



STRATEGIC TEAMING: WORKING TOGETHER BETTER

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Innovative forms of staff collaboration are required to deliver hybrid and fully remote instruction — and transition between the two — effectively while meeting the health, learning, and personal needs of students, families, and educators.

As part of a remote learning tool kit for administrators, educators, and families, the Columbia University Center for Public Research and Leadership developed guidance on how to create and manage new types of instructional teams.

These teaming resources, developed in partnership with districts, schools, and education nonprofits, help organize instructional staff members into well-run teams that are collectively responsible for the academic and social-emotional learning of groups of students. Organizing activity in this way allows staff members to:

- Take on responsibilities that

RESOURCES

District and family hybrid and fully remote learning resources from the Center for Public Research and Leadership are available at cprl.law.columbia.edu/content/publications-and-posts.

match their strengths to students' needs;

- Manage the additional complexity posed by remote learning, including technology challenges and increased child care and personal demands;
- Learn quickly how to deliver effective remote instruction and create family-school learning partnerships;
- Create a coherent instructional and learning community model across the school and district; and

- Deliver high-quality, equitable services to students and families more efficiently.

The tables on pp. 55-58 guide administrators and instructional leaders in forming and managing these teams.

Key steps include:

1. Group staff members into instructional teams.
2. Identify team goals and responsibilities.
3. Determine roles, responsibilities, and recurring tasks.
4. Create a cadence of recurring meetings.
5. Develop a team support plan.

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CREATE AND MANAGE INSTRUCTIONAL TEAMS

1 GROUP STAFF MEMBERS INTO INSTRUCTIONAL TEAMS

First, determine the number and types of teams to create and assign individuals to teams (see **TEAMS AND MEMBERS** table below). Common team types include grade-level teams, content-area teams, and special teams (e.g. those focused on a particular service modality or group of students).

TEAMS AND MEMBERS

TEAM NAME:

TEAM MEMBERS

- 1.
- 2.
- 3.
- 4.
- 5.

2 IDENTIFY TEAM GOALS AND RESPONSIBILITIES

Articulate the goals of each team (see **TEAM GOALS** table on p. 56). These goals should be aligned to the school's and district's standards for quality instruction and their academic and social-emotional learning goals. Ask and answer: What does each team seek to accomplish in the short and long term?

With these goals defined, identify the core responsibilities the team will need to take on if it is to accomplish its stated goals (see **KEY RESPONSIBILITIES** table on p. 56). Be sure to capture staff members' ability to address the needs of students with IEPs and English learners and navigate student and family scheduling constraints.

RESPONSIBILITIES MAY INCLUDE:

- Prioritize content standards.
- Modify curriculum for digital learning.
- Create lesson plans.
- Create weekly individual learning plans.
- Modify weekly individual learning plans for students with Individualized Education Programs (IEPs).
- Differentiate weekly individual learning plans for English learners.
- Update learning management system.
- Deliver synchronous instruction (1:1, small-group, whole-class).
- Deliver intervention and academic support services.
- Hold drop-in academic, social and emotional learning support hours.
- Communicate, and support others in communicating, with families.
- Hold weekly family check-ins.
- Create assessments.
- Perform grading assessments.
- Monitor and analyze student learning data.
- Provide student feedback.
- Monitor and communicate student resource needs to the resource team.
- Monitor and communicate student and family needs to the care team.
- Monitor and communicate student and family needs to the meal team.
- Monitor student engagement.
- Lead cycles of inquiry to strengthen the ability to deliver quality instruction and create a positive and connected learning community.
- Coordinate professional learning with school and district leaders.

TOOLS

2

IDENTIFY TEAM GOALS AND RESPONSIBILITIES, continued

TEAM GOALS

As a team, develop specific and measurable goals that are aligned with school and district goals.

GOAL 1	
GOAL 2	
GOAL 3	
GOAL 4	
GOAL 5	
GOAL 6	

KEY RESPONSIBILITIES

In each row, list one key responsibility. In the columns, list the team member(s) primarily responsible for that work, the team member(s) supporting it, and the team member(s) to be kept informed.

RESPONSIBILITY	Responsible: Team member(s) primarily responsible	Support: Team member(s) supporting that work	Informed: Team member(s) to be kept informed
1:			
2:			
3:			
4:			
5:			
6:			

3

DETERMINE ROLES, RESPONSIBILITIES, AND RECURRING TASKS

Identify team members' strengths and personal and professional scheduling constraints that must be considered when determining roles and responsibilities. Then, for each of the team's core responsibilities, determine who on the team will fill these roles (see KEY RESPONSIBILITIES table on p. 56).

- **Responsible:** The individual(s) who will primarily do and guide the work and oversee it to completion.
- **Support:** The individual(s) who will contribute to the completion of the work through input or supportive action.
- **Informed:** The individual(s) who will be advised or updated on the work during and after completion.

For each of the team's core responsibilities, create a weekly overview that contains recurring tasks and owners for recurring tasks (see WEEKLY OVERVIEW BY RESPONSIBILITY table below).

WEEKLY OVERVIEW BY RESPONSIBILITY

In the left column, list each core responsibilities and who will be primarily responsible, who will support, and who is to be kept informed. For each day, list the recurring tasks that should be completed to carry out the responsibilities and the owner for each task.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
RESPONSIBILITY 1: Responsible: Support: Informed:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:
RESPONSIBILITY 2: Responsible: Support: Informed:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:
RESPONSIBILITY 3: Responsible: Support: Informed:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:	Task 1: Owner: Task 2: Owner: Task 3: Owner:

TOOLS

4 CREATE A CADENCE OF RECURRING MEETINGS

Set a cadence and divide responsibilities for regular, recurring meetings (see RECURRING KEY MEETINGS table below). For each recurring meeting, determine:

- Meeting platform (i.e. in person, video platform, telephone);
- Day and time;
- Facilitator;
- Participants; and
- Purpose and objectives.

RECURRING KEY MEETINGS

List recurring key meetings, including when the meetings will occur, who will facilitate each meeting and who will participate, and each meeting’s purpose or objectives.

DAY AND TIME	FACILITATOR	PARTICIPANTS	PURPOSE/OBJECTIVES

5 DEVELOP A TEAM SUPPORT PLAN

As a team, plan for how roles and responsibilities may shift should a team member need to take time away due to illness or family emergencies.

For each core responsibility, decide who would act as a substitute for the **Responsible** individual. Ideally, this person would be a team member who plays a **Support** role for that responsibility. In addition, identify team members’ individual and collective professional learning needs.

Communicate them to instructional coach(es) and campus administrator(s), and prioritize these needs when engaging in cycles of inquiry.