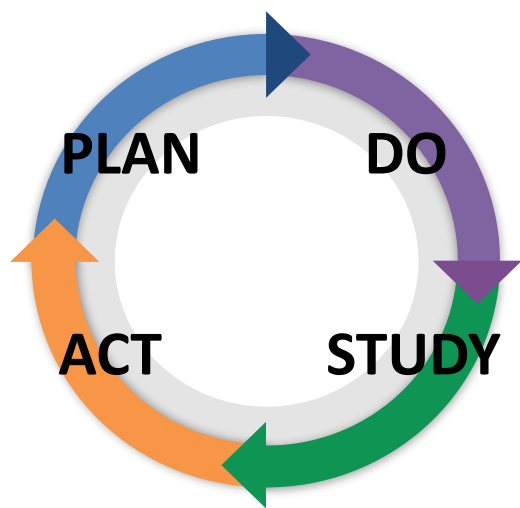


Disruptive Idea: From Silos to Synergy: Bridging Professional Learning

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Problem Statement

Professional practice at Crossland HS is currently fragmented within departmental silos, hindering **interdisciplinary learning** and the development of transdisciplinary thinkers. This lack of **horizontal synergy** (among peer teams) and **vertical synergy** (across leadership levels) prevents the building of **shared capacity**. Without these connections, we cannot foster the **deeper learning** required for students to solve complex, real-world problems and promote high levels of student achievement.

PLAN

If we intentionally create structured spaces and opportunities for teachers from different teams to collaborate (Horizontal Synergy), then they will move beyond departmental silos to seek out peer partnerships. This will lead to the co-planning of **interdisciplinary units** and increased teacher engagement, ultimately building the **shared capacity** necessary to foster **deeper learning** and promote higher student achievement.

ACT

Voluntary Cohorts: Shifted to small-group meetings during planning periods. This removed "participation friction" and increased authentic buy-in. **Strategy Focus:** Focused on interactive, high-leverage work like the Peer-Exchange Gallery Walk, showing immediate value in cross-content collaboration.

One final trial is planned for **June** to solidify the framework and gather final feedback for the upcoming school year.

ADOPT. The move from silos to synergy is proving successful. Informal, cross-content interaction is building shared capacity and fostering the deeper learning required for student achievement.

Key Results

Structural Breakthrough: Proved that departmental "silos" are a result of rigid scheduling and participation friction, not a lack of teacher interest.

High Enthusiasm: **69.2%** of the new teacher cohort is highly open (5/5) to future cross-content synergy.

Culture Shift: Successfully moved **24+ teachers** from professional isolation into an active collaborative mindset.

Lessons Learned

Resilient Scheduling: Voluntary meetings during planning periods are more resilient to external disruptions (weather/testing) than mandatory sessions.

Facilitation vs. Dictation: Synergy thrives when leadership provides the **opportunity** for connection rather than a forced **output**.

Reducing Friction: Informal environments are more effective at lowering "participation friction" and fostering authentic cross-content buy-in.

DO

The Initial Test:

- Collaborated with **ELA 9** and **PLTW 9** teachers sharing the same student cohort to co-plan a "bridge lesson" (Horizontal Synergy).

The Challenges (The "Pivot"):

- External factors including winter weather, testing windows, and standard school routines created significant time constraints for intensive co-planning.

The Adjustment:

- Switched Gears:** Created an informal, structured "Synergy Space" for **24 new teachers**.
- Organized **cross-content teacher groups** to foster collaboration outside of traditional departmental silos.
- Observation:** Moving to an informal space reduced the "friction" of collaboration, allowing for more organic **boundary-spanning** conversations among teams.

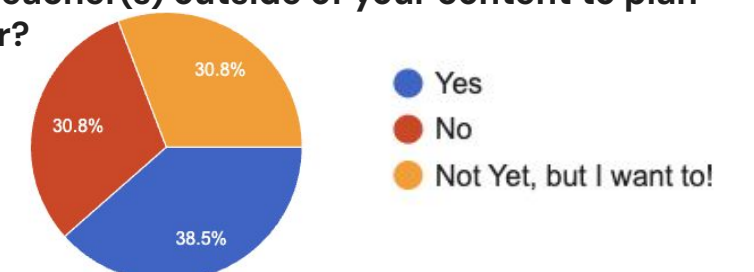
STUDY

Post-activity survey of the new teacher cohort. Quantitative analysis of Likert scales and qualitative review of cross-content topics.

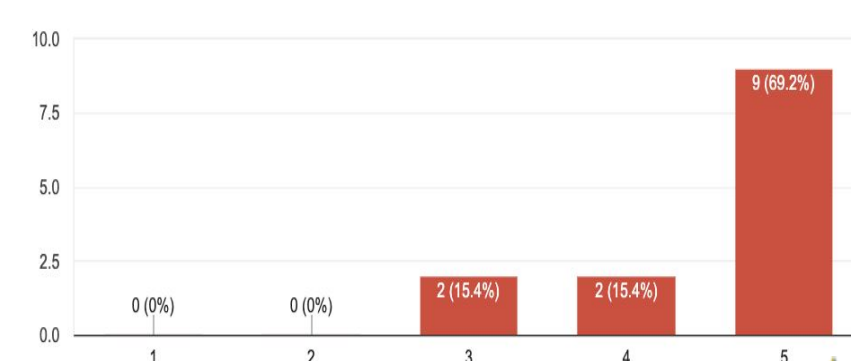
- 38.5% have collaborated; 30.8% haven't yet but want to.
- 69.2%** are highly open (5/5) to future collaboration.

The results align with my expectations that teachers value interdisciplinary work, but **exceeded expectations** regarding their high level of enthusiasm for future connection.

1. Have you worked with a teacher(s) outside of your content to plan or deliver a lesson this year?



2. How open are you to collaborating with teachers from other content areas in the future?



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