Leading Learning through Teacher-Based Teams

2012 Research Guidance

Outcomes

• Explore the challenges, issues, and practices associated with Teacher-Based Teams in schools and districts
• Make recommendations for specific actions

Successful social movements persuade people to act in support of a shared common cause in the future, even though the immediate steps are psychologically difficult or dangerous in the beginning

How many of you are satisfied with the progress you are making across your school or district right now?

Discuss with your shoulder partner.

How do we get better outcomes?

Through better learning:
1. Teaching and Learning
2. Leadership and Learning
3. Collaborative Inquiry and Learning at all levels

1. Where does more powerful teaching/learning come from?
   a. Learning and using more powerful teaching practices
   b. Teacher-Based Teams and other shared collaborative learning
Professional learning Communities (PLCs)

• **Professional** – decisions are informed by, but not dependent on, scientific and statistical evidence.

• **Learning** – Improvement is driven by the commitment to improving students’ learning, well-being, and achievement; improvement is heavily informed by professional learning and inquiry.

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Professional learning Communities (PLCs)

• **Communities** - Where educators work in continuing groups and relationships….and have collective responsibility for a common educational purpose.

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Where are your TBTs right now?

• On a scale of 1-5 how would you rate your TBTs overall across your school/district?

• What does this mean for your BLT and DLT?

• Discuss and report out
Teacher-Based Teams

Findings

• Collective leadership has a stronger influence on student learning than any individual source of leadership
• Higher-performing schools award greater influence to teacher teams

Leithwood and Seashore-Louis, 2012

Teacher teams are the only in school source of collective leadership related to achievement

Leithwood and Seashore Louis (2012)
When professional community focuses on the quality of student learning, teachers adopt instructional practices that enhance student learning

Leithwood and Seashore Louis (2012)

Higher performing schools award greater influence than lower performing schools to teacher teams.

Leithwood and Seashore Louis (2012)

Teacher Teams had Positive Effects On:

• Teacher knowledge and skills
• Teacher motivation
• Teacher work setting

All of which had positive effects on student achievement.
A growing body of evidence suggests that when teachers collaborate to pose and answer questions informed by data from their own students, their knowledge grows and their practice changes.

David (2008, 2009)

In a comprehensive five-year study of over 1,500 schools, they found that when teachers formed professional learning communities, achievement increased in math, reading, science, and history and absentee and dropout rates decreased.


Caveat emptor
Collaborative inquiry is among the most promising strategies for strengthening teaching and learning.

• The biggest risk, however, is not providing the necessary leadership and support.


“Time for collaboration by itself, even when administratively supported, was unlikely to improve achievement unless additional conditions were in place to structure its effectiveness.”


With teachers operating in grade-level teams that meet regularly, the school creates structures for examining student progress, as well as for creating a more coherent curriculum and allowing teachers to learn from one another...

Darling-Hammond, L., 2010
...Provided the right conditions, leadership, and protocols, teachers will make use of collaborative time in ways that improve achievement.


Discuss at your tables:
Do you have the right-
• Conditions (Relationships, Time, Norms, Facilitation, Differentiated supports, etc.)
• Leadership (within your TBTs, BLT, DLT?)
• Protocols (TBT rubric, agendas, minutes, schedules, etc.)

Principal and BLT Leadership and TBTs
There's no use in bringing teachers together to compare their students' work or discuss data together unless there is a basic platform of secure relationships that has been established that will open teacher up rather than shut them down.

Hargreaves & Fullan 2012

You cannot make demands of people you do not know.

Hargreaves & Fullan 2012

A highly significant factor of whether or not professional community exists in the school is strong leadership by the principal.

Leithwood and Seashore Louis (2012)
<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Average Effect Size</th>
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<tbody>
<tr>
<td>4. Promoting and participating in teacher learning and development</td>
<td>0.84</td>
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Robinson et al. (2011)

The average impact of this leadership practice is 2X the effect of any other leadership practice!

Direct participation in the learning enables principals to more fully understand the challenges, opportunities, and conditions teachers need to be successful.

Roles and responsibilities of BLTs and DLTs to support TBTs

All of the teams do similar work

The Ohio 5-Step Process: A Cycle of Inquiry

Step 1: Collect and chart data
Step 2: Analyze student work specific to the data
Step 3: Establish shared expectations for implementing specific effective changes in the classroom
Step 4: Implement changes consistently across all classrooms
Step 5: Collect, chart and analyze post data

The Leadership and Learning Center.
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5 step Process

1. Collect and chart data
2. Analyze student work specific to the data
3. Establish shared expectations for implementing specific effective changes in the classroom
4. Implement changes consistent across all classrooms
5. Collect, chart, and analyze student pre/post-data and determine effectiveness of practices

TBT work

• Meet weekly (45 minutes-1 hour)
• Use data to identify strengths and needs
• Choose critical learning target
• Create shared assessment
• Select (and learn) powerful teaching strategies
• Deliver and assess
• Repeat process

TBT work

• Use effective processes and tools
  – Norms, Roles, etc
• Using the rubric to assess the teams progress
• Provide minutes and self assessments (Rubric) to principal and BLT
• Principal and TBT members collect monitoring data (Rubric)
5 step process for BLTs

- Examples of data for BLT: e.g. TBTs
  - Outcome - student performance indicators
  - Cause data - Adult performance indicators
- Analyze data
  - Strengths/ weaknesses
- Act on data: review action steps, select strategies, differentiated PD, coaching, etc
- Evaluate

References

D LT work

- Meet Monthly
- Analyze outcome and cause (monitoring) data
- Review action steps. Decide on specific powerful actions to move the work forward
- Provide feedback to staff (Frequency)
- Assure the provision of powerful learning
- Between meeting- monitor, provide support/ PD
- Communicate to staff and Report to BLTs
1. What actions has your DLT and/or BLT taken to improve the capacity of your TBTs?

• Based on your data
  – Outcome
  – Cause

• Work with your DLT/BLT to identify specific actions (Cause data) you have can take and measure outcomes.
2. Feedback, Supports, and PD

• How often, and what kinds of feedback do you provide?
• How have/do you measured the effectiveness of your:
  feedback,
  supports/ differentiated professional development?

2. Feedback, Supports, or PD

• How do you know if people need more or different feedback, supports, or PD?
• What other supports have/do you provide? (Observations, modeling, coaching, etc.)
  – Have they been successful?
  – How do you know?

3. Do the DLT and BLT have a systematic way of learning from their work?

• How do you identify and replicate success?
• How do you reduce or shorten failure?
• What supports or differentiated professional development have proven to be effective?
• How do you share this learning?
Strong shared and instructional leadership, strong professional community, and strong instruction moderate the effects of concentrated poverty.

Leithwood and Seashore Louis (2012)

All of the successful school systems have come to trust and respect teachers.

Fullan (2010)

Improving practice can only be done by teachers, not to teachers.

Wurtzel (2007)
Questions and Discussion

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