• 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

• 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

• 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

• 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