

**Figure 5.7 Stages of Team Development**

1. Forming	2. Storming	3. Norming	4. Performing
<b>Indicators</b>			
<ul style="list-style-type: none"> <li>• Teachers get to know one another and where they stand on classroom issues; they share personal information.</li> <li>• Team goals are identified.</li> <li>• Teachers begin to share ideas of practice, comment on student progress, and offer each other suggestions.</li> <li>• Teachers begin to take on roles and assume responsibility for tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Different ideas compete for attention; members confront each other's ideas and perspectives, may express frustration at lack of progress.</li> <li>• Team struggles to determine what model of leadership is acceptable.</li> <li>• Issues of team accountability and individual accountability arise.</li> <li>• Team works to establish roles, goals, and responsibilities.</li> <li>• Team develops strategies that build trust and help to focus on tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Team goals are accepted, and a mutual plan for meeting objectives is in place.</li> <li>• Strategies for conflict resolution are developed; team members take responsibility for meeting team goals.</li> <li>• Dissatisfaction is replaced by trust, support, and respect.</li> <li>• Members are comfortable in their roles.</li> <li>• Team leader keeps team moving productively.</li> <li>• Team exhibits ambition to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Work of the team is almost entirely focused on the improvement of teaching practice and student performance.</li> <li>• Teachers have become interdependent, recognizing that each team member is responsible for all the team's students.</li> <li>• Problems of leadership and individual and team accountability are successfully addressed.</li> <li>• Strategies for conflict resolution assure smoothly functioning teamwork.</li> <li>• Collaboration and communication are at a high level.</li> <li>• Team members handle the decision-making process with little or no supervision.</li> </ul>
<b>Challenges</b>			
<ul style="list-style-type: none"> <li>• There is an initial lack of trust.</li> <li>• Discussions focus on logistics rather than instruction.</li> <li>• Team lacks strategies for dealing with difficult issues; high value is placed on conflict avoidance.</li> <li>• Reluctance to assume team leadership results in lack of focus on goals.</li> <li>• Teachers still see themselves as independent practitioners rather than team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Members can express anger or resentment toward authority; conflicts can be contentious and painful.</li> <li>• If tolerance, patience, and trust are not established, team will not be able to move forward.</li> <li>• Lack of leadership and accountability will stymie growth and prevent moving to the next stage of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Team members may find it hard to adapt if one teacher leaves or another joins the team; strategies for mentoring of new team members may not be in place.</li> <li>• Some team members may be reluctant to give up their strongly held beliefs in order to benefit team functioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in leadership or administration challenge team norms and dynamics and could cause the team to revert to Storming stage of development.</li> </ul>

Clark, D. R. (2004). *The Art and Science of Leadership*. Retrieved August 15, 2011, from <http://nwlinc.com/~donclark/leader/leader.html>

Retrieved from the companion DVD for *The Power of Teacher Teams: With Cases, Analyses, and Strategies for Success* by Vivian Troen and Katherine C. Boles. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2011 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.