

Indicators In Action

The Center on Innovation and Improvement

Instructional Teaming Course Guide

This guide is a companion to the Instructional Teaming Course. It includes the activities, resources, and templates in the order that they are referenced in the course.

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Activity #1: Quick Assessment of Effective Teaming Success Indicators

Instructions: Consider Instructional Teaming in your school when completing this Quick Assessment.

1. Teams are organized by: (check all that apply)
 - Grade Level
 - Grade Level Cluster
 - Subject Area
 - Other
 - None of the above, we do not team in our school

2. Our team meets for the following purposes: (check all that apply)
 - To conduct business, review student progress, and coordinate efforts
 - To co-develop aligned units of instruction and related materials
 - Other
 - None of the above, we do not have an articulated purpose

3. Our team uses student learning data in order to (check all that apply):
 - Assess strengths and weaknesses of the curriculum
 - Plan instruction
 - Other
 - None of the above, we do not use student learning data

4. Instructional Teaming in my school is supported with (check all that apply):
 - Timely access to student learning data reports
 - Dedicated time to meet:
 - Frequent, shorter intervals to conduct business
 - 4 to 6 hour blocks, once per month, and whole days before and after the school year to plan instruction
 - A quiet place to meet, free from distractions
 - Other
 - None of the above

5. These practices are followed by our team (check all that apply):
 - Meetings are guided by agendas
 - A Team Leader ensures we remain focused on our purpose and outcomes
 - Minutes are recorded and disseminated to members and to the principal
 - A time-keeper keeps ensures that we do not spend too much time on any particular item
 - None of the above

The Instructional Teaming Success Indicators

The Success Indicators that are covered in this course include:

1. A team structure is officially incorporated into the school improvement plan and school governance policy.
2. All teams operate with work plans for the year and specific work products to produce.
3. All teams prepare agendas for their meeting.
4. All teams maintain official minutes of their meetings.
5. Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
6. Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data.
7. Teachers receive timely reports of results from standardized and objectives-based tests.
8. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
9. Instructional Teams use student learning data to plan instruction.

Instructional Team Business Meeting Agenda Template

School Name: _____

Team Name: _____

Meeting Location: _____ Meeting Date: _____

Meeting Time: _____ Team Leader: _____

Approval of Minutes from previous Meeting: _____

Topics to discuss:

1. Team Effectiveness:

2. Student Learning Data:

3. Instruction:

4. Curriculum:

5. Student Behavior:

6. Parents:

7. Other Business:

Adjournment:

- Date, time, and location of next meeting:

Instructional Team Leader's Guide for Meetings Template

1. Keep it simple.
2. Use standard agenda/minutes forms.
3. Start the meeting.
 - It does not need to be anything formal. A simple statement like, "Okay, let's get started," is fine
 - Pass refreshments
 - Share good news
4. Check roles and tools for facilitation:
 - Do you have a calendar?
 - Is someone recording minutes?
 - Is someone identified to keep the team on task (focus-keeper) and does everyone know who that person is?
 - Is there a time-keeper?
 - Is there anyone new who needs to be introduced?
5. Review old items and try to close them out.
6. Focus on the work at hand.
7. At conclusion of the meeting, ask if there is anything else that needs to be discussed.

Notes:

- In small groups, the same person may assume more than one role.
- A one minute report by each Instructional Team at each whole-faculty meetings is a good idea.

Instructional Team Meeting Minutes Template

School Name: _____

Team Name: _____

Meeting Location: _____ Meeting Date: _____

Meeting Time: _____ Team Leader: _____

Members Present: _____

Approval of minutes from previous meeting: _____

Notes and Actions Taken on Topics Discussed

1. Team Effectiveness:

2. Student Learning Data:

3. Instruction:

4. Curriculum:

5. Student Behavior:

6. Parents:

7. Other Business:

8. Adjournment:
 - Date, time, and location of next meeting:

Activity #3: Instructional Teaming Reflection and Planning Template

Instructions: Refer to your responses from Activity #1: Quick Assessment when completing this activity

	<i>What Do We Do Now?</i>	<i>How Can It Be Improved?</i>	<i>What Is the First Step?</i>
Effective Teaming Success Indicators			
1. A team structure is officially incorporated into the school improvement plan and school governance policy.			
2. Teachers receive timely reports of results from standardized and objectives-based tests			
3. All teams prepare agendas for their meeting			
4. All teams maintain official minutes of their meetings			
5. Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams			
6. Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data			
7. Teachers receive timely reports of results from standardized and objectives-based tests.			
8. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.			
9. Instructional Teams use student learning data to plan instruction			

Team Effectiveness Survey

Date: _____ / _____ / _____

School: _____

City: _____ State: _____

Team Leader: _____

Team (e.g. Third Grade Teachers): _____

The purpose of the Team Effectiveness Survey is to help Instructional Teams monitor and improve their effectiveness. At two times during the year, team members complete the survey and then discuss their individual scores to arrive at a group "consensus." The results point to areas of strength for the team and to areas where the team can improve its operation. The results provide a basis for the team to discuss its effectiveness.

Circle the number to the right of each statement below to show the extent to which you agree or disagree with the statement as it relates to your Instructional Team.

- 5 means you strongly agree
- 4 means you agree
- 3 means you are undecided
- 2 means you disagree
- 1 means you strongly disagree

In our Instructional Team:	Strongly disagree					Strongly agree				
1. Team leadership (team leader, timekeeper, note-taker, focus minder, etc.) is shared equitably.	1	2	3	4	5					
2. Tasks are equitably distributed among team members.	1	2	3	4	5					
3. Dissent is handled successfully with a standard procedure.	1	2	3	4	5					
4. Discussion is equitably shared among members.	1	2	3	4	5					
5. We effectively limit discussion so that decisions can be made.	1	2	3	4	5					
6. An agenda is prepared for each meeting.	1	2	3	4	5					
7. Everyone has the opportunity to suggest agenda items.	1	2	3	4	5					
8. We keep minutes of our meetings.	1	2	3	4	5					
9. We meet for an adequate amount of time to complete our work.	1	2	3	4	5					
10. The frequency of our meetings allows for effective continuity of our work.	1	2	3	4	5					
11. We communicate effectively with team members outside of meetings.	1	2	3	4	5					
12. We communicate effectively with the principal.	1	2	3	4	5					
13. We communicate effectively with other teams.	1	2	3	4	5					
14. We communicate effectively with support staff and specialists.	1	2	3	4	5					
15. Team members are courteous and respectful of one another.	1	2	3	4	5					
16. We coordinate the instructional practices of our members.	1	2	3	4	5					
17. We share successful teaching methods with one another.	1	2	3	4	5					
18. We share teaching materials with one another.	1	2	3	4	5					
19. We develop teaching materials collectively.	1	2	3	4	5					
20. We monitor the student learning data for the students we share.	1	2	3	4	5					
21. We collectively develop Unit Plans with differentiated learning activities.	1	2	3	4	5					
22. We focus on areas where assessment data indicates that student learning is low.	1	2	3	4	5					
23. We focus on the learning needs of individual students.	1	2	3	4	5					
24. We administer standards-based assessments at two or more times during the school year.	1	2	3	4	5					

INSTRUCTIONAL TEAMING

In our Instructional Team:

Strongly disagree

Strongly agree

25. We examine the results of standards-based assessments.	1	2	3	4	5
26. We utilize team teaching effectively.	1	2	3	4	5
27. We share ideas for the use of instructional tools and activities.	1	2	3	4	5
28. We discuss ways to improve student motivation to learn.	1	2	3	4	5
29. We discuss interactive teaching methods.	1	2	3	4	5
30. We discuss ways to improve student responsibility for learning.	1	2	3	4	5
31. We discuss ways to communicate with parents.	1	2	3	4	5

Areas of collaboration that need improvement:

Areas of team strength in collaboration:

Comments:
