Complete the Quick Quiz on your table. Do not discuss the answers with anyone. You will have an opportunity to do so later during the training.
WELCOME

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Agenda

8:30  Introduction and Icebreaker
Why are Collaborative Learning Teams Important?

12:00-1:00  Lunch
What are the characteristics and function of collaborative learning teams?
How are collaborative learning teams organized and structured?

3:30  Evaluations/Conclude
Participants will:

1. Provide a research-based rationale for why collaborative learning teams are important for improving teacher and student learning.
2. Help teachers identify benefits of collaboration for themselves and their colleagues.
3. Identify factors that will promote or inhibit the success of collaborative learning teams.
Learning Outcomes

Participants will:

4. Identify the characteristics and function of collaborative learning teams.

5. Identify how collaborative teams are organized and structured.

6. Determine next steps for implementing collaborative learning teams at their schools.
TEAM to TEACH

A FACILITATOR’S GUIDE TO PROFESSIONAL LEARNING TEAMS

ANNE JOLLY
GROUP NORMS

- Be a learner—be open to new ideas.
- Participate, participate, participate.
- Respect others—listen to understand.
- Ask questions—seek clarification.
- Keep things confidential within the group.
- Place phones on vibrate or silent.
- Have fun!
ICEBREAKER

1. **Look** around the room at the characteristics posted on the wall.
2. **Stand** in front of the one that best describes you when working as a team member.
3. **Discuss** with others who selected the characteristic why you selected it and what types of things you do on your team that reflect that characteristic.
ESSENTIAL QUESTION 1

Why is teacher collaboration important?
WHY IS TEACHER COLLABORATION IMPORTANT?

1. Accomplished teaching is the deciding factor in whether students succeed in our society;
2. Teachers must continually stay abreast of developments in their field; and
WHY IS TEACHER COLLABORATION IMPORTANT?

3. Teachers must find new and more appropriate ways to help students learn.

4. Teacher must engage all students in academic work that supports high achievement and help all students master challenging curricula.
"I believe that nothing will raise the achievement of children higher, faster, and more evenly than the rising tide of qualified teachers purposefully working together toward a focused ‘student-centered’ goal."

Jack O’Connell
Middle Grades Spotlight 2005
“Every Student a Graduate”

Dropout Prevention: Alabama’s Economic Imperative

http://alex.state.al.us/staticfiles/teacherzone/podcast/028.php
For every 100 students . . .

- 40 enroll in college immediately after high school.
- 27 are still enrolled after their sophomore year.
- 18 graduate from two-year college within three years or from four-year colleges within six years.

Alliance for Excellence in Education (2008)
ARE STUDENTS THAT GRADUATE FROM HIGH SCHOOL READY FOR COLLEGE?

• 42% of community college freshman and 20% of 4-yr. institutions enroll in at least one remedial course.
• $1.4 billion is needed annually to provide remedial education to students who have recently completed high school.
• $2.3 billion in lost earnings because remedial reading students are more likely to drop out of college without a degree.

Alliance for Excellence in Education (2008)
High-School Teacher:
“Students don’t work hard enough because they are not pushed hard enough. Teachers don’t stretch students like they should because students respond so negatively to such high demands, as do their parents. In general, the respect for learning and academic pursuits has diminished dramatically. It is beyond the grasp of the high-school teacher to correct.”
College Faculty:

“Students need to understand that they are responsible for their learning and must be taught how to do this and then be required to do it—long before they get to the post-secondary level. They must be active learners, not passive vessels.”
WHY IS TEACHER COLLABORATION IMPORTANT?

Times are changing . . . shift is happening.
WHY IS TEACHER COLLABORATION IMPORTANT?

Did you know . . .

- 25% of the population in China with the highest IQs is greater than the total population of North America.
- In India, it’s the top 28%.

Translation for teachers: they have more honor kids than we have kids.

Did You Know 3.0 - YouTube
Why is Teacher Collaboration Important?

The U.S. Department of Labor estimates that today’s learner will have 10 to 14 jobs by age 38.
WHY IS TEACHER COLLABORATION IMPORTANT?

... America’s future depends now as never before, on our ability to teach

------National Commission on Teaching and American’s Future
TRANSITION TO FUTURE NCLB
GRADUATION FORMULA

School Year 2011 - 2012

152 9
(Spring Cohort Graduates) + (Summer Cohort Graduates)

205 21 17
(9th Grade Cohort) + (Transfer In) + (Transfer Out)

77.03% Graduation Rate
TRANSITION TO FUTURE NCLB
GRADUATION FORMULA

School Year 2011 - 2012

AYP

- Graduation rate using the 4–year adjusted cohort
  - **First-time 9th graders of 2007-2008**
  - Goal of 90% or meet the established target
  - Disaggregate by subgroups
  - Each subgroup must meet goal of 90% or meet established target
LOOK AT TEACHER NEEDS

Exercise:

Tool 1.3

1. As a group or individually, place a check mark beside all sentences that apply to your situation.
2. Select and share aloud what you consider to be your school’s top three (3) needs.
3. Place a dot beside the number of each of their top three areas of concern.

Reflection:
How might collaborative learning teams provide a vehicle to help them meet all of those needs?
The *EDUCATEAlabama Continua* describes the levels of teacher practice or stages of development from Pre-Service to Innovating. For teachers performing at higher levels of the continuum (Integrating/Innovating), collaborative behaviors are apparent in their daily practices as described by the definition items.
How many standards in the Continua contain definition items addressing collaboration?

How many indicators in the Continua contain definition items focusing on collaboration?
Staff development that has as its goal high levels of learning for all students, teachers, and administrators requires a form of professional learning that is quite different from the workshop-driven approach. The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving.

National Staff Development Council, 2009
WHAT DOES THE RESEARCH SAY?

Tool 1.7  

Jigsaw Activity

Exercise

1. **Count** off from 1-4.
2. **Cluster** in different areas of the room based on your assigned number.
3. **Read** your assigned part of the article with the intent of becoming experts on the content.
4. **Select** key ideas from your reading.
5. Take turns **sharing** with other members of your group.
WHAT DOES THE RESEARCH SAY?

Jigsaw Activity

6. **Form** new groups ensuring that there are experts from each group (1-4) representative.
7. Each member should **share** the big ideas from his or her expert group so that all group members have an overview of the entire article.
8. **Reflect** on your responses to the Quick Quiz that you completed earlier during the day. Did you discover any new insights?
ACCORDING TO RESEARCH . . .

- 75% of student learning is directly or indirectly the result of the teacher’s knowledge of subject matter and command of pedagogy.
- 25% of student learning is directly or indirectly the result of leadership.

Southern Region Education Board
WHAT LEADERSHIP STYLE DO YOU THINK WILL LEAD TO THE GREATEST IMPROVEMENT IN TEACHER PRACTICE?

- Shared accountability for student learning.
- Shared problem solving and decision making.
- Shared goal setting.
- Shared monitoring of student progress.
- Open communication.
- Relationships based upon trust and respect.

Shared Leadership!
WHY IS TEACHER COLLABORATION IMPORTANT?

Bottom Line:
The effective implementation of teacher collaborative learning teams can be the cure to what ills many of our schools.
ESSENTIAL QUESTION 2

What are the characteristics and function of collaborative learning teams?
QUALITIES OF HIGH-FUNCTIONING TEAMS

Exercise

1. Divide participants into groups of 4 or 5.
2. Think back to the most significant event, activity, or moment when you worked with a group of people and experienced success. What team qualities contributed to your success? What were the benefits of working as a group instead of individually?
3. List your ideas on the chart paper.
• Teams are the vehicles for teacher professional development and ongoing learning focused on effective classroom instruction.

• Teams develop a shared goal based upon student needs as determined by a variety of data information.

• Teams meet regularly throughout the school year and use an organized approach to guide their work.
• Team members rotate roles and responsibilities.
• Team activities revolve around a decision-making cycle that engages teachers in questioning, studying, reflecting, planning, experimenting, monitoring, revising, and assessing instructional effectiveness and student progress.
• The effectiveness of team activities is measured by the RESULTS of student achievement data.
COLLABORATIVE LEARNING TEAM BASICS

- Teams establish multiple channels for regular communication and sharing among school faculty, other educators, and other stakeholders.
- Establish shared norms, protocols, and values that spell out the expectations and interpersonal skills team members will use during team meetings.
• **Build supportive relationships** with colleagues and a culture of openness and shared responsibility for effective teaching and learning.
THE COLLABORATIVE LEARNING TEAM
DECISION-MAKING CYCLE

Tool 2.3

Use data to identify student needs

Examine studies and research

Engage in rigorous reflection

Use research & professional wisdom to make good choices

Collaboratively experiment with new teaching practices

Monitor and assess implementation

Communicate information to other stakeholders

CONTINUALLY
- Revisit
- Reflect
- Revise
WHAT ACTIVITIES ARE APPROPRIATE FOR COLLABORATIVE LEARNING TEAMS?

A wide range of activities, from:

- analyzing data to identifying teacher and student needs.
- examining research-based strategies for addressing needs.
- planning and implementing new ways of teaching.
- observing and supporting one another in changing practices.
- monitoring student work and progress.
- adjusting instruction as needed.
WHAT ACTIVITIES ARE APPROPRIATE FOR COLLABORATIVE LEARNING TEAMS?

Bottom line:
Activities **MUST** focus on teacher learning and growth.
Tool 1.4

Exercise

1. Work with your assigned team to complete the assignment on the cards at your table.
2. List your ideas on chart paper.
3. Select one team member to share your ideas.
How are collaborative learning teams organized and structured?
How ready is your school to begin collaborative learning teams?

In teams or individually, complete Tool 3.2 to assess your school’s readiness for implementing a collaborative learning teams initiative by placing a check mark in the box next to the item you agree currently describes your school.
COLLABORATIVE LEARNING TEAMS OPTIONS

I. Faculty-wide teams  
II. Specific topic teams  
III. Interdisciplinary teams  
IV. Grade-level teams  
V. Vertical teams  
VI. Subject-area teams  
VII. Between-school teams

Note: Start with the team option that will produce the best results for your students.
TEAM LOGISTICS

- Use **Tool 3.4** as a resource for making decisions about the logistics involved in formulating collaborative learning teams.
  - Who is on our professional learning team?
  - When will our team meet?
  - Where will our team meet?
  - What resources will our team need to begin?
  - Who will be team leader and recorder?
  - What methods of communicating our work will we use?
Where do we find the **TIME** to meet?
FINDING TIME TO MEET

Tool 3.5

- Meeting **during normal working hours** lends to value and credibility of the process.
- **Examine** the ideas for finding time to meet in collaborative learning teams. What options do you think are workable based upon your situation? **Discuss** the options with your team or with nearby participants.
ESTABLISHING NORMS

Tool 4.2

- Each team should establish their own norms.
- Norms are guidelines for how we act and how we “do business”.
- Clarifies what is expected from members of a group.
- Norms should be stated in a positive manner.
ESTABLISHING NORMS

- Post and celebrate group norms.
- Simply writing norms won’t ensure that they are respected. Teams should continually remind themselves about the norms they’ve adopted.
- Call attention to and discuss when norms are violated.
ESTABLISHING NORMS

Tools 4.3, 4.4, and 4.5

1. **Take** 2 or 3 minutes to review Tools 4.3 and 4.4 to jumpstart your thinking for developing group norms.

2. **Complete** Tool 4.5 Developing Team Norms by following the directions at the top of the page.

3. **Reach a consensus** about the norms you choose to adopt, then list them on chart paper.