**Action Steps to Sustainable Partnerships**

**Actions Steps for Parallel Planners**

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| **Action Steps** | **Evidence and Artifacts** | **Person(s) Responsible** |
| * Consider making teams that plan lessons together or work on projects together connect in triads. Be sure the project, problem, or task is bigger than something an individual can do alone (e.g., writing the curriculum or designing a recycling program for the school). |  |  |
| * In conversations with team members, highlight why you are encouraging the teaming with reasons that include (1) that they have similar values, (2) they have complementary skills, (3) they have similar interests, (4) they can accomplish amazing things working together, and (5) they can save each other time and make their work easier. Be speciﬁc with examples, and do not generalize, as doing so can sabotage progress. |  |  |
| * When the teachers on a team complain about not having enough time or that other teachers are not doing as much as they are, point out that they have organized their own work in such a way that others cannot easily support them or contribute. Note that this is the way for them to continue developing. Point out that they have worked very hard to get where they are and that they   did it on their own, but they have reached the top of how far that effort can go, and to move forward they need a team. |  |  |

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| * Share personal stories of how you transitioned. Consider “think- alouds” in which you model the thinking from “I” to “we” and the resulting successes. |  |  |
| * Coach team members to recognize that there is more power in networks than in knowledge; that more is possible from a team than from any one individual. |  |  |
| * Encourage team members to over communicate rather than to hold back. Model transparency and the language of “Let’s look at this together” and “Let’s pull in the team to work this out.” Avoid solving problems as a lone wolf yourself, thus modeling what you want to see. |  |  |