**Activity**

**School Instrument Statements Reflecting Teaming & Trust**

In this activity your goal is to use the information that you have learned in the Team Building and Trust Building professional learning session.

Process Steps

1. Form into diverse teams of 4-5 members using the Jungian personality type feedback.
2. Briefly share with your teammates the personality strengths that you bring to the team.
3. Develop a set of 3-4 simple norms that will guide your team and pick up copies of the school report data.
4. Identify roles for each team member.

Product Steps

1. Choose one of the four sections ( Culture or Leadership, or Teaching or Professional Growth & Development)

from the school report that you will examine.

1. Briefly review the statements AND the relevant items from the corresponding table.
2. Identify the barriers that relate to team building and trust building
3. Share ideas that you can take back to your school to address these aspects of professional learning community operations in your school.

Relationship Steps

1. Review the actions you have taken that helped to build trust within the team.
2. Discuss how these actions could incorporated in team meetings at your schools.

**Activity**

**School Instrument Statements Reflecting Teaming & Trust**

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| **A. CULTURE** | | |
|  | 1.  b. | This school has a culture of collegiality, trust, and commitment.  **There is a low degree of trust among teachers here to support the sharing of instructional practices.**  **There is a moderate degree of trust among teachers here to support the sharing of instructional practices.**  **There is a high degree of trust among teachers here to support the sharing of instructional practices.** |
|  | 2.  a. | The culture in this school supports professional collaboration.  **Teachers here rarely collaborate to identify and address school-wide concerns.**  **Teachers here occasionally collaborate to identify and address school-wide concerns.**  **Teachers here continuously collaborate to identify and address school-wide concerns.** |
|  | 3. | Teachers in this school have the time to collaborate with their colleagues regarding student learning. |
|  | 4.  c. | The impact that structural factors have on professional collaboration are addressed in this school.  **The daily schedule in this school limits teacher collaboration considerably.**  **The daily schedule in this school limits teacher collaboration somewhat.**  **The daily schedule in this school enhances teacher collaboration.** |
|  | 5.  c. | In this school we recognize the importance of effective communication.  **Personality issues or rigid opinions seriously undermine effective communication in our school.**  **Personality issues or rigid opinions strain communication among some individuals in our school.**  **Our school has systems and practices that address personality issues and rigid opinions.** |
| **B. LEADERSHIP** | | |
|  | 1.  b. | School leadership in this school is grounded in effective organizational practices.  **Each classroom operates independently of others and teachers work in isolation.**  **Classroom operations and teachers’ work appear to be coordinated some of the time.**  **Classroom operations and teachers’ work are clearly coordinated much of the time.** |
|  | 2.  b. | Building of leadership capacity among both teachers and support staff reinforces learning for both teachers and students in this school.  **Few teachers here have expertise in collaborative skills such as conflict resolution, consensus building, problem solving, and team building.**  **Some teachers here have expertise in collaborative skills such as conflict resolution, consensus building, problem solving, and team building.**  **Most teachers here have expertise in collaborative skills such as conflict resolution, consensus building, problem solving, and team building.** |
|  | 3.  a→c | The sharing of leadership strengthens the leadership capacity of this school.  **This statement addresses the strengthening of leadership capacity which is a trust building process** |
|  | 4.  a,c  d | Decisions in this school are based on careful analysis of school based data on student performance.  **These points address the gathering school data on student performance and using it to make instructional decisions**.  **This statement also examines the level of expertise in gathering and analyzing data to make decisions** |
|  | 5.  a→c | Decisions regarding resource allocation are made by those most involved in their use.  **This statement addresses the sharing of decisions which can be a trust issues OR a simply an attempt to reduce teacher workload.** |
| **C. TEACHING** | | |
|  | 1.  a→c | Teachers in this school are encouraged to use professional collaboration to learn effective instructional and assessment practices.  **This statement examines teacher collaboration which is both a team and trust issue.** |
|  | 2.  a→c | Instructional practices in this school meet the needs of students of all ability levels.  **This statement examines the procedural aspects of learning interventions which is a team process.** |
|  | 3.  a→c | Effective lesson planning is vital for improving student achievement in our school.  **This statement addresses the team processes that strengthen planning, instruction and assessment of learning.** |
|  | 4. | In this school, interventions are provided to students who require additional support.  **This statement addresses the team processes that strengthen timely interventions to support student learning.** |
|  | 5.  c. | In this school, assessment is a key component of instructional practices and contributes to student learning.  **Assessment is an individual teacher task.**  **Assessment is a task sometimes shared among a few teachers.**  **Assessment is the collaborative task of a team of teachers.** |
| **D. PROFESSIONAL GROWTH & DEVELOPMENT** | | |
|  | 1.  b. | In this school professional growth is a multi-faceted, systemic, and on-going component of school improvement efforts.  **My professional development is restricted to choosing a session from those offered during the school calendar’s PD days.**  **My professional development is limited to PD day offerings and other sessions held at district office during the school year.**  **My professional development is an on-going collaborative learning process that extends beyond PD sessions.** |
|  | 2.  b. | Professional growth is supported in this school.  **Professional growth is a term associated with our teaching staff.**  **Professional growth is a term associated with those individuals who teach or assist teachers with instruction.**  **Professional growth is a term we apply to the improvement of all of our staff members.** |
|  | 3.  a→c | Our teachers have the knowledge, skills and dispositions to engage in professional collaboration.  **This statement addresses the foundations of effective team operations – knowledge, skills and dispositions to collaborate professionally.** |
|  | 4. | Professional development for teachers is organized using a comprehensive plan focused on the school’s vision. |
|  | 5. | In this school, mentorship provides for professional growth. |