Expectations for Effective Teams-Comprehensive Analysis

Structures

Effective teams establish structures that allow the team to be efficient and productive.

- Have an established agenda with a balance of time allotted to school/team priorities, distributed with sufficient time for members to prepare for the meeting
- Have members that arrive on time
- Start and end at scheduled times
- Have assigned roles (facilitator, recorder, timekeeper)
- Follow established norms, revisit them often, and periodically assess how well they are being implemented
- Summarize at the end of each meeting and make clear plans, recorded in the minutes, for "who will do what by when"
- Distribute meeting minutes in a timely fashion
- Periodically schedule meeting time to reflect on how the team is functioning

Team Assessment

Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective

Evidence:

Data Cycles

Effective teams use data to drive meaningful inquiry and collaboration that powerfully impact teacher practice and student learning.

- Regularly schedule team meeting time to discuss student data
- Discuss and decide upon a plan for data collection
- All members are engaged in data-based discussions
- Team has a shared understanding of how data inquiry cycles work
- Team has identified and posted a common question to answer through inquiry
- Team has a common goal for data and inquiry cycles. Targets are set and steps for progress towards target are clearly defined.
- Data being shared in the team is depersonalized
- The team reflects on changes in data over a period of time
- Team is prepared to periodically present data overviews to the admin team/ILT

Team Assessment

Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective

Evidence:

		Team Assessment				
Focus on Improved Student Learning	**Effective teams are focused on improving student learning in the four domains of language acquisition. Team embraces the vision of active student engagement as an essential element of all DMc classrooms.** • Use protocols for looking at student work (writing samples, solutions to math problems, running records, etc.) to deepen the team's understanding of students' progression towards mastery • Use protocols for looking at teacher practice (Problems of Practice) • Observe in each other's classrooms and/or video tape practice and have follow up discussion about what is learned to improve student learning, teaching, and assessment • Develop a common language to be used with all students • Use common planning time to plan across disciplines • Identify core "best practices" to be implemented in all classrooms that share students • Support the implementation of ILT-identified best practice	Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective
		Evidence:				
Communication	**Effective teams communicate clearly with teammates and the school community.** • Keep minutes at each meeting and distribute them to team members in a timely manner • Team has an agreed upon method of communication for communicating intra-team and inter-team • Team members are accountable for receiving/sending information, thoughts, input, etc. • Use agreed upon method of communication to share minutes and agendas with all team members • Use technology (i.e. Google Docs/blogs) to facilitate communication • Team members actively participate and listen in meetings • All team members actively monitor their own and their colleagues' participation • Communicate needs and successes to admin team and ILT	Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective
		Evidence:				