“Are We a Team?” Checklist
Facilitation Guide

What is it?
Teaching teams provide a key setting for developing Principled Innovation’s Performance asset of collaboration. Use this activity to support both pre-service and in-service teachers in reflecting on important skills needed for successful collaboration in field experiences.

Why use it?
The Principled Innovation framework defines collaboration in the following way:

Collaboration is the act of working together toward a common goal.

Teacher teaming, in which teachers collaborate to collectively support and share responsibility for a group of students in a way that best maximizes each teacher’s strengths, provides an opportunity to develop Principled Innovation in a learning community. Employing the assets and practices of Principled Innovation within these settings support educators to prototype innovative solutions (Practice P1) by engaging in team reflection on successes and failures, perspective taking, and inclusive behaviors. Through team collaboration, innovators can draw upon multiple perspectives (Practice C2) and increased cultural and systemic awareness (Practices C1 and I1) to navigate uncertainty and mitigate unintended consequences (Practice P2).

Many pre-service and in-service teachers, however, struggle to envision what successful team collaboration looks like. Use this checklist throughout the course of the year to help team members develop a clear, practical understanding of constructive team practice. The checklist is not specific to teaching teams, allowing the practices described in the list to transfer to a wide range of team settings. Different from a reflection on individual strengths for collaboration, the “Are We a Team?” checklist approaches reflection on collaboration from a whole-team perspective.

What you need
- Time: 10-20 minutes
- Handout: [http://inittowinit101.weebly.com/uploads/1/7/4/0/17404263/are_we_a_team.pdf](http://inittowinit101.weebly.com/uploads/1/7/4/0/17404263/are_we_a_team.pdf)
Instructions

Phase 1: Pre-teaming
As a group, at the beginning of the collaboration, have team members review the “Are We a Team?” checklist. In small groups, provide 10 minutes to discuss the statements that they think are most problematic in teams and why they believe that to be the case (be careful not to describe any potentially recognizable details in sharing prior experiences). Explain that this checklist will be revisited mid-term and at end-of-term. Provide a copy of the checklist to all team members (both pre-service and in-service).

Phase 2: Mid-term
Halfway through the term, ask teachers to review the checklist and select one item which they think the team is doing well, and one item for improvement in the second half of the term. Identify one or two actionable ways in which the team can make progress toward improvement.

Phase 3: End-of-term
At the end of the term, have team members self-assess their own performance as team members on each of these points and identify one or two items to focus on for improvement in the next team setting.