Team Composition Protocol

*Adapted from a Local ACESSE Team to Support Equitable and Coherent Implementation in Science Education By Tiffany Neill,Melissa Campanella, Bill Penuel, Deb Morrison and the ACESSE Team

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Protocol

STEP 01.

Identify key people who might be potentially impacted by the focal research and/or design project.

People who may be impacted, that is, key stakeholders, need representation and power on the collaborative team. Try to think beyond immediate stakeholders. For example, in education, stakeholders are often thought of as students, teachers, and families. We encourage you to consider the people who will be immediately impacted as well as more distal stakeholders, such as families, district leaders, community organizations, local school boards, libraries, etc. If there are natural categories arising in your list, group the stakeholders accordingly:

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STEP 02.

Map the relative power of each of your stakeholder groups to set terms of discussion about what is important with regards to the focal design project.
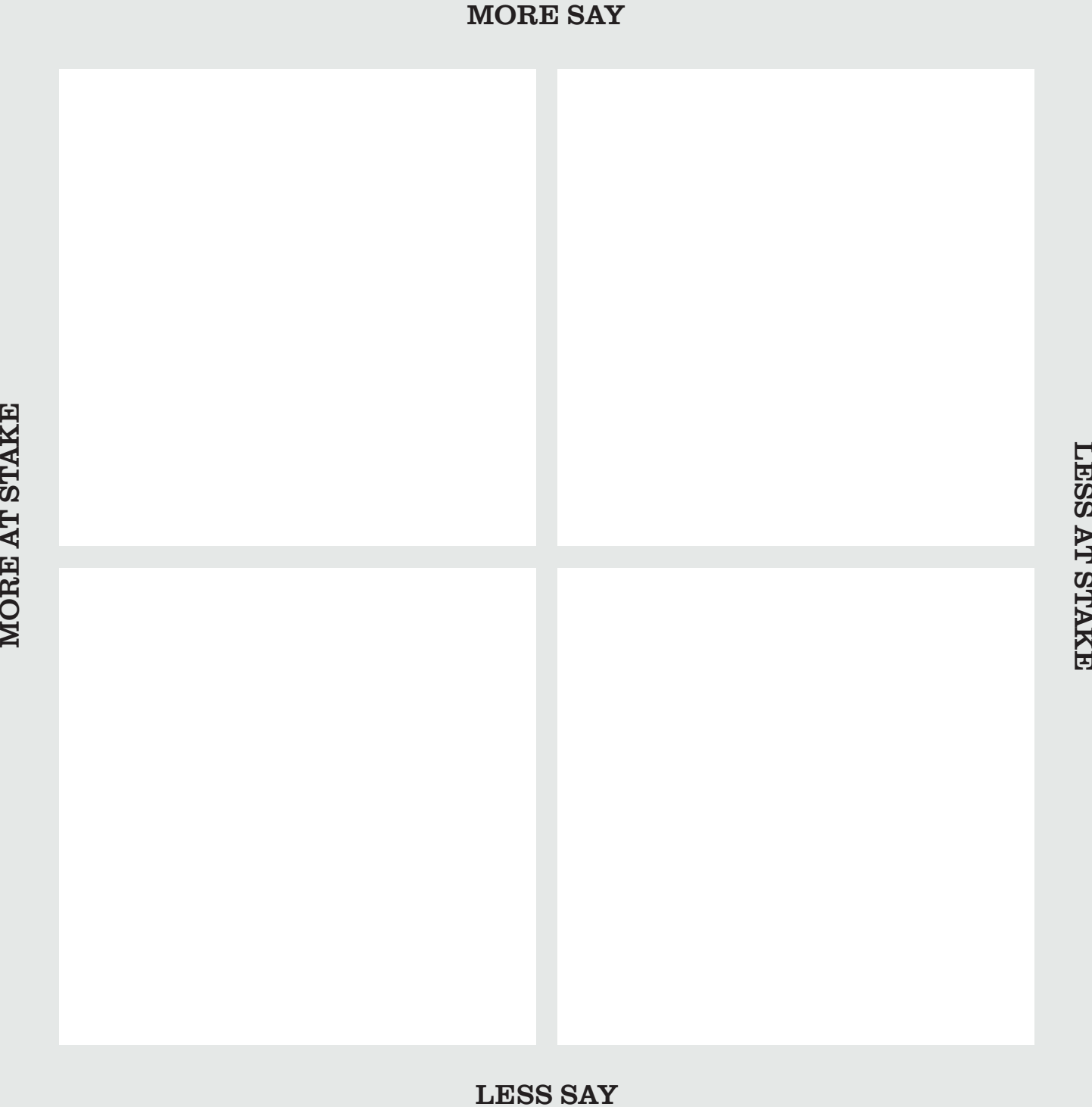
It is important for equity to begin with a recognition that people do not arrive at a team with the same amount of power. Power includes the ability to allocate or divert resources to support a particular initiative or program that comes from one's position. But power also relates to people's social identity, such as their race. One way to think about power in the context of educational transformation is that it involves both having a say, and more than that, having a seat at the table and *to set the terms of debate*, that is, what the conversation is about.

Map the stakeholders you listed in the previous step onto the grid on the following page, then return to the reflective questions below.

•   Of the stakeholders you identified, which currently have the most and least say as to the terms of debate or conversation with regards to the foci of design?

•   For each group with least say the above, identify at least 1-2 people who are leaders you might bring into a team, and take note of types of groups where you don't know anyone. Who might you know that could help you connect to this group?

•   For groups with the most say, identify at least 1-2 people who are leaders who must be at the table for any change effort to be effective, because of the power they hold. Who would be a good participant on a team, who is also a good listener who makes room for multiple voices to be heard?

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MORE SAY

MORE AT STAKE

LESS AT STAKE

LESS SAY

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STEP 03.

Identify relevant lived experiences that are critical to be reflected and incorporated into the design.

Lived experiences may include categories such as geographic experience, experience as a part of a religious, linguistic, or ethnic group, experience in a profession, experience in a discipline, or experience as a parent, for example. As a group consider both the categories and the domains within those categories that may be relevant for the focal design project.

PROFESSIONAL EXPERIENCE	DISCIPLINARY EXPERIENCE	GEOGRAPHIC EXPERIENCE	CULTURAL EXPERIENCE
Teacher Counselor	Psychology Engineering	Knowledge of urban Colorado Knowledge of rural Colorado	Familiarity with Mandarin language Experience living in India

Reflection Questions

- What lived experiences do you bring to the team? What are the known and unknown experiences? How might the elements of your experience shift in terms of consequentiality depending on your positionality and context?

- Think about the stakeholder groups and people you've identified so far. How does this list reflect them?

- What other experiences can you think of that are left off of this list?

- As you map yourself and the people and groups in your system, what patterns emerge?

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STEP 04.

Identify the roles that team members could fill and skills they will need.

Review this tool from Deepa Iyer and the Building Movement Project to spark ideas on how to conceptualize member roles.

Roles

Weavers
I see the through-lines of connectivity between people, places, organizations, ideas, and movements.

Experimenter
I innovate, pioneer, and invent. I take risks and course-correct as needed.

Frontline Responders
I address community crises by marshaling and organizing resources, networks, and messages.

Visionaries
I imagine and generate our boldest possibilities, hopes and dreams, and remind us of our direction.

Builders
I develop, organize, and implement ideas, practices, people, and resources in service of a collective vision.

Caregivers
I nurture and nourish the people around me by creating and sustaining a community of care, joy, and connection.

Disruptors
I take uncomfortable and risky actions to shake up the status quo, to raise awareness, and to build power.

Healers
I recognize and tend to the generational and current traumas caused by oppressive systems, institutions, policies, and practices.

Storytellers
I craft and share our community stories, cultures, experiences, histories, and possibilities through art, music, media, and movement.

Guides
I teach, counsel, and advise, using my gifts of well-earned discernment and wisdom.

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As a team, discuss, what are the roles that you think you need? What roles need to be filled to ensure the design work is aligned towards equity and justice? What roles need to be filled to ensure organization? What roles need to be filled to ensure community accountability?

Once your team has discussed roles, consider what skills collaborators need to have to fill those roles, for example, nurturing, aware of and responsive to emotional states, organized, experienced in quantitative data analysis, fluent in Vietnamese, proficient in graphic design, etc.

ROLES

SKILLS

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STEP 05.

Map potential team members' influence on the system and relationships to each other.

How does this potential member influence the project aim and equity and justice in the local context?

How well do you know this person? How connected are they to other potential members?

Use the matrix on page 9 to review and organize your thinking from steps 1-4 for each potential team member.

Then, think about how each potential team members' network of influence and relationships with other potential members and capture your notes in the last three columns of the matrix. If all members of a team have a shared sphere of influence, or are already well connected to each other, you might consider reaching beyond your existing network.

STEP 06.

Synthesize and consider next steps.

After completing steps 1-4 take a moment to look back over your thinking and synthesize.

- Who are some people I know who could be good for the team?

- What more do I need to learn about organizations or people, to make sure my team is better prepared to address equity and justice?

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Name & Organization (Step 1)	Contact Info	Connec-tion to this person	Position on Power Matrix (Step 2)	Lived Experience (Step 3)	Possible Roles & Skills (Step 4)	Sphere of Influence and Interaction (Step 5)	Network of Influence / Relations with other Possible Team Members

*Place your row number next to each individual you know. Add a + if you know that person well. **Example:** 3+ means Zem-bal-Saul knows Pittman well.

*Describe ways this person influences and interacts with the focal context of design.

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