

**How Can We Most Effectively Use Our Teacher Based Team Time To
Improve Student Behavior?
Teacher Leadership Program
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Research Question

How Can We Most Effectively Use Our Teacher Based Team Time?

Rationale

Quality time collaborating with team teachers is highly effective in student achievement, student behavior and reducing the workload for teachers. When I work together with my grade-level teachers, we are able to identify the students that need specific intervention, both academically and behaviorally. We combine thoughts on lessons, areas of struggle for students and identify our top 2 targeted behaviors in each class.

In MTSS (Multi-Tiered System of Supports), teacher collaboration is a must! Teachers are required to identify a targeted group of students for intervention and determine who needs intensive individualized intervention. This is all completed through teacher collaboration!

What Does Teacher Collaboration Look Like?

- Have a clear goal
- Meet with grade-level teachers
- Assign Roles- facilitator, note-taker, time-keeper, someone in charge of creating the goal
- Administrative Support
- Consistency throughout the year

Literature Review

According to Gates in NEA Today, teacher collaboration can develop creative ideas among teachers. When collaborating with my teaching partners, we can take one idea and expand it throughout multiple areas. This can include lessons, behavior plans and incentives for students. Teachers can bounce ideas off of one another to evolve a cohesive lesson plan across curriculum, where students can apply a concept across multiple areas!

In an article on research.com, Bouchrika states the benefits of teacher collaboration helps to brainstorm creative ideas, provide an avenue for professional growth, and

improve student outcomes. Teachers can take an idea and develop it into an interesting and well thought out lesson. This has the potential to create an engaging lesson that students are excited to learn about! When students are engaged in their learning, the outcomes can be exponential. Educators can also share their knowledge. When they collaborate, they bring all levels of education and experience to the table. This shared knowledge is essential in teacher growth.

In every article that I read, they stressed the importance of teacher collaboration building a sense of community in a school. Teachers feel they belong when they meet with their peers. This can build a positive school climate among professionals. Teachers build relationships among one another that have a positive impact on the school.

Study Design

The idea behind this question was to determine if teachers felt as if they received enough quality time, collaborating with their peers. Toledo Public Schools has etched out mandated time, twice a month, to create Teacher Based Teams. This could be quality time to collaborate with educators in a teacher's grade band or subject area. Prior to moving to K-8 buildings, junior high teachers were able to have cluster meetings to discuss student behavior, have parent meetings about behaviors, grades, etc. and collaborate on future lessons and/or activities. This time no longer exists. Unless teachers meet before or after school, on their own time, there is no allotted time in the school day for collaboration. Data collected in this study could be presented to administration to possibly be utilized for the restructuring of future meetings.

Data Analysis

The targeted audience included 10 teachers at McTigue Elementary in the junior high grade bands, including one PE teacher. 9 of the 10 teachers responded. 90% had more than 10 years experience teaching and 11% teaching less than 5 years. 79% had taught in other buildings than just McTigue. 100% of the teachers do not feel that our current TBT (teacher-based teams) time is utilized correctly and would rather have a teacher driven meeting. 44% would like to meet with grade level teachers at McTigue, 33% would like to meet with grade level teachers in the Roger's feeder pattern, 11% would prefer to meet with the entire jr. high staff and 11% would prefer to meet with other PE teachers. 78% would like to meet in an individual classroom, with 22% wanting to meet in the cafeteria. Finally, 33% would like to meet this way at least once a quarter, 33% would like to meet once a month, and 33% would like to meet this way for every TBT. Our current TBTs are principal driven and we meet either in the cafeteria or library.

Recommendation/Next Step

My next step would be to present this to our current administration. In talking with educators from other buildings, it seems as if TBTs are operated according to principal discretion. Our current meetings tend to focus on iReady data and AVID strategies, with teacher teams created by the principal (educators for grades K-8 are in each team, including specialists). My suggestion would be to get back to our cluster meetings where we can collaborate on lessons, student behavior, incentives & possibly use that time to hold parent meetings if needed. Toledo Public Schools is currently looking into the junior high model, again, starting with McTigue as one of the pilot schools. This would be an excellent time to hold our cluster meetings for future collaboration.

Bibliography

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