
Teacher Collaboration and Increased Time: Foundations for School Turnaround

with Mike Sabin
Principal, Dever McCormack K-8 School

August 10, 2011

What do we mean by Increased Learning Time?

Increased Learning Time means:

At least 300 hours of additional learning time for all students

A balanced approach to the school day
*more time for core academics, engaging enrichment activities &
teacher collaboration*

A catalyst for school redesign and turnaround

Enabling deeper implementation of school-wide and
district priorities

Better integration of community partnerships into the
school day

Combining More Time and High Quality Teacher Collaboration



Creating Effective Teacher Collaboration

Time

Sufficient time is provided for teachers to identify student learning needs and share, review, and provide feedback on instructional practices that address these needs

Content

All teacher collaboration and professional development is a mechanism for teachers to improve instruction and build expertise

Leader
Support

District and school leadership see frequent collaboration as the primary vehicle for the relentless improvement of instruction and ultimately student performance

Structure

All teams consistently use the same structures, tools, and practices so all teacher collaboration is purposeful and part of a coherent school-wide plan

Culture

Organization promotes sharing honest feedback and a commitment to improving classroom instruction among teachers and administrators

Lessons from Two Schools



Clarence Edwards Middle School School Facts

Location	Boston, MA
Grades	6-8
Start/End Time	7:25 – 3:45 8hrs, 20 min
# Students	496
% Low Income	76



Dever McCormack School School Facts

Location	Boston, MA
Grades	K-8
Start/End Time	9:20 – 4:20 (K-5) 8hrs 9:20 – 3:20 (6-8) 7 hrs
# Students	1,054
% Low Income	88

Making Teacher Collaboration the Foundation



Using additional time to strengthen teacher collaboration as well as student learning

= Long term strength and growth



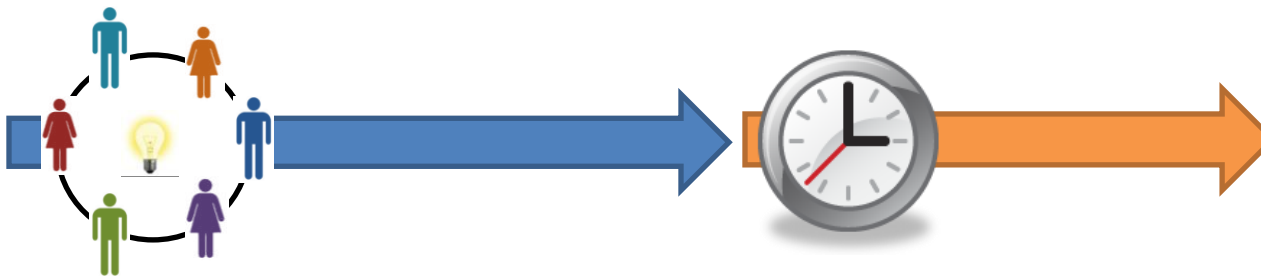
Strong teacher collaboration will help:

- 1) Improve the quality of instruction**
- 2) Keep excellent teachers and leaders**
- 3) Maintain excellence for the long run**

Dever McCormack K-8 School: Accelerating the Edwards Middle School Approach

Edwards Middle School: A Proven Success

Timeframe: 2002 - 2009

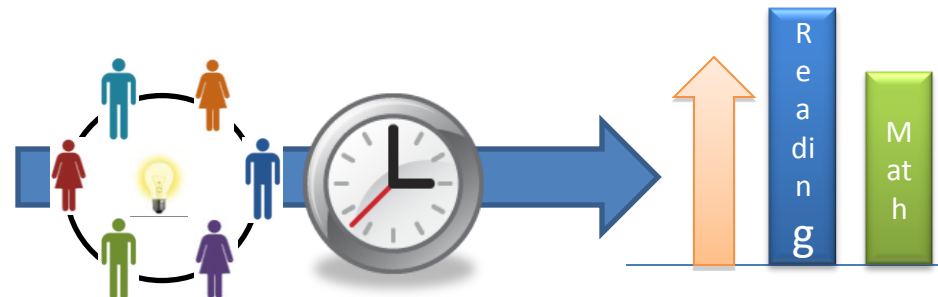


Strong Teacher
Collaboration Foundation
(2002 – 2006)

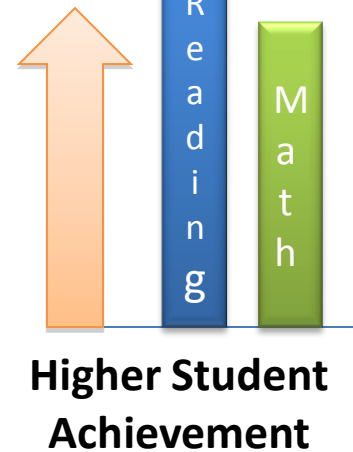
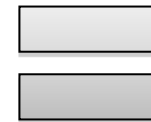
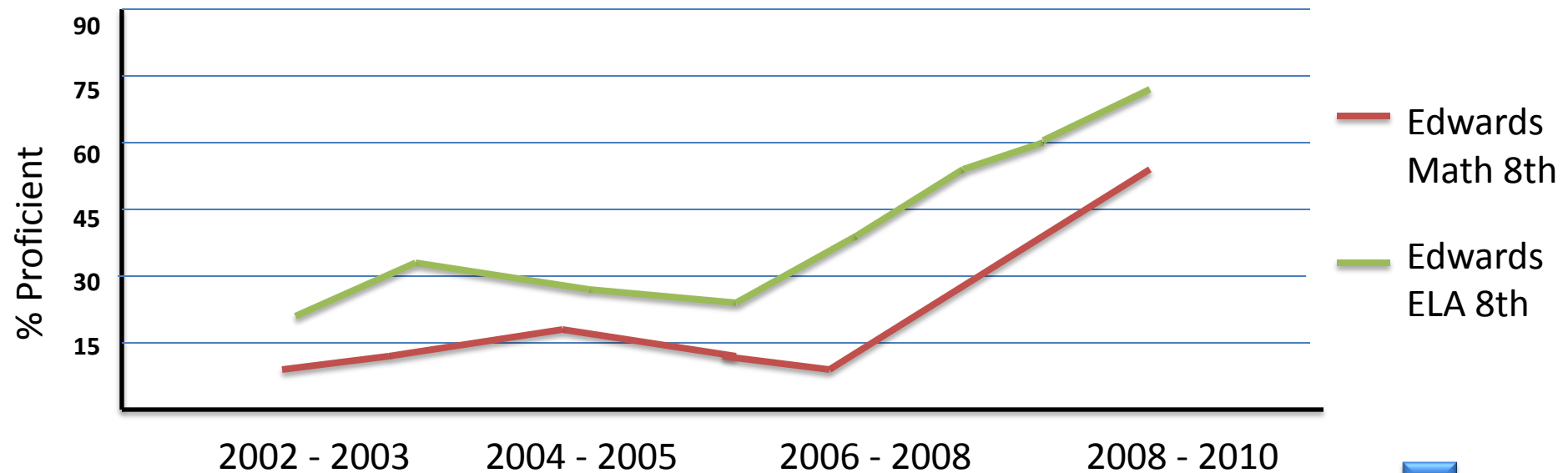
Expanded Learning Time
(2006 – 2009)



Dever McCormack School Timeframe: 2010 – 2013 (SIG)



Edwards Middle School: An Example of Growth



Dever McCormack School Teacher Collaboration

Structure: Use of Resources

- ✓ Negotiated 90 hours of collaboration time for teachers due to turnaround status
- ✓ Teacher time used for in-school collaboration instead of full-faculty PD
- ✓ Teacher team meetings happen 4 per week for 45 minutes each meeting
- ✓ Instructional Leadership Team meets once a week for 1 hour, 15 mins
- ✓ Grant funds used for stipends for Instructional Leadership Team

Dever McCormack School Year 1 of Turnaround:

Theme: Re-organizing for Teamwork

1. Put Strong Collaborative Structure in Place:

- All adults sit on a team
- Each team has a Team Leader who facilitates team meetings and is a member of the Instructional Leadership Team
- Team time used to assess student data and work, focus on instructional priorities



2. Develop Strong Teacher Leaders through Instructional Leadership Team:

- All Team Leaders sit on the ILT
- ILT meets weekly
- ILT meetings focus on two areas:
 - ✓ Supporting the school-wide Instructional Focus
 - ✓ Developing ability of team leaders to manage effective teacher teams
- 36 member team includes administration and leaders from grade level teams K-8, academic departments, partner organizations

Dever McCormack School Year 1 of Turnaround:

Re-organizing for Teamwork

3. Develop Team Leaders

- Essential component of strong teacher collaboration and teaming structure
- Strategic partner helps develop agendas for and provide teacher leader development for ILT members
- ILT members have specific tasks to carry out with their respective teams between ILT meetings
- Team Leaders receive plenty of support and are accountable for building effective teams
- 30% of ILT time used to support leadership development

ILT Meeting



Dever McCormack School:

Year 1 Accomplishments



Creation and Implementation of School Rubrics:

- ✓ Effective Common Instructional Practice Analysis Rubric
- ✓ Effective Teams-Comprehensive Analysis Rubric



Development of Teacher Team Leaders



Built School-wide Culture that Values Teacher Collaboration

Teacher teams and collaboration time are the driving force behind improvement

Dever McCormack School:

Effective Teams-Comprehensive Analysis Rubric

Dever-McCormack K-8 School Expectations for Effective Teams-Comprehensive Analysis

Structures	<p>Effective teams establish structures that allow the team to be efficient and productive.</p> <ul style="list-style-type: none">• 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	<p>Team Assessment</p> <table><tr><td>Not effective</td><td>Beginning to be effective</td><td>Established and somewhat effective</td><td>Being refined to become more effective</td><td>Very effective</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Evidence:</p>					Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective					
	Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective											
Data Cycles	<p>Effective teams use data to drive meaningful inquiry and collaboration that powerfully impact teacher practice and student learning.</p> <ul style="list-style-type: none">• 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	<p>Team Assessment</p> <table><tr><td>Not effective</td><td>Beginning to be effective</td><td>Established and somewhat effective</td><td>Being refined to become more effective</td><td>Very effective</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Evidence:</p>					Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective					
Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective												

Dever McCormack School:

Effective Teams-Comprehensive Analysis Rubric

Focus on Improved Student Learning	<p>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.</p> <ul style="list-style-type: none">• 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	<p>Team Assessment</p> <table><tr><td>Not effective</td><td>Beginning to be effective</td><td>Established and somewhat effective</td><td>Being refined to become more effective</td><td>Very effective</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Evidence:</p>					Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective					
	Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective											
Communication	<p>Effective teams communicate clearly with teammates and the school community.</p> <ul style="list-style-type: none">• 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	<p>Team Assessment</p> <table><tr><td>Not effective</td><td>Beginning to be effective</td><td>Established and somewhat effective</td><td>Being refined to become more effective</td><td>Very effective</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Evidence:</p>					Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective					
Not effective	Beginning to be effective	Established and somewhat effective	Being refined to become more effective	Very effective												

Dever-McCormack K-8 School

Expectations for **Effective Teams**

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

Dever McCormack School Year 2 of Turnaround:

Theme: Teaming for Results

Goal for Year 2:



Accelerated Student Growth

- ✓ Based on data cycles, common school-wide instructional approach, additional time
- ✓ Built on the foundation of strong teacher collaboration and strengthened teacher leadership



The results will measure our success!

Questions & Reflections

Please type your questions and comments into the chat box

