

The logo features a dark blue background with a large, semi-transparent white circle on the right side. The text is centered within the circle. The background also includes a faint grid pattern and a vertical purple-to-blue gradient on the left side.

NATIONAL COMMISSION ON
**Teaching and
America's
Future**

Our national effort to improve education has reached a fork in the road. Fixing factory-era practices and reforming industrial-era policies is the path to the past.

The path to the future lies in transforming the nation's schools from teaching organizations into learning organizations that can develop the innovators, entrepreneurs, and leaders our country needs to thrive in a global community.

We have a once-in-a-generation opportunity to design an education system that will genuinely prepare every individual for college, careers, and civic affairs -- an education system that supports deeper learning, more effective teaching, and higher impact community engagement.

NCTAF, January 2011

Three Ways to Improve Teaching

- Develop & support stand-and-deliver **Teachers** who work to become stars (Skilled Artisans).
- Create **Learning Communities** to support teachers who work to become education leaders (National Board / Artisan Guilds).
- Develop **Teams** of teachers (from digital-age novices to accomplished veterans) who join forces to collaboratively improve their teaching effectiveness (Learning Teams).

Teams Are Not Communities

- Teams have a game plan that orchestrates their skills and competencies to achieve well-defined goals.
- Team members are mutually responsible for achieving their goals.
- Teams use constant feedback to improve their performance.

and.....

- Teams have well-structured practice and training sessions specifically designed to improve their game plan and performance.
- Teams members practice regularly together to improve their teamwork and performance.
- Teams have strong *and* supportive leadership focused on improving and rewarding their performance.

Options to consider....

What change will each bring about...or not?

1. Design teacher preparation improvements, with new courses and programs...

...to prepare stand-alone teachers who deliver text-based instruction in self-contained classrooms.

**2. Create new partnerships with mentored induction programs, professional development schools, teaching coaches, and innovative technologies...
...to develop stand-alone teachers who deliver text-based instruction in self-contained classrooms.**

3. Build a 21st century education system fueled by....

.... extended clinical practice that links pedagogy to practice through guided experience;

.... a school culture of collaboration around student learning that replaces teacher isolation;

.... team structures that provide the space and place for multiple roles.

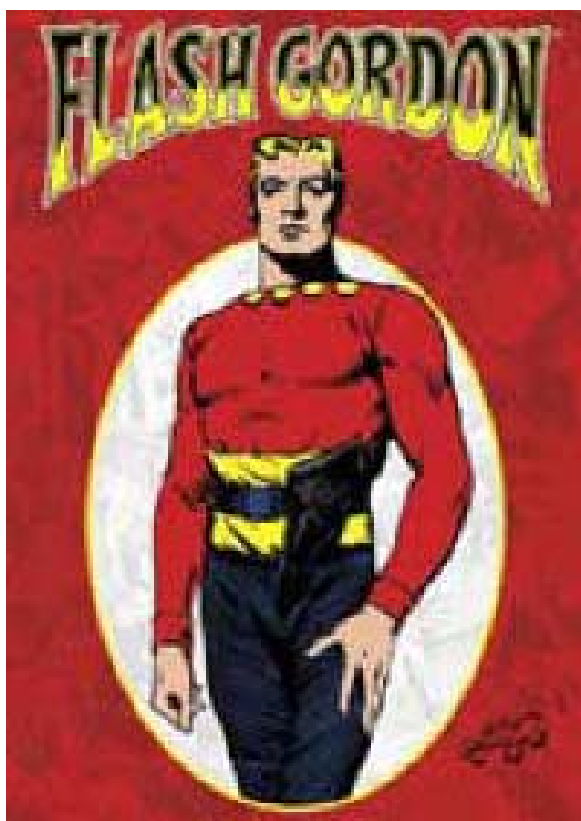
From Perry Mason...to Legal Teams



From Dr. Kildare...to Medical Teams

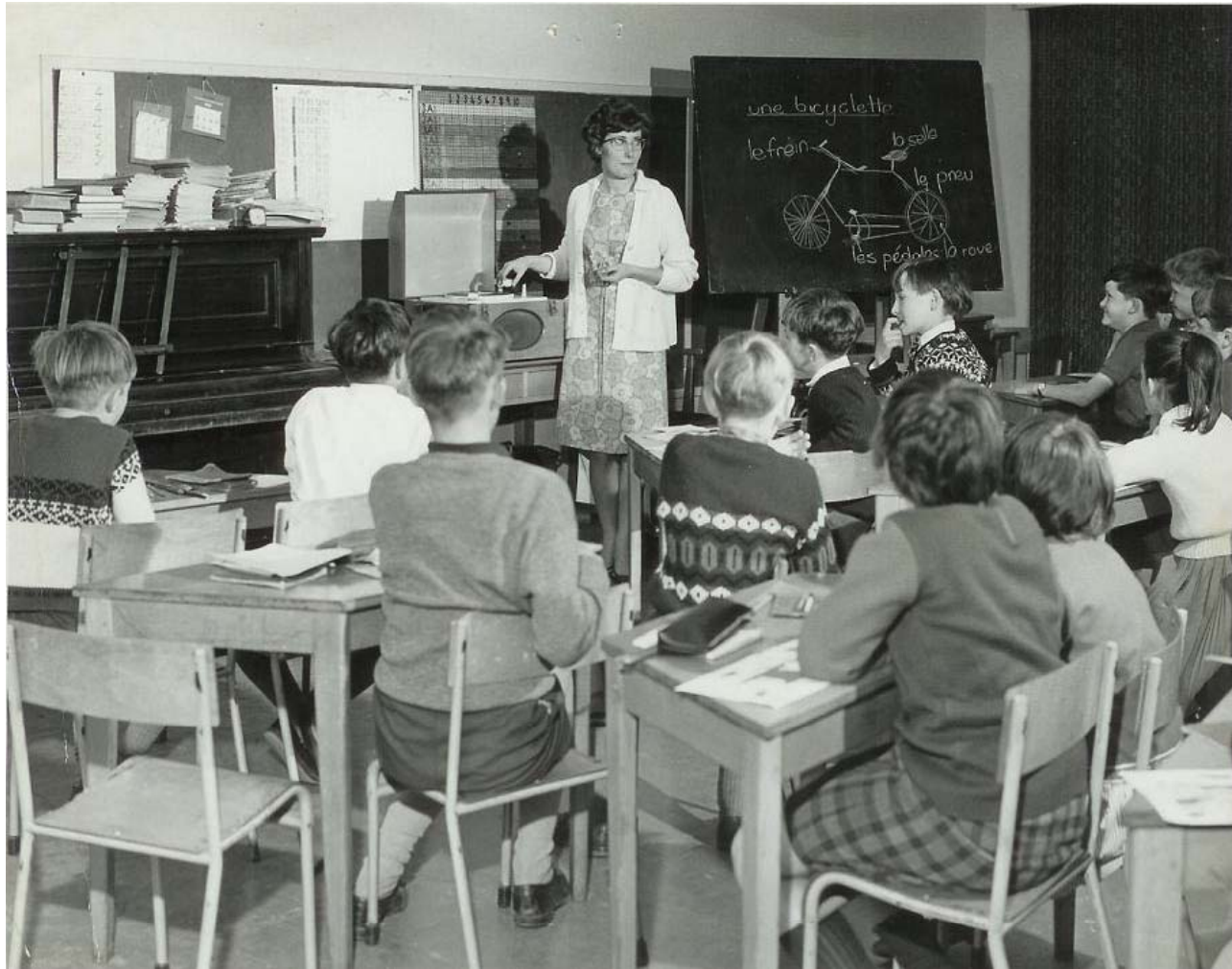


From Flash Gordon...to NASA teams



FROM: NASA

From the Stand-Alone Teacher of the 1950s...



...to the Stand-Alone Teacher of the 21st Century



In Teaching 2.0...

Teaching is a Team Sport
Collaboration replaces Isolation

NCTAF's Path to Learning Teams

- ***What Matters Most* (1995)**: quality teaching in schools organized for success
- ***No Dream Denied* (2003)**: a collaborative learning culture reduces teacher attrition and improves school performance
- ***Induction into Learning Teams* (2005)**: teamwork gives new teachers a strong start

NEW!

“Team Up for 21st Century Teaching and Learning” (2010)

...a review and analysis of learning team research and case studies.

Key Findings:

- Learning Teams improve teaching effectiveness, school performance, and student achievement beyond what teachers can accomplish on their own.
- Effective Learning Teams exhibit six core principles:

1. Shared Values & Goals:

- *Common vision of student learning needs*
- *Well-defined understanding of how their collective teaching capabilities can be orchestrated to meet those needs*
- *Clearly identify a learning challenge around which the team can join forces to improve student achievement*

2. Collective Responsibility:

- *Appropriately differentiated responsibilities based on their experience and knowledge levels*
- *Mutually responsible for each other's success*
- *Collective accountability for improving the achievement of every student served by the team*

3. Authentic Assessment:

- *Real-time feedback on student learning and teaching effectiveness*
- *Hold themselves personally and professionally accountable*
- *Essential tools to improve the team's teaching effectiveness, as measured by student learning gains*

4. Self-Directed Reflection:

- *Reflective feedback loop of goal-setting, planning, standards, and assessment*
- *Driven by the learning needs of the students and the corresponding professional development needs of the teachers*

5. **Stable Settings:**

- *Dedicated time*
- *Space*
- *Resources*
- *Leadership for their collaborative work*

6. **Strong Leadership Support:**

- *Supportive school leaders build a climate of openness and trust*
- *Team members empowered to make decisions to improve teaching effectiveness directly linked to student needs*
- *Balances support with appropriate, positive pressure to continuously increase school performance*

NEW!

“STEM Teachers in Professional Learning Communities: A Knowledge Synthesis” (2010)

...an NSF-funded review of the “gold standard” research studies, evaluations, articles and papers on Learning Teams deployed in STEM education

Key Findings?

- Effective STEM Learning Teams consistently lead to positive changes in STEM teachers’...
 - ✓ attitudes
 - ✓ content knowledge
 - ✓ instructional practice
- And show a positive impact on **student learning and achievement**

MetLife 2009 Survey of the American Teacher

- 2/3 of teachers and 3/4 of principals think that greater collaboration would have a major impact on improving student achievement
- Teachers very satisfied with their careers are more likely than others to work in schools with higher levels of collaboration

NCTAF National Survey

- 75% of teachers and 78% of principals feel the current stand-alone teaching model is outdated
- 70% of teachers and principals react positively to teaming.

*NCTAF National Survey, 2009
Conducted by Public Opinion Strategies*

NCTAF in Action: STEM Learning Studios

- NASA Learning Studios: Goddard Space Flight Center & 2 Maryland districts



- Department of Energy: Sandia National Labs and Albuquerque, NM



Collaboration is at *the Core* of *NCTAF's STEM Learning Studios*



Students work in teams
Teachers work in teams
Outside experts are part of the
design team

Expertise and learnings are **shared**
Multiple perspectives are valued
Group process skills are built
Collaboration is modeled



Who is the *teacher*?

Who is the *learner*?



Teachers Learning in Networked Communities (TLINC™)

- Using technology to build a community
- Teachers connected with their peers, veteran teachers, and university faculty
- Beginning in pre-service and continuing through their early years of teaching
- Breaking down the isolation that keeps novice teachers from being successful



Teaching is a Team Sport

Collaboration must replace Isolation

...a once-in-a-generation opportunity to design an education system that supports deeper learning and more effective teaching.

List 3 things that **you/your school are currently doing** to create and support a collaborative teaching culture?

List 3 ways in which your school could **improve its work** in this arena.

List **3 immediate tasks** you could do *now* to help build and support a collaboration learning culture in education?

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