

## **Highly effective teams**

From *Learning by Doing*, DuFour et al.

Self-directed teams represent the primary engine of continuous improvement in the school. Team members are skillful in advocacy and inquiry, hold each other accountable for honoring the commitments they have made to one another, consistently focus on the issues that are most significant in improving student achievement, and set specific measurable goals to monitor improvement. The collaborative team process serves as a powerful form of job-embedded staff development, helping both individual members and the team in general become more effective in helping students learn at high levels. Staff members consider their collaborative culture vital to the effectiveness of their school. (p. 112)

Educators throughout the school have a results orientation. Collaborative teams of teachers establish both annual goals and a series of short term goals to monitor their progress. They create specific action plans to achieve goals and clarify the evidence they will gather to assess the impact of their plans. This tangible evidence of results guides the work of teams as part of a continuous improvement process. Each member understands the goals of the team, how those goals relate to school and district goals, and how he or she can contribute to achieving the goals. (p. 129)