Figure 5.7   Stages of Team Development

1. Forming	2. Storming	3. Norming	4. Performing
Indicators			
• Teachers get to know one another and where they stand on classroom issues; they share personal information. • Team goals are identified. • Teachers begin to share ideas of practice, comment on student progress, and offer each other suggestions. • Teachers begin to take on roles and assume responsibility for tasks.	• Different ideas compete for attention; members confront each other's ideas and perspectives, may express frustration at lack of progress. • Team struggles to determine what model of leadership is acceptable. • Issues of team accountability and individual accountability arise. • Team works to establish roles, goals, and responsibilities. • Team develops strategies that build trust and help to focus on tasks.	• Team goals are accepted, and a mutual plan for meeting objectives is in place. • Strategies for conflict resolution are developed; team members take responsibility for meeting team goals. • Dissatisfaction is replaced by trust, support, and respect. • Members are comfortable in their roles. • Team leader keeps team moving productively. • Team exhibits ambition to achieve goals.	• Work of the team is almost entirely focused on the improvement of teaching practice and student performance. • Teachers have become interdependent, recognizing that each team member is responsible for all the team's students. • Problems of leadership and individual and team accountability are successfully addressed. • Strategies for conflict resolution assure smoothly functioning teamwork. • Collaboration and communication are at a high level. • Team members handle the decision-making process with little or no supervision.
Challenges			
• There is an initial lack of trust. • Discussions focus on logistics rather than instruction. • Team lacks strategies for dealing with difficult issues; high value is placed on conflict avoidance. • Reluctance to assume team leadership results in lack of focus on goals. • Teachers still see themselves as independent practitioners rather than team members.	• Members can express anger or resentment toward authority; conflicts can be contentious and painful. • If tolerance, patience, and trust are not established, team will not be able to move forward. • Lack of leadership and accountability will stymie growth and prevent moving to the next stage of development.	• Team members may find it hard to adapt if one teacher leaves or another joins the team; strategies for mentoring of new team members may not be in place. • Some team members may be reluctant to give up their strongly held beliefs in order to benefit team functioning.	• Changes in leadership or administration challenge team norms and dynamics and could cause the team to revert to Storming stage of development.

Clark, D. R. (2004). *The Art and Science of Leadership*. Retrieved August 15, 2011, from http://nwlink.com/~donclark/leader/leader.html