Chapter 10

TEAM PLANNING AND REPORTING

TOOLS:

Where are we?

We include time in all schoolwide meetings to discuss what collaborative professional learning teams are doing and learning.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

Our school uses well-defined processes to keep everyone informed about what teachers are learning in their collaborative professional learning teams.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

Teams of teachers (grade-level, resource, interdisciplinary, department, etc.) develop written plans to guide their collaborative professional learning.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

The school's use of collaborative professional learning teams is reflected in the district's local professional development plan.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

Collaborative professional learning teams plan their work and regularly report what they are doing and learning. Without planning and reporting, this form of professional development may create another form of isolation within a school that Andy Hargreaves (1998) calls "balkanization." It means that teams work so closely together that they isolate themselves from the rest of the staff within the school. While some might argue that this is better than a school culture of complete isolation, competition, or even jealousy, it does little to foster a schoolwide emphasis on improving teaching and learning and a shared responsibility for the success of all students.

When schools move toward collaborative professional learning, they establish planning and reporting processes that will increase cross-team collaboration and learning.

These processes, when they become routine, contribute to building a schoolwide collaborative culture. Both teams and the principal are responsible for making these processes routine.

Team planning

Once a team has analyzed data, set SMART goals, and identified possible strategies for collaboration, they develop a plan of action that helps them and others know how they plan to accomplish the goal(s) they identified. A team's plan of action is a roadmap with a timeline that helps them stay the course, make intentional course changes if necessary, and communicate to their publics about their work.

Team action plans include the following components:

- Goal(s)
- Actions (tasks)
- Indicators of accomplishment
- Person(s) responsible (talent)
- Timeline
- Resources requested

Tool 10.1 includes a sample team plan. Tool 10.2 is a blank template for teams to modify or use. Tool 10.3 is an alternative team-planning template.

A team's plan of action is a roadmap with a timeline that helps them stay the course, make intentional course changes if necessary, and communicate to their publics about their work.

The principal receives the plans and identifies resources each team has requested and determines how to provide those. In addition, the principal may offer some feedback to the team on its plan and recommend other resources or strategies for the team to consider. Perhaps the most important part of the principal's work is finding commonalities between and among teams' plans.

When these commonalities occur, the principal informs each team and encourages them to share ideas, information, and resources so that they can expand the scope of their learning.

Team plans can also be posted in the staff lounge

or meeting room so other team members can read and review. Teams can also post their logs and updates in the same location. By studying how other teams plan to accomplish their work and finding connections among their own team and other teams, team members extend their learning, resources, and potentially their results.

Collaborative team meeting agenda

Another way to help teams keep organized is to prepare an agenda for each meeting. The team can set the next meeting's agenda before the end of each meeting. The agenda helps team members know how to prepare for the next meeting. The agenda will be most helpful if it includes the following information:

- Date, time, and location of meeting
- Meeting purpose describing what the team will produce (deliver) by the end of this meeting
- Actions to take or topics to discuss (e.g. report student scores on the math assessment, items to review or the unit assessment, summaries of professional readings, etc.)
- Time assigned to each action or topic

Tool 10.4 is a team meeting agenda for teams to use or adapt.

Team reporting

Teams complete brief logs or summary reports at the end of each meeting as a record of their meeting. These records become public information and help other teams and the school administrator know what progress each team is making, what challenges it is facing, and what resources or support it wants. Team reports are intended to be brief, yet informative. They are best completed in the last few minutes of the team's meeting by the entire team rather than by a single member.

The essential information included in a team meeting report includes:

- Members present;
- Date and time of meeting;
- Topics addressed;
- Summary comments; and
- Resources or support requested.

Tool 10.5 is a team summary report template for teams to use or adapt.


TOOL 10.1

Sample team plan

SAMPLE SCHOOL-BASED TEAM PLANNING FORM

Team members:

TIM BEV ROBERT JAMES BETH JACKIE

DATA ANALYZED:

Student achievement data: Benchmark assessments; current grades; performance on SAT 9

Process data: Time spent on instruction in problem solving; resources used; number of problem-solving strategies taught; number of problem-solving strategies reinforced in other content areas

Demographics data: Student mobility; student SES; number of hours employed; attendance

Perception data: Student attitude about school; student attitude about math; student perception of self as successful in school and math

MAJOR FINDINGS FROM DATA:

- Students who have a large number of absences perform poorly in problem solving.
- Students who perform poorly in math have less perseverance and a negative self-image.
- Students who perform poorly in problem solving also perform poorly in other areas of the math curriculum, particularly algebraic thinking and measurement.
- All students performing at the not-proficient level have their lowest scores in problem solving.

GOALS:

Team's goals for students (specify timeline, results, and evidence, e.g. by the end of the grading period, students scoring at the not-proficient level in problem solving will move to basic or above on the grade level common assessments.):

Students scoring not proficient in problem solving on the benchmark assessments will score proficient by the end of the grading period.

Team's goals for teachers (specify timeline, results, evidence, etc., e.g. Teachers will provide daily practice in using multiple problem-solving strategies.):

Teachers will deepen their understanding of problem-solving strategies, develop and implement appropriate, differentiated instruction for students performing below expectations, frequently assess student progress, and use data to revise instruction.

Tool 10.1


TOOL 10.2

Team planning template

Team members:

DATA ANALYZED:

Student achievement data:

Process data:

Demographics data:

Perception data:

MAJOR FINDINGS FROM DATA:

GOALS:

Team's goals for students (specify timeline, results, and evidence, e.g. by the end of the grading period, students scoring at the not-proficient level in problem solving will move to basic or above on the grade level common assessments.):

Team's goals for teachers (specify timeline, results, evidence, etc., e.g. Teachers will provide daily practice in using multiple problem-solving strategies.):

Tool 10.2


TOOL 10.3

Alternative team planning template

Goal/standard

Evidence of success

Staff development initiative

When?	What?	How?	Who?	How well?

Reflections on action

Tool 10.3


TOOL 10.4

Team agenda template

Date: Time: Location:

Team goal(s):

Meeting purpose (what will we deliver at the end of this meeting?):

Essential questions (questions we want to answer at the end of this meeting):

Item I (information) A (action) D (decision)	Time	Person responsible	Notes

Meeting wrap-up

- What did we learn today that will enhance our content knowledge and our teaching practice?
- What items do we want on our next agenda?
- What will we include on our team log about this meeting?

Tool 10.4


TOOL 10.5

Team summary report template

Date: Time:

Members present:

Agenda/topics:

Topic	Summary

Outcomes:

Next steps:

Resources/support requested:

Tool 10.5

Principals receive and review team reports, sends feedback to each team, and addresses requests for resources or support. By staying informed and involved, the principal helps the team accomplish its work. Team logs can be posted so that members of other teams can review what is occurring in each team. Teams can benchmark their own work against other teams' work by reviewing their meeting reports.

In addition to written reports, principals can make time in faculty meetings for teams to report briefly on their key learnings, discoveries, or challenges. By asking teams to report publicly, the principal increases team accountability, shared responsibility, and cross-team learning. These oral reports are brief (about 3-4 minutes) and focus on what the team is learning as it progresses through its plan.

Cross-team communication and opportunities for teams to report to one another are two essential processes to ensure that each team's work is aligned to school and district priorities and goals. The frequency of reporting increases both knowledge sharing and culture building. When team members learn how others are contributing to achieving the school's goals, there is a stronger sense of whole school community in which each person is contributing his or her strengths and expertise to the whole. In addition, teams learn from one another about how to have effective teams if the cross-team report outs include information on structures, processes, and strategies teams are using in addition to the content.

References

Hargreaves, A. & Fullan, M. (1998). *What's worth fighting for out there?* New York: Teachers College Press.

TOOL 10.1

Sample team plan

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Team's goals for teachers (specify timeline, results, evidence, etc., e.g. Teachers will provide daily practice in using multiple problem-solving strategies.):

Teachers will deepen their understanding of problem-solving strategies, develop and implement appropriate, differentiated instruction for students performing below expectations, frequently assess student progress, and use data to revise instruction.

ACTIONS PLANNED:
MARCH-JUNE 2005

TASK: **What are we going to do?**	**TALENT:** **Who will be responsible for doing what?**	**TIME:** **When will we do it?**	**RESULTS:** **What results did we achieve?**
Teachers will conduct research, review the curriculum guide, and analyze their texts to determine the four problem-solving strategies they will hold students accountable for in math.	• Tim will review current journals. • Beth will work with the math specialist to analyze the curriculum. • James will examine the text. • Jackie will gather information from teachers of prerequisite courses. • Robert will gather information from teachers of subsequent courses. • Bev will bring problems for the team to practice with at next meeting. Bev will also visit another high school to learn how they are addressing problem solving for underperforming students.	March	Identified four common problem-solving strategies, resources to use in teaching the strategies, references within the curriculum and the texts, and practice problems to use in other content areas that reinforce the math processes.
Teachers will practice the problem-solving strategies to ensure their understanding and comfort with them.	Bev facilitates the team in practicing the strategies.	March	Teachers developed a common vocabulary and understanding of the strategies to increase their consistency of instruction.
Teachers will design common lessons on four problem-solving strategies.	Team designs two common lessons on the problem-solving strategies.	March	Lesson plans developed and incorporate differentiation for students of various levels of success with problem solving.
Teachers will design instructional resources for use in their classrooms to reinforce problem-solving application in other content areas.	Team designs resources to display and use in their classrooms.	March	Instructional resources displayed in all classrooms and in the math hallway.
Teachers will share the results of their common lessons and make revisions.	Teams bring their notes to discuss the results of the instruction.	April	Team members identified the common problems students have in applying the problem-solving process and include instruction on these areas in revised lesson plans.
Teachers will design common assessments to assess student progress in problem solving.	Team designs four common assessments to give students.	March and April	Common assessments are designed and administered.
Teachers will analyze data from common assessments and revise instruction.	Team	March, April, May, June	Student results are analyzed across the classrooms.

Evidence of results
(What will serve as evidence of our results?):

- All students' performance on the common assessments will increase by at least 5%.
- Students scoring not-proficient will score basic or above by the end of the grading period.
- Students' performance in problem solving on the state assessment will increase by at least 5%.
- Students' performance in other areas of the math curriculum will increase on the state assessment.

Resources/support requested:

- Discuss with the math specialist the problem-solving strategies included in the math curriculum and to gather resource materials to use in lesson and instructional materials design.
- Meet with the math specialist to serve as expert support during the April meeting to assist with the development of the assessments so that they align with the state expectations for how students demonstrate their learning.
- Release time for one teacher to visit the other high school for a half day to discuss how they teach problem solving to low performing students.

Comments:

- We expect that this will be a temporary solution to a more complex problem of students' perception and ability in math.
- We hope to continue to focus on how we teach all the areas of the math curriculum to increase consistency in instruction, expectations for learning, and assessment strategies.
- We also want to discover how to improve how we differentiate instruction and resources for learners who are underperforming.

TOOL 10.2

Team planning template

Team members:

DATA ANALYZED:

Student achievement data:

Process data:

Demographics data:

Perception data:

MAJOR FINDINGS FROM DATA:

GOALS:

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Team's goals for teachers (specify timeline, results, evidence, etc., e.g. Teachers will provide daily practice in using multiple problem-solving strategies.):

ACTIONS PLANNED:

TASK: **What are we going to do?**	**TALENT:** **Who will be responsible for doing what?**	**TIME:** **When will we do it?**	**RESULTS:** **What results did we achieve?**

Evidence of results:

Resources/support requested:

Comments:

TOOL 10.3

Alternative team planning template

Goal/standard
Evidence of success
Staff development initiative

When?	**What?**	**How?**	**Who?**	**How well?**

Reflections on action

TOOL 10.4

Team agenda template

Date: **Time:** **Location:**

Team goal(s):

Meeting purpose (what will we deliver at the end of this meeting?)**:**

Essential questions (questions we want to answer at the end of this meeting)**:**

Item **I** (information) **A** (action) **D** (decision)	**Time**	**Person responsible**	**Notes**

Meeting wrap-up

- **What did we learn today that will enhance our content knowledge and our teaching practice?**
- **What items do we want on our next agenda?**
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TOOL 10.5

Team summary report template

Date: **Time:**

Members present:

Agenda/topics:

Topic	Summary

Outcomes:

Next steps:

Resources/support requested: