**Voices from the Field Team Analysis: Avoiding the Silos of Implementation**

**“Things They Know for a Short While, Once” by Mark Gardner**

Directions:

* Each member of the team should select one component to consider while reading the article. The *italicized* questions offer suggestions but you are welcome to consider other indicators.
* Take notes, making connections between the teacher’s experience and your selected component.
* After everyone at your table has read the article, share your thoughts based on your component.

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| **Components** | **Connections** |
| **Standards**   * *What evidence exists that the teacher utilizes standards for planning?* * *How do standards become more integrated as he considers changing the manner in which he reviews student work?* |  |
| **Assessment Literacy**   * *What evidence exists that the teacher is collecting data over time?* * *How does he involve students in analysis and reflection?* * *How does he improve the feedback he gives to students?* |  |
| **Effective Teaching**   * *How would you describe the growth in this teacher’s goal development?* * *What role did “enduring understandings and skills” have in the teacher’s development?* |  |
| **Effective Leadership**   * *What leadership structures are in place for this teacher?* * *How did leadership influence the teacher’s work?* |  |

Summary:

* With Gardner’s experience in mind, how can your leadership team (district/school) support teachers in a similar growth process?