Forming

- Stakeholders are excited to be part of team but may be wondering how they fit in
- Stakeholders ask a lot of question – they want to learn about the work
- Stakeholders learn their roles to ensure students can access and persist in CTE programs and curricula
- During this stage much of the work is defining the team; task accomplishment is low
- Stakeholders are building trust; may be reluctant to express concerns and fears

Storming

- Team is recognized and learns to work together, managing differences and conflicts
- Larger goals need to be broken down into smaller, achievable steps
- Team members develop task-related skills and group processes
- During this stage, team members are still determining potential goals, roles, and tasks
- Stakeholders continue to build trust and are more likely to express concerns and fears

Norming

- Teams have a unified, shared goal; collective and individual productivity increases
- Team members collaborate and coordinate to build the state's intersection of success for students with disabilities
- Team members are more likely to express opinions regarding barriers or needed next steps
- Team members' roles evolve to help students succeed in CTE programs and curricula

Performing

- Team members' roles blur as goals are achieved with high productivity; team members celebrate successes
- Team members understand each other's strengths and leverage those strengths to further achieve their goal(s)
- Team members utilize data-based decision making in continuous improvement model
- Team is nimble; plans for purposeful stakeholder engagement; targets systems-level goals

Adapted from: Everson, J. M., & Guillory, J. D. (2002). *Interagency teaming: Strategies for facilitating teams from forming through performing.* Baton Rouge, LA: University Center of Excellence in Developmental Disabilities Education, Research, and Services, Louisiana State University Health Sciences Center.