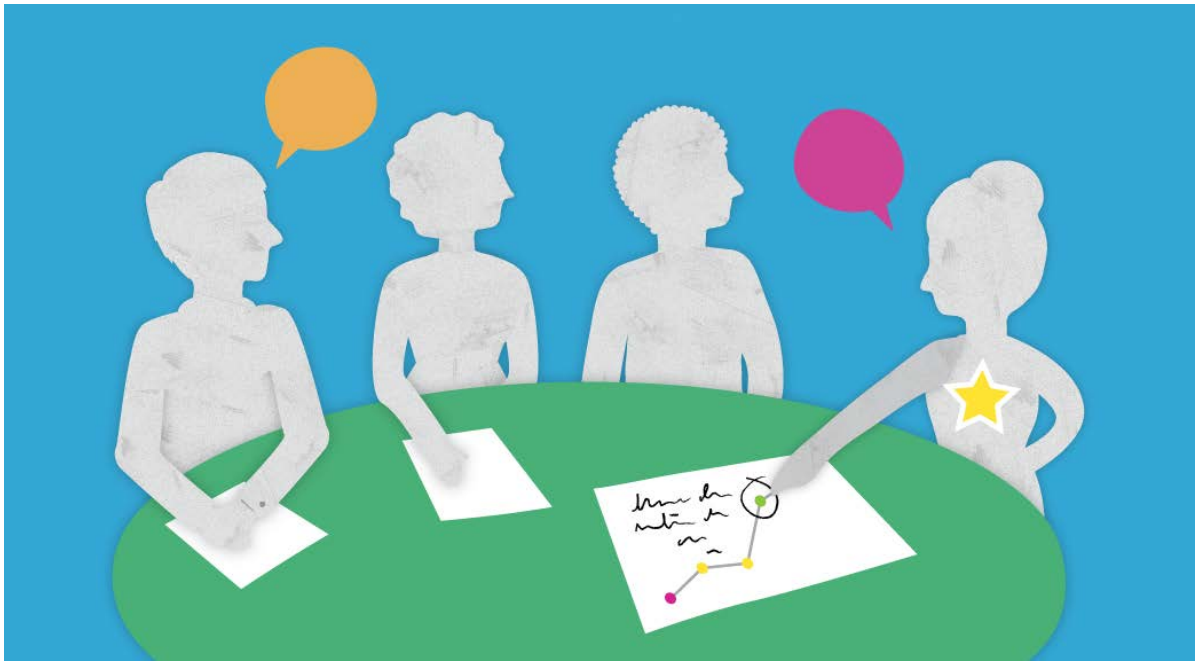
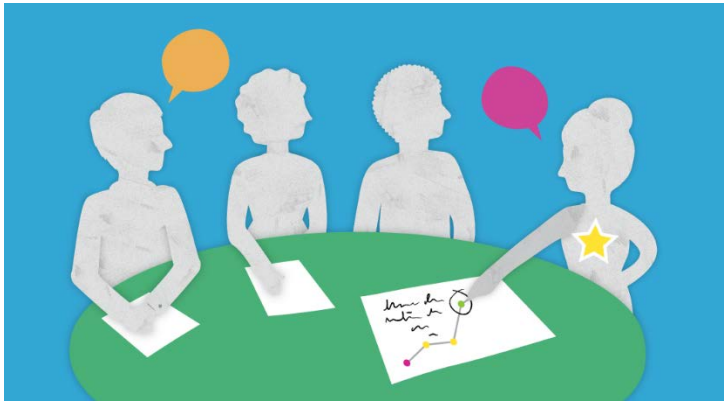
Teaching Teams



Cultivate teams of teachers who share responsibility for student success and build collective expertise by working together to plan and adjust instruction based on data.

What is the strategic shift we want schools to move towards?



- Typical: Teachers largely work in isolation from one another. Student work and other data are not rigorously and collaboratively examined to inform instruction.
- Strategic: Teaching teams, led by instructional experts or excellent teacher leaders, meet regularly to plan and adjust instruction based on student data; team members view themselves as collectively responsible for the success of the students they share.

Why are teaching teams important?

- Teaching teams are fundamental to **professional improvement and adult learning** (McKinsey & Company, 2007)
- They are a key lever in **improving instructional rigor and student performance** (Goddard et al., 2007; Moller et al., 2013)
- They enable **personalized student learning**
- They can be used to **attract and retain great teachers** (Guarino et al. , 2006; Futernick, 2007)
- Last but not least, they are critical to carrying out **most other power strategies**

What *design essentials* support effective teaching teams?

- Team collaboration has clearly defined purposes supported with agendas, tools, and protocols
- Team organization and assignment maximizes teacher expertise and supports student learning goals
- Professional adult culture supports deep collaboration
- Highly effective instructional expert facilitates collaborative planning time, and has time built in to prepare for team meetings
- Teams rely on a breadth of data to support collaboration
- Sufficient collaborative planning time exists (*at least* 90 minutes/week)

Note: ESR' *School Check* tool is comprised of indicators to measure the implementation of these design essentials in your school

These design essentials center first on team purpose and organization, but all are required to ensure teams are effective

Adjustments to time, attention, and instructional program, based on data

Ongoing improvements in teaching effectiveness

Teaching teams: building block summary

Design essential	Building blocks
1) Team collaboration has clearly defined **purposes** supported with agendas, tools, and protocols	Decide the key purposes that should guide teaching teams, sample activities that will support these purposes, and which types of teams will carry out this work
2) Team **organization** and assignment maximizes teacher expertise and supports student learning goals	1) Fully departmentalized team 2) Partially departmentalized team 3) STEM/Humanities Pods 4) Interdisciplinary team 5) Self-contained team
3) **Professional adult culture supports** deep collaboration	Invest resources in building team members': 1) Trust 2) Constructive conflict 3) Commitment 4) Accountability 5) Attention to results

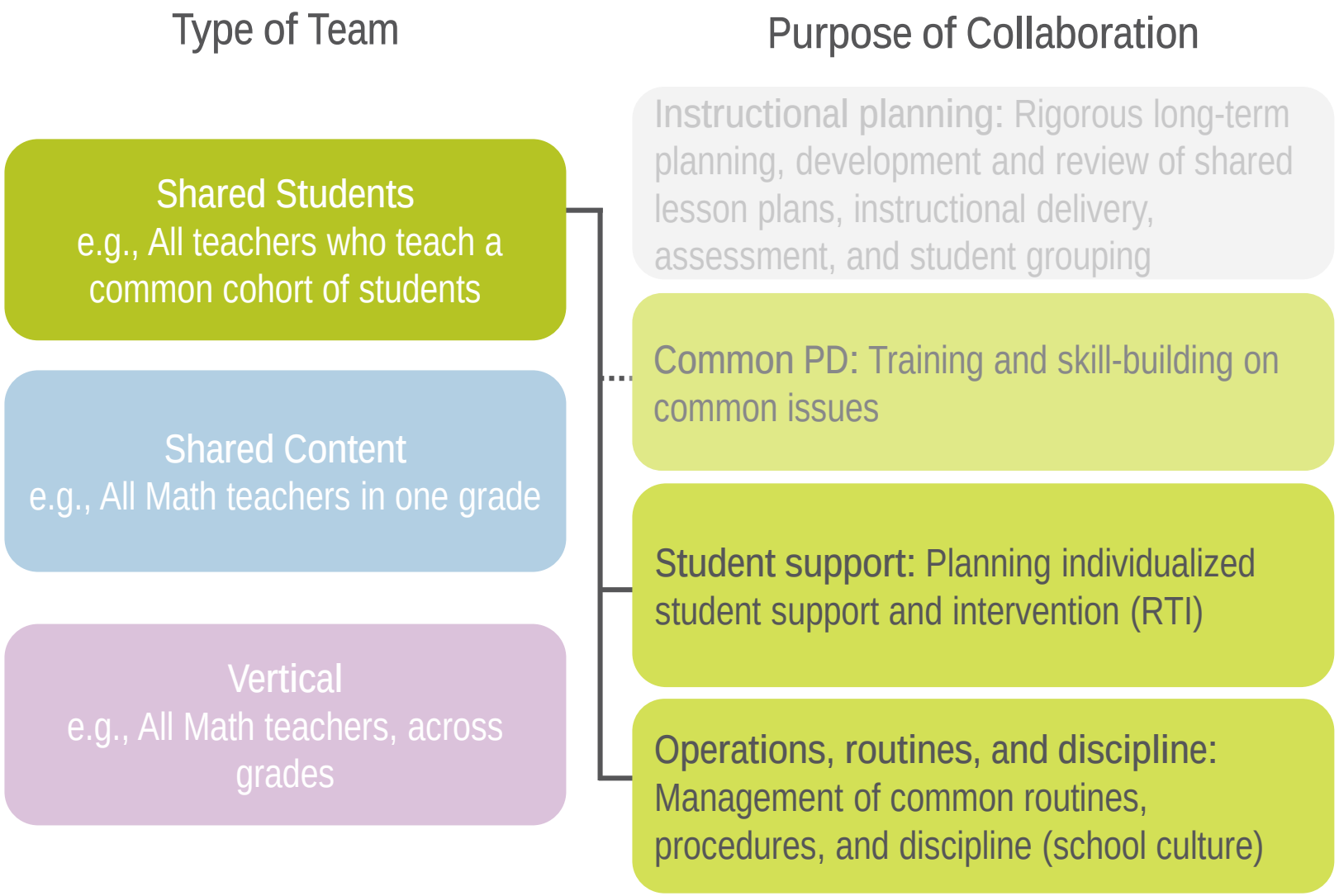
Design essential	Building blocks
4) Highly effective instructional **expert** facilitates collaborative planning time, and has time built in to prepare for team meetings	1) Principal or Assistant Principal 2) Coach (non-evaluative) 3) Specialized Dean or Director role 4) Teacher Leader See Individual Professional Growth Power Strategy Rotation for information on how to use experts' time strategically.
5) Teams rely on a breadth of **data** to support collaboration	Source of new data: 1) In-house 2) District 3) Vendor See Data-driven Instruction Power Strategy for comprehensive information on how data can support teaching teams' work.
6) Sufficient **collaborative planning time** exists	Additional collaborative time could be found through: 1) Repurpose existing planning time to use collaboratively 2) Stack existing planning blocks or planning and non-instructional blocks to create longer consecutive blocks 3) Repurpose and/or reorganize teacher time outside the day 4) Within existing day, add new planning blocks on some or all days 5) Add new planning blocks on some or all days by extending the teacher school day 6) Add new teacher time outside the student day See the scheduling module for detailed guidance on how build a schedule that meets your students' and teachers' needs.

Team Purpose

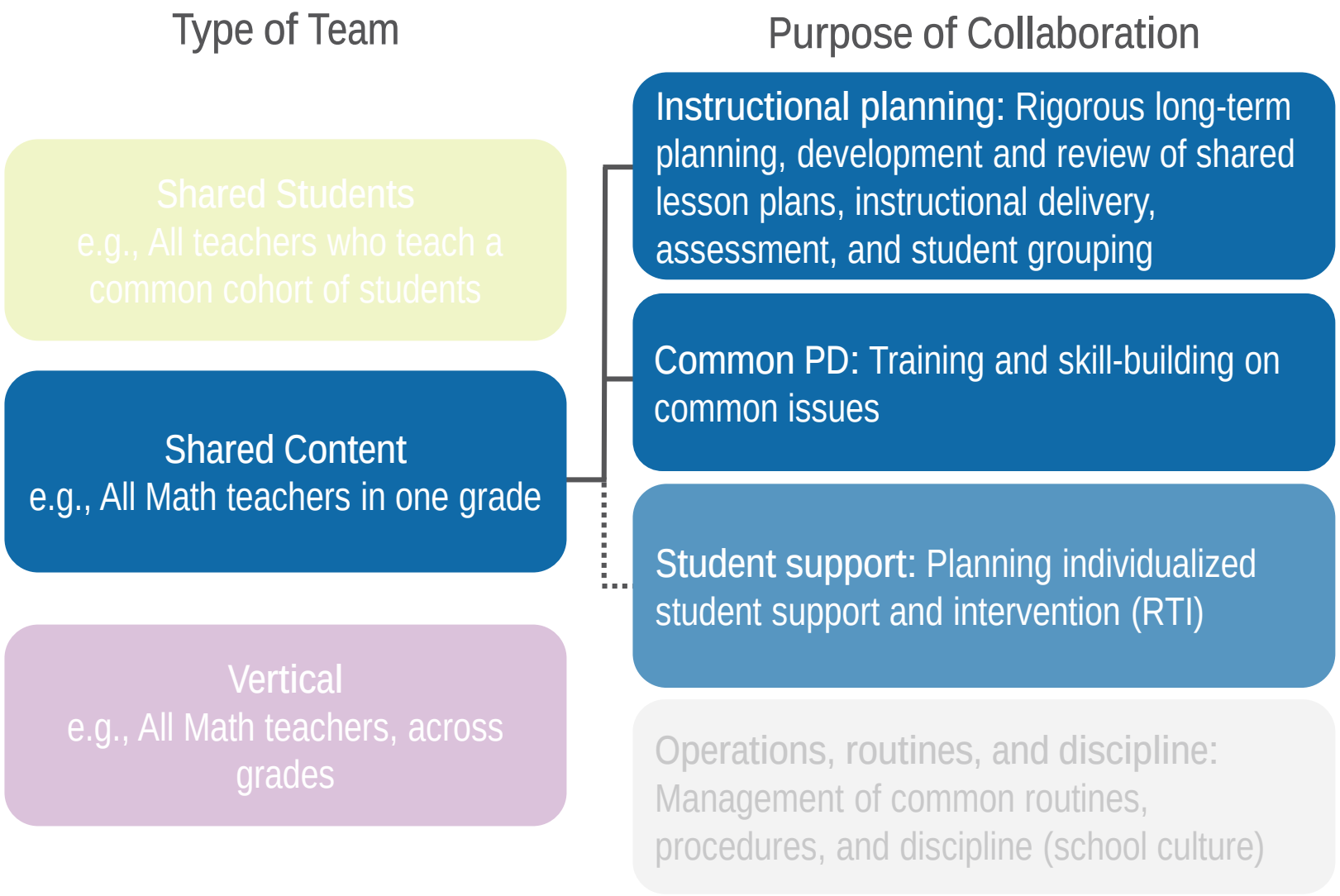
We see three basic types of teams in strategic schools, that together cover 4 key purposes

Type of Team	Purpose of Collaboration
Shared Students e.g., All teachers who teach a common cohort of students	**Instructional planning:** Rigorous long-term planning, development and review of shared lesson plans, instructional delivery, assessment, and student grouping
Shared Content e.g., All Math teachers in one grade	**Common PD:** Training and skill-building on common issues
Vertical e.g., All Math teachers, across grades	**Student support:** Planning individualized student support and intervention (RTI)
	Operations, routines, and discipline: Management of common routines, procedures, and discipline (school culture)

Shared student teams focus on student support, routines & discipline, and can be a venue for non-content oriented PD



Shared content teams focus on planning, content-based PD, and student support within their content area

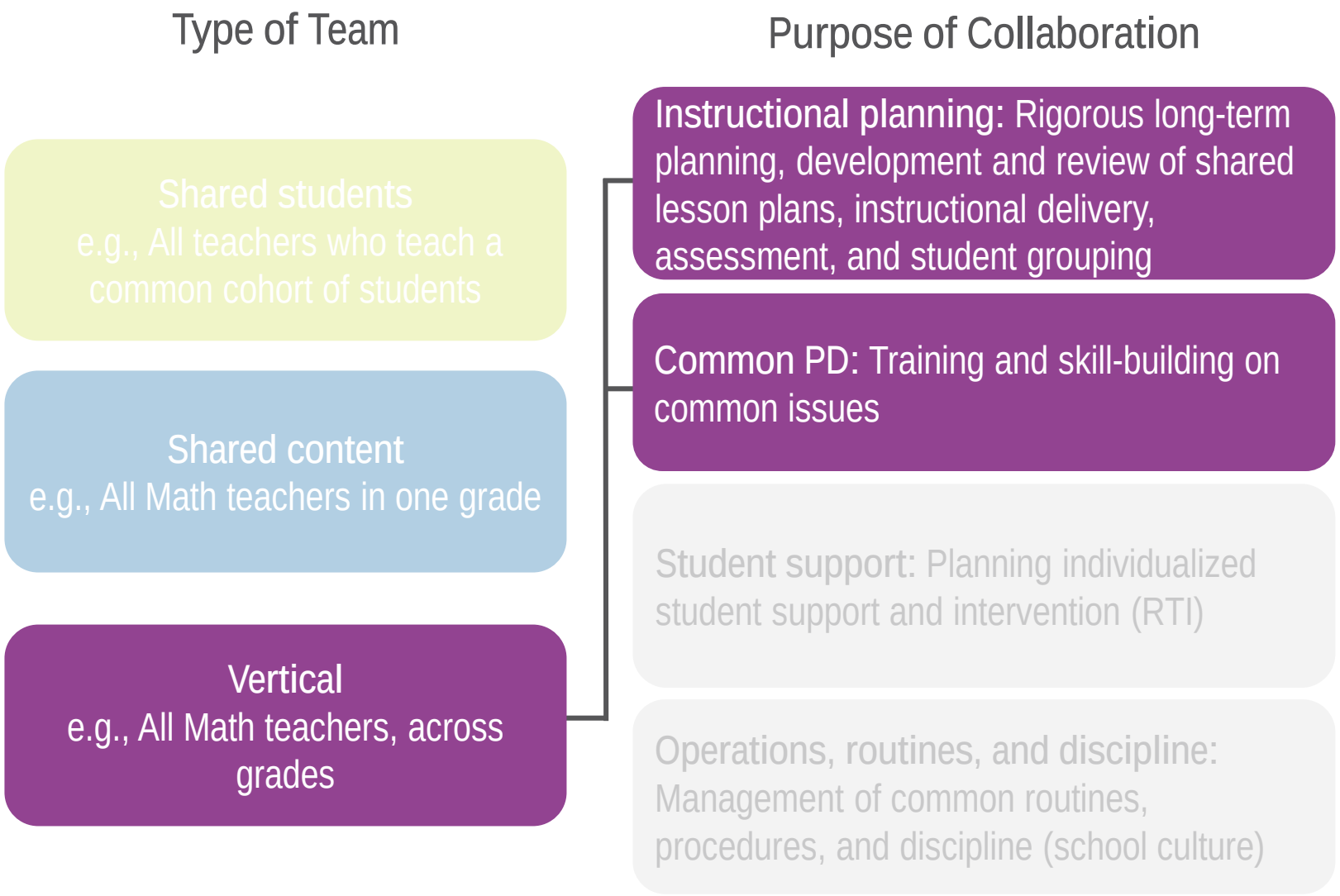


Small grade levels may make forming shared-content teams challenging, but potential solutions could include:

1. Cross-school collaboration
2. Shared content across subjects, e.g. literacy across the curriculum
3. Shared content across grades, e.g. fractions across Grades 3-4
4. Multi-grade families (e.g. Grades 1-2), where teachers share responsibility for planning across two grade levels

Each of the above solutions will place higher demands on teaching effectiveness and effective collaboration

Vertical teams meet less frequently and focus on instructional alignment across grades



Reflection: Team Purpose

- In your own words, define the team types, purposes and key collaborative planning time activities that are relevant to your school's needs and strategic shifts
- Across core tasks, have you covered all the common purposes for collaboration?

Team Organization

Team organization requires determining how teachers, students and content will be configured in each team type

Deciding how to organize these teams is an iterative process, but typically follows these steps:

1) Determine what basic team configuration will best support your school's needs and current teacher capacity
2) Determine how to add expert support
3) Determine how to integrate special population support (e.g. Special Ed, ELL)
4) Consider any further role differentiation on team or integration of technology
5) Determine how to assign teachers across those teams to ensure expertise is balanced
6) Determine student assignment across teaching teams

Tradeoffs are embedded in different team configurations and need to be made deliberately

- Demand on teachers' content knowledge
- Demand for expert support
- "Reach" of most expert teachers
- Personal relationships between students and teachers
- Flexibility in re-grouping students
- Scheduling flexibility
- Teacher utilization & time available for collaboration

Sample team configuration options

Option 1 ■ Fully Departmentalized Team

Option 2 ■ Partially Departmentalized Team

Option 3 ■ STEM/Humanities Pods

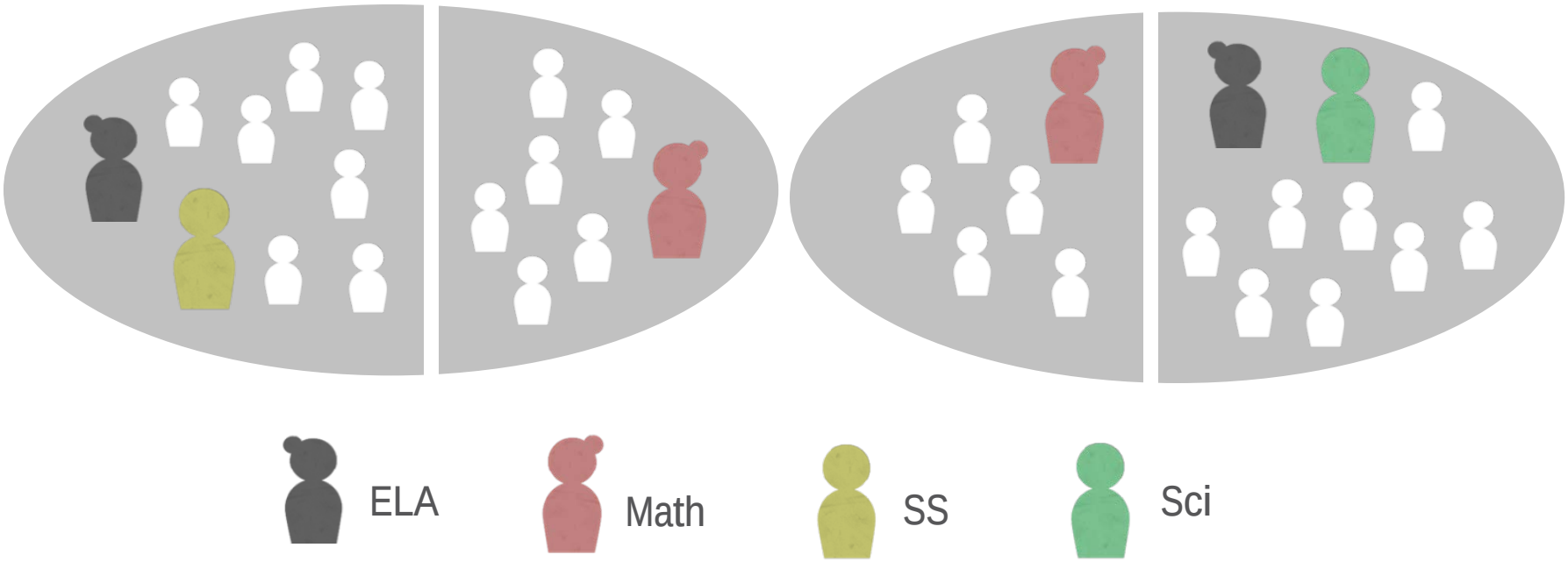
Option 4 ■ Interdisciplinary Team

Option 5 ■ Self-contained Team

The following options for team configuration assume the following:

- 150 total students/grade
- Students cycle through classes in cohorts (supports personal relationships)
- 6 teachers/team
- Average 25 students/class
- Math and ELA either are or could be double blocked

The fully departmentalized team on a semester or A/B schedule:



Description:

- 75 students/cohort
- Three teachers form one team; each team shares one student cohort
- SS and Sci are taught by two different teachers who switch teams mid-year
- Students could attend SS/Sci on an A/B schedule, both subjects each day for half the time, or switch between SS and Sci at the end of the first semester

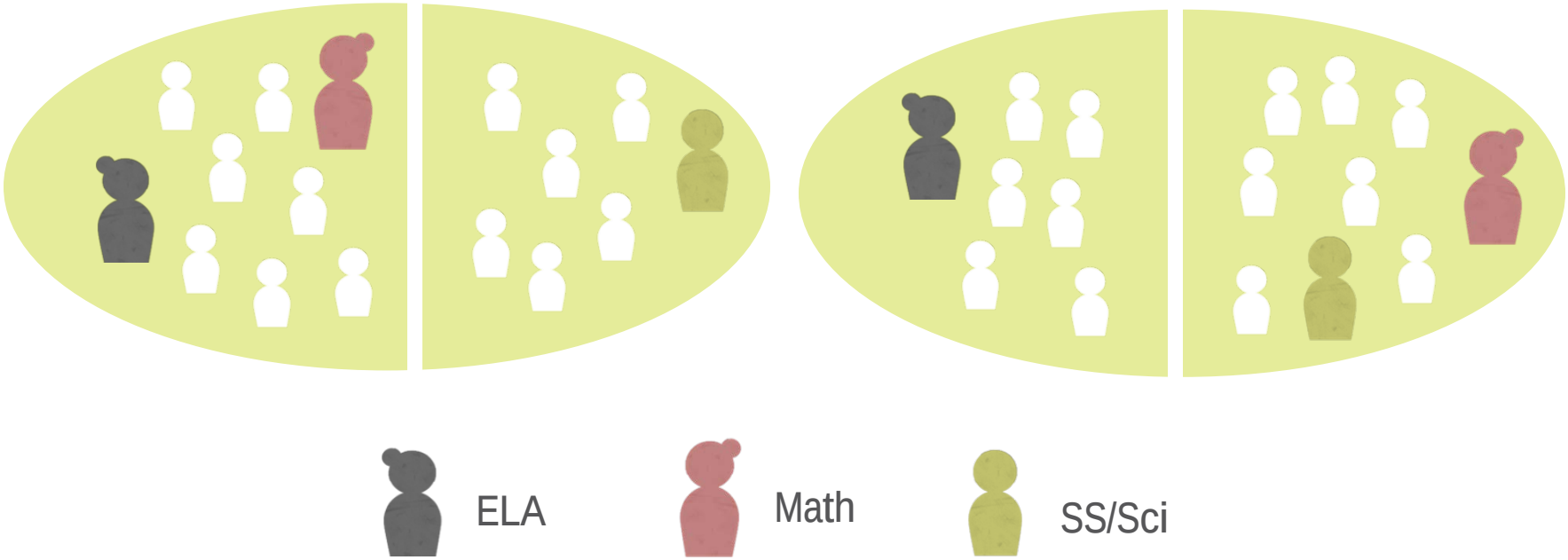
Benefits of the fully departmentalized team

- Maximizes content specialization, minimizing breadth of expertise and preps
- Flexible time allocation across subjects is possible, but may be harder to coordinate across three subject areas
- Cohort approach still prioritizes relationships, though loads are higher relative to other options
- Excellent teachers reach somewhat more students relative to other options (75 vs. min 50)
- Students focus on fewer subjects at any given time

Tradeoffs of the fully departmentalized team

- Semester teacher loads are higher (75 v. 50 min), making development of personal relationships more challenging
- Teachers have fewer colleagues with whom they share content: 2 v. 3 for ELA and Math; no sharing for Science or Social Studies
- Higher annual loads for Science and Social Studies teachers (150)
- Team composition must transition at mid-year
- Pressure on expert support in Science and Social Studies may increase to mitigate the lack of peer collaboration
- If students switch between Science and Social Studies mid-year, students who experience semester-long gaps before taking end-of-year assessments may struggle to recall relevant content

The partially departmentalized team:



Description:

- 150 students split into two 75 student cohorts
- Each cohort shares a 3-teacher team, one ELA, one math, and one Sci/SS split assignment
- Students split time evenly between the three teachers, which means that ELA and math get 2x time
- Note that the SS/Sci combination is more realistic in Grades 5-6 where teachers have a K-6 endorsement across multiple subjects

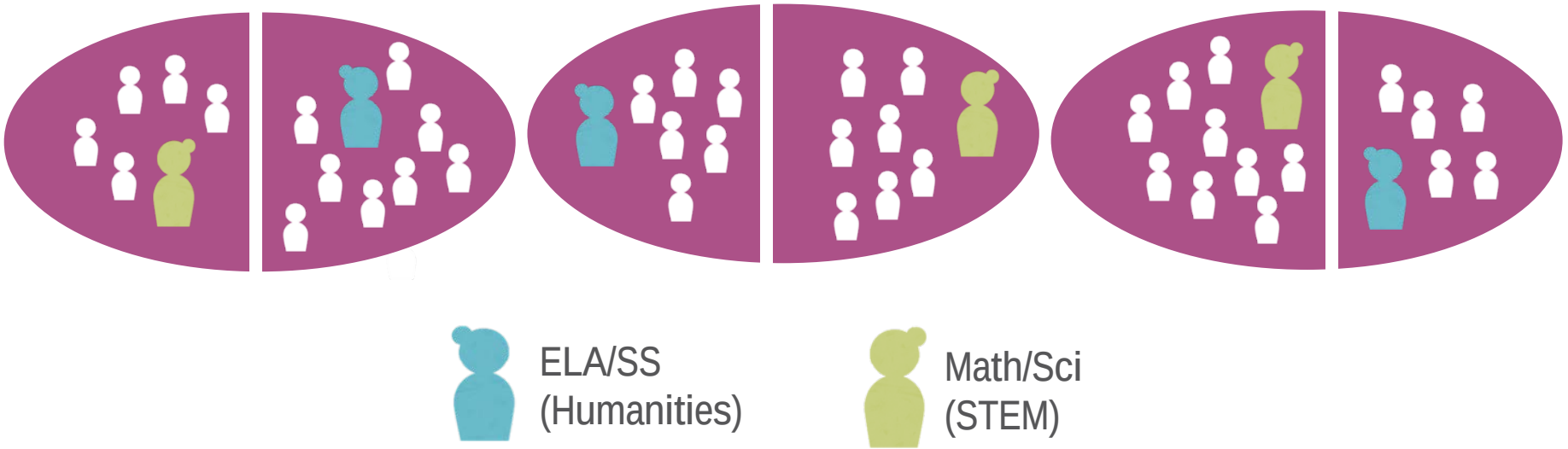
Benefits of the partially departmentalized team

- Teachers in ELA and Math can specialize, reducing demands on content expertise and number of preps
- Flexible time allocation across subjects still possible, though harder to coordinate with three subject areas
- Cohort approach still prioritizes relationships, though loads are higher
- Reach of excellent teachers is somewhat higher (75 v. min 50)

Tradeoffs of the partially departmentalized team

- Teacher loads are higher (75 vs. 50), making development of personal relationships more challenging
- Teachers have fewer colleagues with whom they share content (2 vs. 3)
- Combined Science and Social Studies assignment could be very challenging, and it may not be possible to find someone with sufficient credentials and/or capacity to effectively teach both

The STEM/Humanities Pod:



Description:

- 150 students divided into three cohorts of 50 students
- Each cohort shares a two-teacher team (one humanities teacher and one STEM teacher)
- Core instructional time is divided across the humanities/STEM pair, though teams have authority to change time allocation and student grouping when necessary
- Teachers collaborate in pairs (Humanities and STEM) and within content area (e.g., all STEM)
- This option facilitates interdisciplinary teaching within Humanities and STEM areas, AND project-based curriculum across Humanities and STEM due to close teaming of teachers. However, this type of content organization is not required.

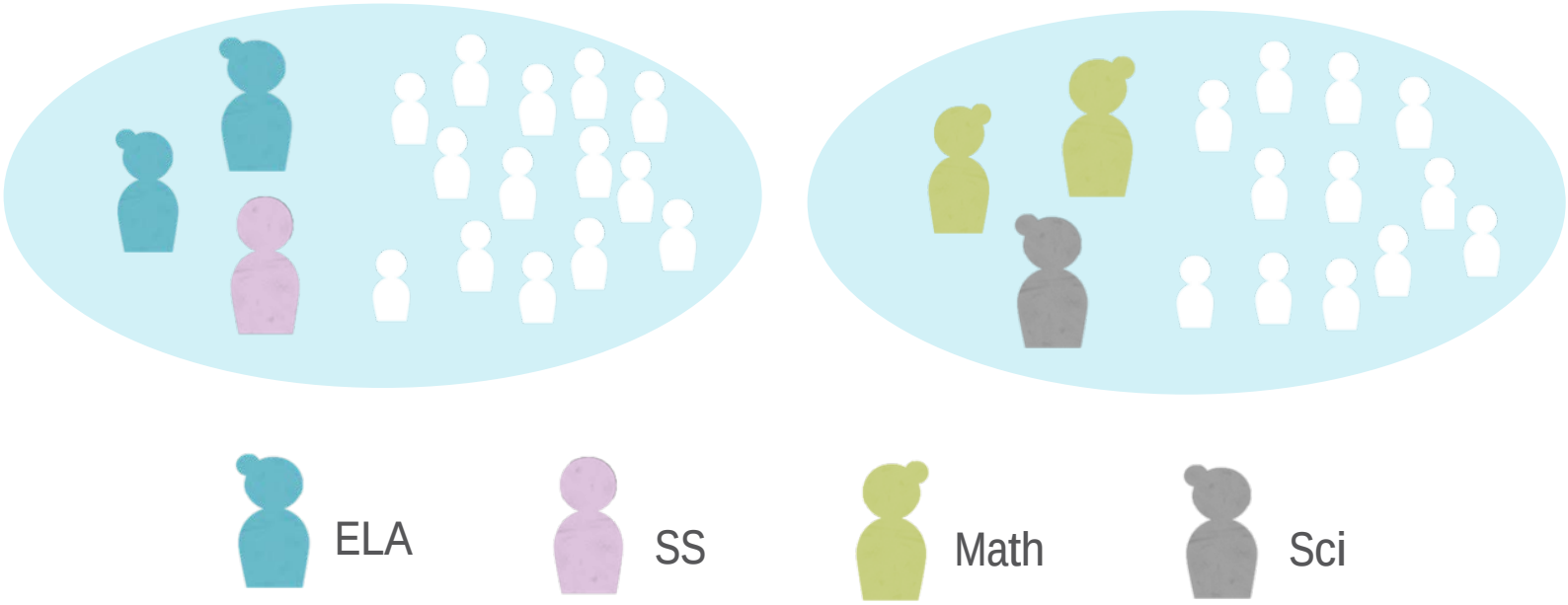
Benefits of the STEM/Humanities Pod

- Teacher loads are lower and encourage personal relationships
- Each teacher has two other colleagues who share content, facilitating shared lesson planning and student data analysis across common assessments
- Interdisciplinary blocks facilitate project-based learning or other interdisciplinary curriculum
- Greater flexibility exists in the allocation of time across subjects—individual teachers can reallocate within STEM or humanities; pairs can reallocate across STEM or Humanities

Tradeoffs of the STEM/Humanities Pod

- Demand on teachers' and experts' breadth of content knowledge is higher
- Lower loads mean excellent teachers reach fewer students

The interdisciplinary team



Description:

- 150 students divided into two 75 student cohorts
- Each cohort attends a Humanities class for ½ of core time and a STEM class for the other ½ of core time
- STEM and Humanities courses are taught by 3-teacher teams who share responsibility for and flexibly group students
- Teachers may work with smaller groups of students in separate classrooms or instruct students together in one larger room
- All teachers see all 150 students, as the cohort of 75 rotates between the STEM team and Humanities team

Benefits of the interdisciplinary team

- Facilitation of project-based learning or other interdisciplinary curriculum is easier
- Greater flexibility exists in the allocation of time across subjects—individual teachers can reallocate within STEM or humanities; pairs can reallocate across STEM or humanities
- Teacher access to all students in the grade encourages more flexible re-grouping based on need
- Flexible re-grouping could enable a more streamlined process for pushing in additional staff to lower group

Tradeoffs of the interdisciplinary team

- Teacher loads are higher (150), which may compromise personal relationships without other supporting structures
- Science and Social Studies teachers do not have other colleagues who share content
- Requires significant investment of collaborative time (at least 120 minutes/week) to take advantage of highly flexible student re-grouping and strategic push-in of any additional staff

Self-contained team

ELA, Math, Sci and SS

Description:

- 150 students divided into six 25 student cohorts
- Each cohort is with the same teacher for all core subject areas
- Teachers may re-group students across classrooms is they deliberately align their schedules
- Unless students are re-grouped across classrooms, the teacher only sees the same 25 students per day

Benefits of the self-contained team

- Teacher load is minimized, strengthening personal relationships
- Teacher flexibility over students' schedule could facilitate real-time adjustments to how time should be prioritized
- Teacher has at least two other colleagues who share content across all subject areas

Tradeoffs of the self-contained team

- Demand on teacher expertise is maximized given s/he is responsible for rigorous instruction in every core subject
- Demand on collaborative planning time and expert support is high given self-contained teachers will need sufficient time to plan across all core subject areas
- Some students may benefit from forming relationships with multiple adults in the building, which is more difficult in this teaming structure because student exposure to multiple teachers is limited

Team configurations should complement your other power strategies

Building blocks	Connections to other power strategies and building blocks
Fully departmentalized team	• Individual Professional Growth
Partially departmentalized team	• Individual Professional Growth
STEM/Humanities Pods	• Targeted and Dynamic Learning Resources: Flexible grouping
Interdisciplinary team	• Targeted and Dynamic Learning Resources: Flexible grouping
Self-contained team	• Personal Relationships and School Culture • Targeted Social-Emotional Support

Note the connection to Targeted and Dynamic Learning Resources:
any subject you decide to double block will require twice the number of teachers assigned to the supporting team

Add-on staffing options may also bolster your teams' ability to support other power strategies' building blocks

- Adding an extra classroom or intervention teacher to one or more teams enables:
  - Full inclusion through co-teaching
  - Smaller class sizes in high-priority subjects and/or with at-risk students
- Adding a teacher leader to one or more teams enables:
  - Shared coaching responsibilities with the team's expert
  - Shared teaching responsibilities at targeted moments in the instructional cycle

Team organization: building blocks

Building Block	Best suited for schools with
1) **Fully departmentalized team:** teachers specialize in distinct subjects and students switch between Sci/SS either mid-year or on A/B schedule	• Predominantly novice or struggling teachers who would benefit from content specialization and reduced preps
2) **Partially departmentalized team:** one ELA, one Math and split Sci/SS assignment result in double ELA/Math time for students	• Mixed teaching effectiveness; one teacher on each team will be assigned two subjects while the other two concentrate on a single subject
3) **STEM/Humanities Pods:** a Humanities (ELA/SS) and STEM (Math/Sci) pair specialize in complementary subjects	• Sufficient teacher capacity to take on two discrete subjects and design integrated lessons • Instructional models that complement interdisciplinary learning
4) **Interdisciplinary team:** teachers specialize in distinct subjects, but are responsible for co-teaching Humanities and STEM courses	• Similar to the STEM/Humanities Pods, as well as: • Sufficient collaborative planning time and data to support strategic student grouping across teachers
5) **Self-contained team**: teacher responsible for instruction across all core subjects and stays with the same cohort of students each day	• High teacher effectiveness and willingness to maximize preps • Focus on rapidly building personal relationships between students and teacher

Reflection: Team Organization

- Which building blocks spark your interest and why? You might:
  - Reaffirm your commitment to your existing model
  - Choose one of the 5 presented
  - Come up with a new option that is a good fit for your school
  - Vary your decision by grade, especially if students' needs and teaching expertise vary significantly across grades

Team Culture

Effective collaboration in teaching teams requires a functional adult culture

Five Dysfunctions of a Team (Lencioni, 2002) cites the essential components of functional adult culture. These building blocks include:

1. Trust
2. Constructive Conflict
3. Commitment
4. Accountability
5. Attention to Results

Strengthening these components requires investing **time** and evolving existing **processes**

These building blocks should be developed in a deliberate sequence, starting with trust amongst your staff

1 Openness about both strengths and weaknesses encourages greater trust across team members

Trust-building tools and activities encourage team members to develop a common language and know each other more deeply:

- Team builders: Devote 25-30% of training time at the beginning of the year on developing relationships. Continue with team builders during the year, at the beginning of all department and faculty meetings and PD.
- Extended activities: These deeper dives (2 hours plus some pre-work) build self-knowledge and understanding of others, which enable different types of personalities to work together more effectively. They include:
  - Strengths Finder
  - DISC Profile
  - Myers Briggs Type Indicator

2 Constructive conflict enables all team members to feel heard and respected

- The first step to reduce the fear of conflict is to name it. Conflict that is not addressed erodes trust and distracts team members from their core purpose.
- Encourage **maximum appropriate involvement across stakeholders**: when people know they have a seat at the table and will be heard, they have greater respect for the decision-making process
- **Decision-making meeting protocols**: Protocols support earnest debate and decision-making. Sample decision-making protocol about themes for next year's RLA scope and sequence is below:
  - Each member presents their theme ideas for 5 minutes.
  - Team members ask clarifying questions about ideas.
  - Background information and data will support decision-making (connections to social studies and science, building upon content taught last year, alignment with standards, etc.)
  - If consensus is not reached, all agree that the team leader will make final decision.
- **Recommended reading and training**: *Difficult Conversations* (Stone et al., 2010)

3 Commitment relies on both clarity of purpose and buy-in from your staff

- Engaging in constructive conflict enables commitment
- Tools and techniques to increase commitment include:
  - Consistently set and enforced **deadlines for decisions**: the team looks ahead and sets deadlines for making decisions. Looming deadlines help force decisions and enable commitments.
  - Encouraging **comfort with a lack of certainty**: A decision is better than no decision. Better to unite around a plan of action and then change course at a later date than to delay committing to a plan.

4 Accountability should extend across leaders and direct reports as well as between peers

Effective accountability covers both delivery on agreed upon plans and behaviors. Tools and techniques to encourage accountability include:

- **The team "to do" list.** Members keep a "to do" list with the What, Who, and When Due By for action steps. The beginning of each meeting is reserved to review the list and ask members for their contributions.
- **Progress and process check-ins:** Pause to reflect on regular progress, as well as on how team members feel about process and team interactions.
- Lean on lessons from *Difficult Conversations* to address problems.

5 Attention to results focuses on the achievement of collective, team-oriented goals

Tools and techniques to encourage attention to results include:

- **Publicly declared goals & interim objectives.** Teams say what their targets are to keep the focus. Goals should include academic measures of student performance, as well as measures for student culture and adult functional culture. Goals are regularly reiterated as interim objectives are tracked.
- **Aligned rewards and recognition.** Additional roles and responsibilities, such as Team Leader roles, should be reserved for those faculty members who achieve results.

Tools and techniques to support team culture building blocks

	Trust	Constructive Conflict	Commitment	Accountability	Focus on Results
Team Builders	✓	✓			
Extended Activities	✓	✓			
Reading & PD To Create Common Language, Practices	✓	✓		✓	
Norms & Meeting Expectations	✓	✓		✓	
Max Appropriate Involvement			✓		
Being OK With Uncertainty			✓		
Deadlines for decisions			✓		
Meeting Protocols			✓		
Team “To Do” List				✓	✓
Progress & Process Check-ins				✓	✓
Publicly Declared Goals				✓	✓
Aligned Rewards, Recognition					✓

Team culture: building blocks

Building block
1) **Trust:** Team members know each other deeply, share a common language and assume the best in each other
2) **Constructive conflict:** Team members have the tools needed to disagree respectfully and ensure all members have an opportunity to be heard
3) **Commitment:** Team members share the same vision for what success looks like and what it will take to get there
4) **Accountability:** Shared expectations are reinforced across colleagues, supervisors and direct reports
5) **Attention to results:** sustained focus on shared team goals

Reflection: Team Culture

- Which building blocks spark your interest and why?

Expert Support

Teaching teams require experts to support them in carrying out their core work

Purpose of Collaboration	Expert's Role
Instructional planning: Rigorous long-term planning, lesson planning, instructional delivery, assessment, and student grouping	Oversee lesson plan development, data analysis and support strategic backwards mapping.
Common PD: Training and skill-building on common issues	Identify shared challenges, determine when and how to address, and provide PD
Student support: Planning individualized student support and intervention (RTI)	Oversee data analysis/preparation, re-grouping decisions and provide guidance on how to structure interventions
Operations, routines, and discipline: Management of common routines, procedures, and discipline (school culture)	Guide reinforcement of common routines and procedures and oversee monitoring efforts

Setting up an expert to be successful in his or her role requires clarity around the following:

- **Evaluative authority:** Should s/he hold evaluative authority over teachers?
- **Supervisory ratio:** How many teams and teachers should s/he manage?
- **Scope of role**: What other specific instructional management roles should s/he play?
- **Accountability:** How much accountability should this teacher have for student outcomes?
- **Time:** How much time does the expert need to carry out his/he responsibilities?
- **Pay:** How much should s/he be compensated for assigned work?

Experts need dedicated time to both prepare for and facilitate collaborative planning time

- To facilitate a 90 minute team meeting/week focused on instructional planning, an expert would typically need:
  - 90 minutes/week to lead the meeting
  - + At least 90 minutes/week to prepare for the meeting
  - + At least 2 hours/month to gather and analyze relevant data
  - = Minimum 14 hours/month

Information adapted from Leading Educators' publication "Building bridges: connecting teacher leadership and student success" (2015), p. 8

Expert support: building blocks

Building blocks	Key considerations
Principal/ Assistant Principal (AP): lead evaluators act as primary instructional experts	• Competing demands of broad admin role • Evaluative authority enables clear links between CPT, observation & feedback, and performance evaluation • Compensation higher than a coach's • NOTE: utilizing a Dean of Operations may help to free Principal/AP time to support instruction
Coach (non-evaluative): instructional experts who do not participate in the formal evaluation process	• Non-evaluative role may encourage more open communication • Compensation typically lower than an AP's
Specialized Director or Dean role: new admin role entirely dedicated to instructional support, including evaluation and team support	• Evaluative authority enables clear links between CPT, observation & feedback, and performance evaluation • Selecting the best individual for this role will require a deep understanding of the teaming and professional growth needs you need to address
Teacher Leader: teachers who split time between instruction and supporting teaching teams/other teachers	• Role should carry formal authority for leading teaching teams and professional growth • Dedicated time is needed to effectively plan for and facilitate teaching teams • Compensation should be commensurate with level of responsibility and accountability attached to role

Watch-out for these common challenges in structuring expert support:

- **Authority in title only:** The assigned expert does not have clearly defined authority around how collaborative planning time should be spent or how work should be delegated
- **Lack of planning time:** Expert planning time is less than the amount of time s/he is expected to facilitate
- **Disconnect with other professional growth efforts:** The expert does not have institutionalized communication channels with other experts responsible for evaluating and coaching teachers
- **Limited support and accountability:** Experts also need to be supported in their respective roles, particularly if they have taken on new responsibilities. This support should accompany formal evaluative efforts.

Reflection: Expert Support

- Which building blocks spark your interest and why?

Teams’ use of data

Common Data Analysis Activities by Teaming Purpose

Purposes of teaming	Common data analysis activities
Rigorous instructional planning: long-term planning, lesson planning, instructional delivery, and assessment	• Backwards plan scope and sequences and unit plans from common interim and formative assessments • Use question-level analysis to identify student skill gaps or misconceptions, reflect on how content was taught, and plan re-teaching and re-assessment of target content
PD on common development areas	• VARIES depending on development area of interest
Planning individualized student support and intervention, and student groupings	• Review individual student data – academic assessments, attendance, behavior, and other risk indicators – to design, monitor, and adjust student intervention plans • Use common assessment data to plan grouping, including group composition, target objectives and activities within groups and intervention blocks.
Management of common routines and procedures & discipline (school culture)	• Examine trends in discipline, student surveys, and academic learning to monitor progress of practices and initiatives and problem-solve to address issues

Before exploring relevant building blocks, consider:

- Do your proposed teams already have the type of data they need to achieve their intended purpose?
- If not, what type of data will they need and how often?

Pause and answer these questions in the Teaching Teams Reflection in School Designer

Teams' use of data: building blocks

Building blocks	Key considerations
In-house	• Dedicated time will need to be set aside for assigned staff to gather and analyze data • Depending on data needed, could require purchase of software and scantron machines
District-provided	• Depends on the capacity of central office's Accountability department to provide useful and timely data • Data reports may include comparison data from peer and high-performing schools, which could facilitate learning and collaboration across schools
Vendor-provided	• Expert support should accompany this the creation of data reports to ensure your staff are equipped to interpret the results appropriately

Note the connection between use of data in your Teacher Teaming strategy and how you might implement Data-driven Instruction

Reflection: Teams' Use of Data

- Which building blocks spark your interest and why?

Sufficient Collaborative Planning Time

The amount of time a teaching team needs to collaborate depends on its purpose and level of expertise

Purpose of Collaboration	Typical time needed
Instructional planning: Rigorous long-term planning, lesson planning, instructional delivery, assessment, and student grouping	At least 90 consecutive minutes/week
Common PD: Training and skill-building on common issues	Depends on team type of level of expertise (e.g. 60-90 minutes/week for shared content teams; 60 to 90 minutes/month for full faculty)
Student support: Planning individualized student support and intervention (RTI)	At least 60 consecutive minutes every other week
Operations, routines, and discipline: Management of common routines, procedures, and discipline (school culture)	At least 30 to 60 consecutive minutes every other week

Before exploring relevant building blocks, consider:

- Does your schedule currently have enough time built into it for proposed teaching teams to achieve their purposes?
- If not, how much time will you need to add for which team types?

Sufficient collaborative planning time: building blocks

	Building blocks
Re-purpose/ re-organize time	1) Repurpose existing planning time to use collaboratively
	2) Stack existing planning blocks or planning and non-instructional blocks to create longer consecutive blocks
	3) Repurpose and/or reorganize teacher time outside the day
Add time	4) Within existing day, add new planning blocks on some or all days
	5) Add new planning blocks on some or all days by extending the teacher school day
	6) Add new teacher time outside the student day

Reflection: Sufficient collaborative planning time

- Which building blocks spark your interest and why?

Conclusion

Teaching teams: building block summary

Design essential	Building blocks
1) Team collaboration has clearly defined **purposes** supported with agendas, tools, and protocols	Decide the key purposes that should guide teaching teams, sample activities that will support these purposes, and which types of teams will carry out this work
2) Team **organization** and assignment maximizes teacher expertise and supports student learning goals	1) Fully departmentalized team 2) Partially departmentalized team 3) STEM/Humanities Pods 4) Interdisciplinary team 5) Self-contained team
3) **Professional adult culture supports** deep collaboration	Invest resources in building team members': 1) Trust 2) Constructive conflict 3) Commitment 4) Accountability 5) Attention to results

Design essential	Building blocks
4) Highly effective instructional **expert** facilitates collaborative planning time, and has time built in to prepare for team meetings	1) Principal or Assistant Principal 2) Coach (non-evaluative) 3) Specialized Dean or Director role 4) Teacher Leader See Individual Professional Growth Power Strategy Rotation for information on how to use experts' time strategically.
5) Teams rely on a breadth of **data** to support collaboration	Source of new data: 1) In-house 2) District 3) Vendor See Data-driven Instruction Power Strategy for comprehensive information on how data can support teaching teams' work.
6) Sufficient **collaborative planning time** exists	Additional collaborative time could be found through: 1) Repurpose existing planning time to use collaboratively 2) Stack existing planning blocks or planning and non-instructional blocks to create longer consecutive blocks 3) Repurpose and/or reorganize teacher time outside the day 4) Within existing day, add new planning blocks on some or all days 5) Add new planning blocks on some or all days by extending the teacher school day 6) Add new teacher time outside the student day See the scheduling module for detailed guidance on how build a schedule that meets your students' and teachers' needs.

Given what you've learned about teaching teams, what types of quick wins should you pursue in the current school year?

Remember that quick wins can…

- **Generate observable results** that build your staff's optimism, which can provide the time and space to continue working on bigger changes
- **Lay the foundation** for the medium to long-term changes needed in your school
- **Shrink the change** you ultimately want to see: pilot or chunk bigger design changes into smaller efforts that are most likely to be successful
- **Be achieved relatively easily** over a short time span (e.g. 4 to 8 weeks): take advantage of low-hanging fruit!

How can you get started NOW?

- Facilitate more effective, efficient collaborative time through providing clear objectives, agendas and protocols
- Consider piloting a specific team type with teachers who express interest and show readiness
- If sufficient coverage exists, ensure an expert is available to facilitate each meeting
- Start regularly convening your instructional experts to align with them on how team time should be facilitated

Sources

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