

TRHS Collaborative Teams 5.0

WHY Are We Doing This?

To ensure that all students develop character and learn at high levels as we prepare them for future success. *"Findings from many studies suggest that participation in a professional community with one's colleagues is an integral part of professional learning that impacts positively on students"* (Timperly, 2008, p. 19).

Three Big Ideas that drive the work of our Collaborative Teams...

1. The purpose of our school is to ensure that ALL students learn at grade level.
2. Helping students learn at grade level requires a team effort.
3. Focusing on the results and evidence of student learning helps us respond to student learning needs AND helps us improve our professional practices.

Effective teamwork centers on an ongoing process of collective inquiry and action research that focuses on the following four guiding questions...

1. What should every student know and be able to do?
2. How will we know when each student has learned it?
3. How will we respond if students do not learn it?
4. How will we extend the learning for students who know it?

Team Structures

Janelle, Jet, Dustin (**Grade Level Team**): both teachers teach the same course - Algebra 1.

Andee, Laine, Hanna (**Vertical Team**): both teachers teach the same content but over different grade levels.

Steve and Tyler (**Vertical Team**): both teachers teach the same content but over different grade levels.

Art, Emily, Logan (**Logical Connections Team**): both teachers teach outcomes linked to their area of expertise.

CJ, Janessa, Jason, John, Shawna, Sheri (**Cross Content Team**): team focus on a common skill across contents

Team Objectives

1. Teams will focus on a minimum of one Essential Standard/Skill per quarter and work to execute Brig Leane's 6-step KISS process with the goal of ensuring that ALL students achieve proficiency of the essential.
2. Teams will create a SMART goal for each chosen essential learning and monitor progress towards it throughout the quarter. We have learned that giving a pre-assessment helps with our growth celebrations!
3. Teams will write and administer a minimum of one FA or CFA early enough in the unit to allow time to plan and execute an Instructional Response prior to the end-of-unit OA. Give FA's/CFA's on Mondays or Tuesdays!
4. Teams will analyze the results of their FA's/CFA's to learn which students need additional instruction, which students are ready for enrichment, AND what concepts (highly missed) need to be retaught and re-practiced.
5. Teams will plan and execute an Instructional Response designed to help students who have not yet met proficiency. Teams will ensure interventions that are timely, targeted, and directive by assigning students into one of four categories (during Wednesday collaboration) which will be executed during Thursday I&E:
Can't Do: students not yet showing proficiency on an essential will stay in the classrooms for **Intervention**
Didn't Do: students who can do the work but have not yet done so will report to the library for **Study Hall**
Won't Do: students in need of additional social emotional support will be checked in on by Jake
Did Do: students in good academic standing will report to the gym for their chosen semesterly **Enrichments**
6. At the end of each quarter, teams will reflect on best practices, close out their goals, & repeat the process.

Steps for Executing the Collaborative Teams Process

Collaboration: A systematic process in which teachers work together, interdependently, to analyze and impact professional practice in an effort to improve individual and collective student achievement results.

1. Before the Unit Begins: Select an Essential Standard or Skill

Team Action Steps and Work Products

Step 1: Review your course pacing guides / curriculum maps , standards and your corresponding WYTOPP assessment blueprints.

Step 2: Execute the three step Priority Standards Process outlined on page 40 of *Help Your Team* and document your work for your first team-created work product.

Step 3: Agree on a minimum of one Essential Standard or Essential Skill to focus on for the current quarter.

2. Before the Unit Begins: Create a SMART Goal

Team Action Steps and Work Products

Step 1: Review student achievement data relevant to your essential learning of choice (if applicable).

Step 2: Review pages 89-104 from DuFour's *Learning BY Doing* for information on SMART goal writing.

Step 3: Document your Team SMART Goal on a piece of poster paper, and hang it on the wall in the collaboration room for your second team-created work product.

3. Before the Unit Begins: Write a Formative or Common Formative Assessment

Team Action Steps and Work Products

Step 1: Plan and design a short Assessment that the team will administer to students and submit it for your third team-created work product. Reference released WYTOPP and/or ACT test questions to ensure that your assessment rigor matches that of the state/national assessment.

Step 2: Decide on how the team will commonly score the Assessment to ensure interrater reliability.

Step 3: Decide on what day the Assessment will be administered. Please select Mondays or Tuesdays. The team will analyze and chart the results at its collaborative meeting on Wednesday.

4. After the Formative or Common Formative Assessment

Team Action Steps and Work Products

Step 1: Create a spreadsheet of student Assessment results for your fourth team-created work product.

Step 2: Bring examples of student work from the assessment to the meeting to calibrate team scoring.

Step 3: Analyze the data by using an agreed upon Data Analysis Protocol, and begin planning your response.

5. After the Formative or Common Formative Assessment

Team Action Steps and Work Products

Step 1: Work collaboratively to create an action plan on how you will intervene for your fifth team-created work product.

Step 2: Create Intervention groups Student by Student, Skill by Skill: Advil, Tylenol, etc. **Share Students!**

Step 3: Implement your Classroom AND Thursday I&E Interventions to help All students reach proficiency.

6. After Team Interventions Have Been Given

Team Action Steps and Work Products

Step 1: After you have implemented your instructional response, Reassess Student Learning. Update your results spreadsheet (by noting those who improved to proficiency).

Step 2: Reflect on the process to assess the effectiveness of your instructional response as well as the Instructional Strategies that proved to be most effective for student learning. **Share Strategies!** This reflection will serve as your sixth team-created product.

Step 3: When the team is ready, begin the process over again by identifying your next essential standard/skill.

Keep It Simple Schools

6-Step Process for Collaborative Teams

Brig Leane

Purpose: Collaborate to ensure that all students achieve proficiency on team-identified essential skills.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
As a team, determine an essential skill of focus.	Set a SMART Goal. (the use of a preassessment will help track growth)	Teach! Then create and administer a short Formative Assessment.	Analyze and categorize student FA results. Share teaching strategies!	Make a plan to help students who are not yet proficient. Share students!	Reflect on the process and what instructional strategies worked the best.

What is Tight	What is Loose	TODAY'S OBJECTIVES
<ol style="list-style-type: none"> 1. Work to execute the 6-step process of team collaboration on a unit, quarter, or semester basis. 2. Utilize an agenda with team-identified roles and norms. 3. Provide team-created work products for each step of the process. 4. Use evidence of student learning to inform and improve individual and collective practice. 	Everything Else	<ol style="list-style-type: none"> 1. Determine team roles (facilitator, time keeper, recorder, researcher, etc.) and team norms. 2. Determine an essential skill of focus. 3. Document team progress on your shared agenda and create next week's to do list. <p>NEXT TIME Create a pre-assessment</p>