

# An Effective Team

By Evan Hanson



# Memorial Elementary School

- Upton, Massachusetts
- Pre-K- 4<sup>th</sup>
  - Mainly deal with K-4<sup>th</sup>
- 4 classes per grade
  - Excludes preschool
- 20-24 students per classroom

## Statistics (Yay Math!)

- High Needs- 21%
  - 11% is disabilities'
- Student to teacher ratio- 1:15
- 57% progress towards improvement
  - Down from the past
- WHY IS IT DECREASING??
- WHY IS IT SO LOW??



# What's the Problem?

- Problem resides in the grade level teams
- 1 out of 4 teams have good chemistry (as told by counselor)
- Most teachers operate autonomously in their grade



## What Happened to the Chemistry?

- Frequent teacher changes?
- Time that teachers have been together?
  - Either too short or too long
- Personality clashes



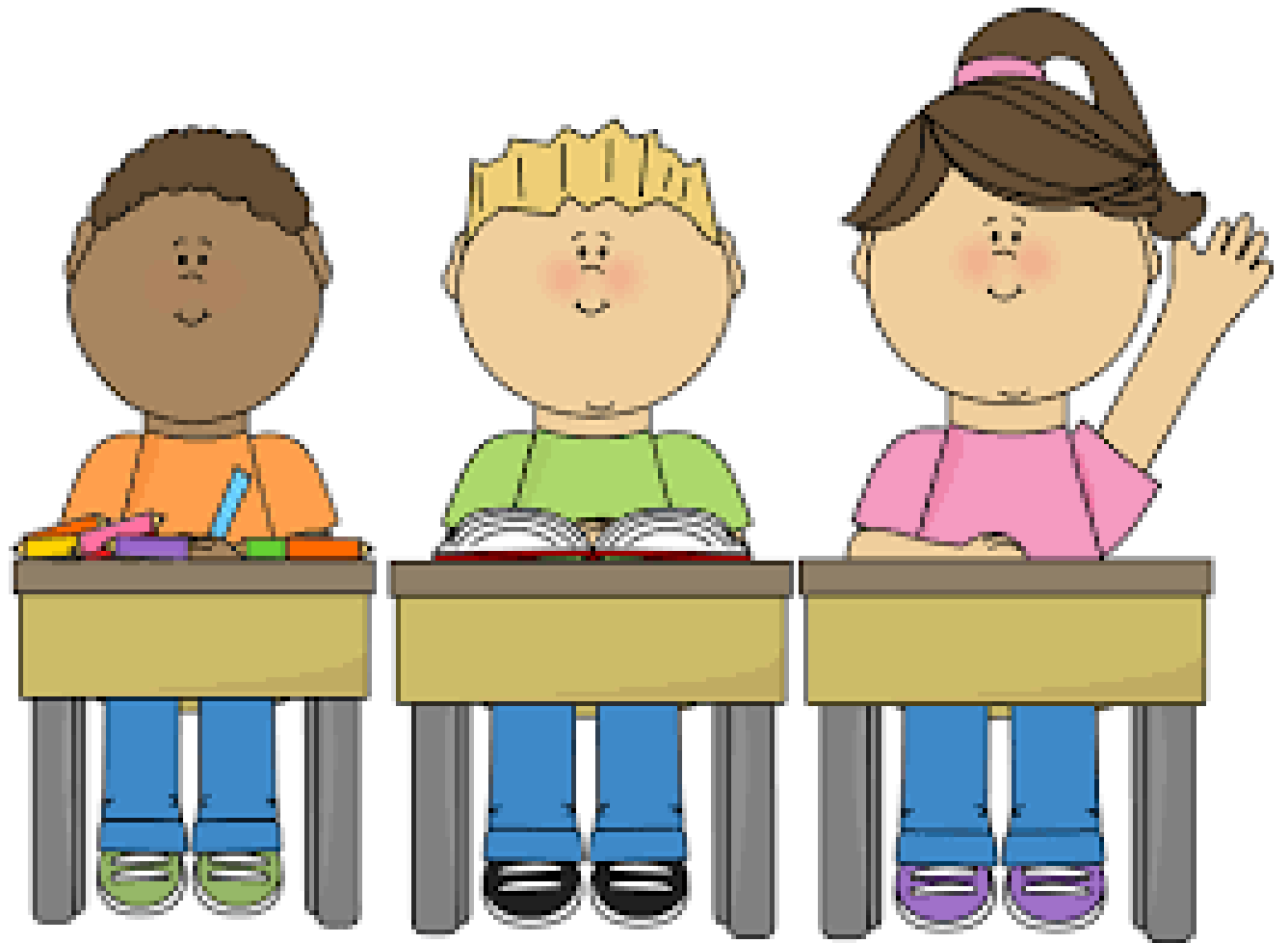
# Independence as a Teacher

- Being an independent teacher can be amazing!
- When groups are needed, can have the reverse effects
  - Competition,
- Goddard and Goddard:
  - Collaboration positive for student learning
  - Better instruction from Teachers
- Pounder:
  - Collaboration sees fewer office level referrals from those teachers who are collaborating



## Student Benefits

- Various studies show an increase in student achievement with effective collaboration
  - Goddard and Goddard, Saunders, Goldenberg, and Galimore
- Darling-Hammond & Richardson:
  - Able to collectively come up with a solution to problems
  - Help students from all different angles





# Teacher Benefits

---

- Pounder: Teachers offer great knowledge to other teachers
  - Experience
  - New Techniques
- Jao & Mcdougall: Professional Development for Teamwork
  - Teams who started out with common goals and great chemistry collaborated the best



# Possible Flaw?

- <https://www.youtube.com/watch?v=T63MCogI4sM>
- <https://www.youtube.com/watch?v=2r6qmLfsRtw>

# Collective Teacher Efficacy

- What is it?
  - The collective efforts of the teachers as a whole, will have positive effects on students
- Ex. Sports Teams
  - All about the Chemistry
  - Celtics vs Sixers (Eastern Conference Semi-finals)
  - Missing top 3 scorers, still won in 5 games (out of 7)
- With a collective efficacy, anything is possible





- Chemistry and Morale are not where they should be
- They are a team, but not a team
- Many strong willed personalities

Efficacy at Memorial?

# Collective Efficacy in Meetings

- Goddard, Hoy, and Hoy: With Efficacy, group is able to be persuaded by sound argument
  - When persuasion by sound argument is unsuccessful, learning is not done within group
  - Without learning, effective techniques might not be brought back into the classroom



# The School Environment

- Collective Efficacy can have effects on School culture as well
- Tschannen- Moran and Bar: The Efficacy can be revitalizing or demoralizing
- 23% high needs students come into play
  - Teachers could be frustrated by these students
  - Not collaborating + low efficacy= negative school culture
- Overall “Vibe” is off



# What Does Memorial Need For Team Efficacy To Improve?

- Focus on 2 aspects
  - Social Persuasion
  - Vicarious Experience





# How To Achieve It?

---

- Field Trips to Other Schools
  - Learning from other could be more beneficial
- Move teams around
  - Move teachers to make better fitting teams
- Have Principal sit in on team meetings
  - See what actually goes on within these meetings



# Video 2!

- [https://www.youtube.com/watch?v=\\_-\\_Ep4z5RkQ&t=112s](https://www.youtube.com/watch?v=_-_Ep4z5RkQ&t=112s)



# References

- Darling-Hammond, L., & Richardson, N. (2009). Teacher Learning: What Matters? *How Teachers Learn*, 46-53.
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. *American Educational Research Journal*, 37(2), 479.
- Goddard, Y. L., & Goddard, R. D. (2009). *A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools*, 109(4), 877-896.
- Jao, L., & Mcdougall, D. (2016). Moving beyond the barriers: Supporting meaningful teacher collaboration to improve secondary school mathematics. *Teacher Development*, 20(4), 557-573.
- Pounder, D. G. (1998). *Restructuring schools for collaboration: Promises and pitfalls*. Albany: State University of New York Press.
- Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning: A Prospective, Quasi-Experimental Study of Title I Schools. *American Educational Research Journal*, 46(4), 1006-1033.
- School and District Profiles. (2018). Retrieved from <http://profiles.doe.mass.edu/>
- Tschannen-Moran, M., & Barr, M. (2004). Fostering Student Learning: The Relationship of Collective Teacher Efficacy and Student Achievement. *Leadership and Policy in Schools*, 3(3), 189-209.