

## Annotated Bibliography

### Chapter 6: Facilitating Collaborative Teams

**Fleming, G. & Thompson, T. (2004). Chapter 5: The role of trust building and its collective responsibility. In S. Hord (Ed.). *Learning together, leading together: Changing schools through professional learning communities* (pp. 31-44). New York, NY: Teachers College Press and Oxford, OH: National Staff Development Council.** Teams can use the information gathered by Fleming and Thompson to examine the role of trust in creating a positive culture. This chapter focuses on the role that trust plays in professional learning communities in schools where teachers, collectively, felt effective and confident enough to consistently share and learn new skills and knowledge that enhances student success. SEDL researchers examined the actions of five principals and the characteristics they shared as intersecting in three important areas: 1) a focus on shared values and vision, 2) the creation of supportive conditions, and 3) structures which demonstrate the importance of ongoing professional development as well as learning from one another. The actions and behaviors of the principals and teachers in these schools were also examined for evidence of trust and collective responsibility. Teams can use this chapter to guide an examination of their own practices.

*This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development); and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 5. Integrates new learning; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).*

**Garmston, R. & Wellman, B. (1999). *The adaptive school: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gordon.**

The book offers practical guidelines for development of skills and processes that help leaders facilitate adult interaction and establish a collaborative working environment where learning is the goal for all community members — educators, as well as students. The assumption is that educators want an adaptive school that not only meets today's challenges but can also effectively handle problems that emerge in the future. This sourcebook provides tools to support school leaders and teams in developing and facilitating collaborative groups to improve student learning, a critical step in redesigning schools and creating better learning environments. The authors use systems thinking and learnings from the new sciences to ground their work.

*This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (3. Best practices; 5. Integrates new learning; 6. Adult learning and development; and 9. School culture for continuous improvement and challenges traditional roles).*

**Mohr, N. & Dichter, A. (2002). Stages of team development: Lessons from the struggles of site-based management, *Writing within school reform*. Providence, RI: Annenberg Institute for School Reform at Brown University.**

The authors offer a process for team development that they learned through their work with widely touted site-based management and teacher empowerment; they learned that the reality does not always live up to the promise. The assumption is that we can plan better by examining previous innovations. Drawing on their collective 30+ years of experience in school reform, Nancy Mohr and Alan Dichter talk about the purpose of shared decision making. (It is for the students, not for the adults.) They also reflect about what they now know about helping a faculty become a learning organization. (It is a developmental process, with identifiable stages — the honeymoon stage, the conflict stage, the confusion-about-democracy stage, the messy stage, the scary stage, and the mature-group stage.) Teams can use the stages to elicit discussion and to build capacity as they move toward becoming a learning community. The authors use their own experiences to illustrate how the process plays out and what each stage along the way requires.

*This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development), and New Jersey's Professional Development Standards for Teachers (3. Best practices; 5. Integrates new learning; 6. Adult learning and development; 8. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).*

**Mohr, N., Dowd, J., Maicon, R., & Haag, K. (1996). Learning leadership for change: Lessons from the field, *Writing within school reform*, 12. Providence, RI: Annenberg Institute for School Reform at Brown University.**

These lessons from the field offer the process of having the voices of practitioners writing about their practice in relation to reform issues. This is one of the “ten basic beliefs” of the Writing Within School Reform Project from whence these “lessons” are derived. These are the stories of four people who are learning how to be “leaders” in collaborative teams of teachers. These private accounts of the difficulties of being able to take personal visions to fruition and the questioning of whether one should hold steadfast to such visions offer stimulating discussion for others who are contemplating, or who are immersed in, team-building.

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