

Curricular Teams: *The Science of Teaching*

A Shift in Fundamental School Purpose

From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in School Culture

From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in School Focus

From teachers gathering data from their individually constructed tests in order to assign grades ...	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice and (2) respond to students who need additional time and support
From an external focus on issues outside of the school . . .	to an internal focus on steps that all staff can take to improve the school
From a focus on inputs . . .	to a focus on results

A Shift in the Work of Teachers

From isolation . . .	to a focus on teams
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From “collaboration lite” on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are “my kids, those are your kids” . . .	to an assumption that these are “our kids”

A Shift in the Use of Assessments

From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From focusing on average scores . . .	to monitoring each student’s proficiency in every essential skill