

Figure C9.3 Case 9—Mock Force Field Analysis

Title of Analysis: Attempting to Move From Autonomy to Collaboration

Goal or Element of Your Vision: To make the teamwork more efficient by developing and following focused agendas, addressing instructional issues directly, and taking steps to ensure individual accountability.

Facilitating Forces <i>(What's going on for you already?)</i>	Restraining Forces <i>(What holds you back?)</i>	New Ideas <i>(How can your strengths become helpful in overcoming your hurdles?)</i>
<ul style="list-style-type: none"> • We are dedicated teachers who care about the kids. • There is a range of teaching styles on the team. • We have experts in social studies, science, math, and literacy on the team. • Our team has a math coach. • Time is allocated once a week to work on improving instruction. • We have received instruction on assuming team meeting goals. 	<ul style="list-style-type: none"> • We have too many team goals; our task is not well enough defined. • We're good at timekeeping, keeping notes, and setting an agenda, but we can't/don't agree on or complete the instructional work we want to do. • We can't seem to coordinate our efforts so that we're on the same page and can learn from each other. • There is an unequal number of special needs children in our classes, making it difficult to keep all of us at approximately the same place in the curriculum, so we can't use our meeting time to help all of us at the same time. • We have teachers with different levels of expertise and haven't been able to figure out ways to help each other. • People don't come to meetings on time. They always have good excuses: the aide was late, the kids were late getting out of the lunch room, etc. • One or two of us always seem to come to meetings without the materials we'll need, delaying the start of meetings. 	<ul style="list-style-type: none"> • Clarify team task. • Revisit goal setting; develop realistic, doable, well-articulated goals (limited in scope) directly related to improving student learning. • When developing agendas, make sure that they are aligned with the team task and goals. • Spend meeting time on creating materials for special education students in the curriculum area that the team has decided to focus on. • Work with the principal to encourage both new and experienced teachers to use existing worksheets and curriculum rather than develop their own. • Ask the principal for support in ensuring that specialists pick up students on time. • The meeting chair will remind all teachers the day before the meeting to bring required materials, or we'll put a buddy system in place to help teachers come prepared.