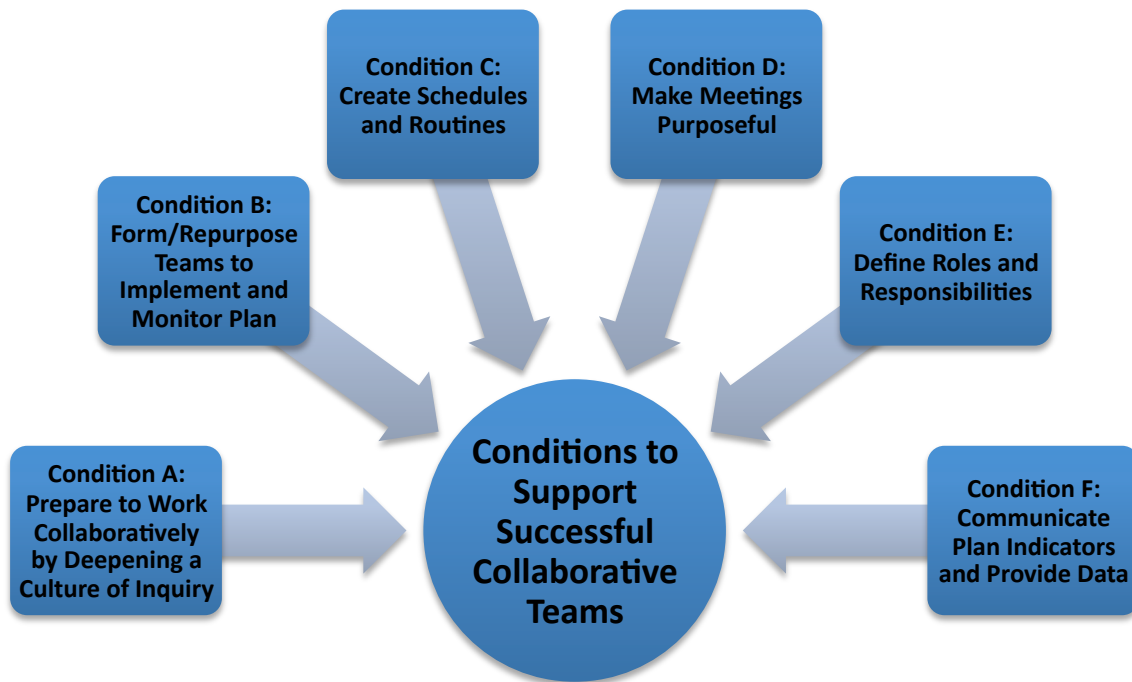


## Resource 8: Six Conditions to Support Successful Implementation of Collaborative Teams

In order for districts and schools to effectively implement collaborative structures, i.e., DLT, BLT, TBTs, they must assess their readiness to support the structures by examining whether they have created the conditions for successful implementation. Once the DLT/BLT has identified the conditions that are not in place for successful implementation, they can then work toward establishing them. It is not imperative that all conditions for success are in place prior to implementation; however, there are basic conditions that, if not established, may thwart the process. These are:



The following resource describes the six conditions necessary to support successful implementation of collaborative teams and provides a way for teams to rate the extent to which these conditions exist in the district and/or building. It can be used in the following ways:

- By a DLT or BLT to determine the overall status of these conditions in the district or building.
- By a DLT or BLT to identify specific tasks related to these conditions that must be implemented more effectively in order to achieve success for the team.
- By a DLT or BLT to identify whether the conditions are in place for TBTs to be successful.
- By a TBT to give the BLT or DLT their perspective on whether these conditions have been supported by the BLT or DLT.
- By an OIP facilitator to discuss conditions for successful collaborative teams with the DLT or BLT.
- By a DLT, BLT or TBT as a baseline and progress measure for judging growth in supporting and implementing collaborative teams.

# Conditions to Support Successful Implementation of Collaborative Teams

Identify the collaborative team that is using this resource:  DLT  BLT  TBT

Identify the purpose for which this resource is being used:

**Instructions:** Rate each of the items below on a scale of 1 to 4. Tally the total score by Condition. Sort Conditions from highest to lowest total score. For any Condition with a score lower than 3, identify items or tasks which need to be done to move it to a higher score. The tasks within each Condition may need to be prioritized if many items receive a low rating.

To what extent is this item true?



## CONDITION A: PREPARING EDUCATORS TO WORK COLLABORATIVELY BY DEEPENING THE CULTURE OF INQUIRY

STAGES OF TEAM DEVELOPMENT	1. We know where our team is in the stages of team development.	
	2. We know how to move our team through the stages of development to become a high performance team.	
NORMS OF COLLABORATION	3. We know the seven norms of collaboration as tools for productive communication among group members.	
	4. We practice the seven norms of collaboration for productive communication.	
PROFESSIONAL DEVELOPMENT	5. We have assessed our professional development needs to ensure there is common understanding of assessment literacy, research/evidence-based instruction, data analysis, high quality professional development, learning standards and curriculum.	
	6. Our team collects, charts and analyzes data, including data by subgroups.	
<b>TOTAL Score divided by 6</b>		

## CONDITION B: FORMING OR REPURPOSING TEAMS TO IMPLEMENT AND MONITOR THE PLAN

TYPE	7. We have identified the name and types of teams we have in place to determine the extent to which the district and schools have teams to accomplish the work of the district/school plans, e.g., vertical, data, instructional/content, project, grade level.	
LEVEL	8. We have identified all levels that actively participate on the identified teams, e.g., department, grades, multiple grades.	
PURPOSE	9. We know the purpose of each identified team and have repurposed them (changed their work), if necessary, or we have formed teams to implement and monitor the district/school plans.	
BALANCE	10. Teams identified to accomplish the work are balanced with other types of teams that may need to operate within the system.	
<b>TOTAL Score divided by 4</b>		

**CONDITION C: CREATING SCHEDULES AND ROUTINES THAT SUPPORT COLLABORATIVE TEAMS**

SCHEDULE	11. Time has been found for teams to meet, e.g., early release/early start, modified schedules during work day.	
	12. BLTs/TBTs discontinue practices no longer needed (e.g., spelling bees, showcases and conduct time audits to determine amount being spent and number of students affected) and use that time for collaboration.	
	13. Our teams have a regular calendar/time table that allows for teams to meet regularly, consistently with uninterrupted time, ideally weekly for TBTs and monthly for BLTs/DLT.	
	14. Our teams have a regular calendar/time table that allows for full participation of each member.	
ROUTINES	15. Teams follow a general cycle for collaborative team work.	
	16. Teams analyze pre-assessment data, identifying strengths and obstacles for target population students and skill/sub-skill identified in the plan.	
	17. Teams define behaviors for instructional strategies identified in the plan and process for examining student work and students' conditions for learning.	
	18. Teams implement and monitor instructional practices and system supports that produce conditions for learning, e.g., job-embedded PD.	
	19. Teams analyze post-assessment data, determining level of progress, identifying strengths and obstacles and make course corrections.	
<b>TOTAL Score divided by 9</b>		

**CONDITION D: MAKING MEETINGS PURPOSEFUL**

MEETING MANAGEMENT	20. Our teams develop and distribute an agenda using a standard template that includes outcomes, topics related to outcomes, process, and summary of discussion from the previous meeting prior to each meeting.	
	21. Teams provide and distribute minutes/meeting notes that summarize the discussion, decisions and assignments after each meeting. Notes reflect priority assessments and response to common questions.	
	22. Teams maintain minutes/meeting notes in an accessible location.	
	23. Teams follow standard meeting operating procedures (norms, purpose, roles, decision-making and conflict resolution processes, clear expectations for performance and accountability).	
MEETING FOCUS	24. Teams use results-oriented agenda. For example, an agenda that provides time to analyze data, examine/study work or discuss implications of data,	
	25. Teams do not use collaboration time to discuss information that can be distributed in written form.	
PROTOCOLS	26. Conversations during team meetings are focused on the work of the plan.	
	27. Team use protocols to structure conversations.	
<b>TOTAL Score divided by 8</b>		

**CONDITION E: DEFINING ROLES AND RESPONSIBILITIES**

CHAIR/CO-CHAIRS, FACILITATOR OR TEAM LEADER	28. The team has a person(s) who guides discussion.	
	29. The team has a person(s) who reminds the group of the team's outcomes, purpose, topics and process.	
	30. The team has a person(s) who regulates group activities and contributions.	
	31. The team has a person(s) who monitors time and moves the team through a process/protocol.	
	32. The team has a person(s) who coordinates the data and information necessary for team functioning.	
	33. The team has a person(s) who poses questions to the team and lets members work through them in discussions.	
	34. Monitoring behaviors and practices consistent with the expected changes identified by the collaborative team.	
ADMINISTRATOR (DISTRICT AND BUILDING)	35. Teams are clear that the chair/co-chairs are not administrators, do not shoulder the responsibilities of the entire team, evaluate team member's performance and do not report or address peers who do not cooperate or fulfill their responsibilities.	
	36. The district and/or building administrator has prepared the teams on their roles and responsibilities.	
	37. The district and/or building administrator, as instructional leader, models the use and application of data to inform instructional effectiveness.	
	38. The district and/or building administrator ensures access to valid, reliable and useful data.	
	39. The district and/or building administrator ensures data is shared across levels, i.e., DLT, BLTs, TBTs.	
	40. The administrator is on an "equal footing or partnership" with all members of the team.	
MEMBERS	41. The district and/or building administrator has adjusted his/her work day to accomplish the work of instructional leader.	
	42. Teams have membership that reflects all appropriate stakeholders.	
	43. Members assume the responsibility of assessing student learning using formative assessment data.	
	44. Members organize and present data in ways that identify gaps and trends in student performance and adult practices.	
	45. Members make intentional decisions about teaching and learning, i.e., curriculum, instruction, interventions, professional development.	
	46. Members constantly monitor student progress in meeting performance targets using district, building and classroom data.	
<b>TOTAL Score divided by 19</b>		

**CONDITION F: COMMUNICATING PLAN INDICATORS AND PROVIDING AVAILABLE DATA**

SHARING WORK	47. Teams share their work and provide feedback with other teams.	
METHODS	48. Teams know how (methods) and have tools/templates for communicating data and information within and across teams, i.e., DLT, BLT, TBT.	
	49. Teams know how often (frequency) data and information is to be communicated within and across teams, i.e., DLT, BLT, TBT.	
CONTENT	50. Teams know the plan indicators.	
	51. Teams know what data and information to communicate across teams, DLT, BLT, TBT.	
<b>TOTAL Score divided by 5</b>		

**TOTAL Score for All Conditions**

CONDITION A: PREPARING EDUCATORS TO WORK COLLABORATIVELY BY DEEPENING THE CULTURE OF INQUIRY	
CONDITION B: FORMING OR REPURPOSING TEAMS TO IMPLEMENT AND MONITOR THE PLAN	
CONDITION C: CREATING SCHEDULES AND ROUTINES THAT SUPPORT COLLABORATIVE TEAMS	
CONDITION D: MAKING MEETINGS PURPOSEFUL	
CONDITION E: DEFINING ROLES AND RESPONSIBILITIES	
CONDITION F: COMMUNICATING PLAN INDICATORS AND PROVIDING AVAILABLE DATA	

