

TEAMING

EXPECTATIONS

AT

HOUSTON MIDDLE

SCHOOL

2010-2011

Team Roles and Responsibilities

Team Leader

- Develops weekly agenda (with team input)
- Facilitates meetings
- Represent the team at leadership meetings
- Builds team unity and resolves conflict between team members
- Liaison between team and administration

Secretary/Note taker

- Briefly review the notes from previous meeting.
- Takes notes at ALL meetings
- Keeps record of planning topics, decisions, calendar, agendas, etc.
- Records notes on server
- Maintains intervention checklist
- Prints phone logs at midterm and quarter, then places in team box

Timekeeper

- Keeps team on task for pre-determined discussion topics from the agenda

Communicator/Public Relations

- Keeps non-team members informed (kitchen, office, electives, buses) of schedule changes, field trips, and projects.
- Will communicate in a timely manner.
- Liaison with the public when needed (donations, guest speakers, etc.)
- In charge of home/school communication (newsletters, notices, fliers, etc.)

Document/Materials Manager

- Develops any needed forms (many are already on server)
- Secures any needed supplies/resources

School Wide Team Meeting Expectations

- BE ON TIME
- Come Prepared with necessary materials for days activity
 - Be prepared to commit entire meeting to team issues (ie: no lesson plans, no grading papers....)
- Demonstrate professionalism, collegiality and respect for team members at all times.
- Follow discussion protocol

Each team will develop a discussion protocol that works best for them.

Team Start-up Activities

- Review 10 Barriers to Effective Teaming (see attached)
- Identify specific classroom procedures and expectations beyond Make Your Day. For example, policy for going to lockers, having food during class, bathroom procedures, and seating arrangements.
- Review and discuss proper paper heading procedure (see example)
- Discuss and determine the policy for “no-name” papers
- Discuss homework expectations. How much homework is “too much”? Consider our demographics and the **purpose** for the homework.
- Coordinate homework, tests, and quizzes.
- Review and discuss grading policies; this includes homework, late work policies. (Review School Board Strategic Plan)
- Discuss how students are kept aware of deadlines, projects, etc.? For example, should the team maintain a team calendar or bulletin board?
- Talk about how the team will communicate with parents. The expectation of our administration is for the team webpage to stay updated.
- Discuss student recognition and how/if the team will participate
- Discuss any proposed field trips and get approval forms ASAP.
- Discuss the strategies each team member uses to differentiate/modify instruction for ALL students
- Refer to “50 Great Things Teams Do”. (see attached)

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Barriers For Effective Teams To Overcome

1. **PERSONALITY CONFLICTS** - Recognize and appreciate diversity and make allowances for different needs, characteristics, moods, and personalities within the team.
2. **INCONSISTENCY IN STUDENT EXPECTATIONS** - Recognize that team members all view the teaching and learning process differently and that it is the team's responsibility to synthesize these expectations when making decisions.
3. **INCONSISTENCY IN TEACHER EXPECTATIONS** - Recognize the individuality of team members when setting personal goals and objectives for the school year and work to reach consensus on goals and objectives, in keeping with teacher talents.
4. **POOR PLANNING, ORGANIZATION, AND PREPARATION** - Recognize that teams often take shortcuts in planning or goal-setting for the school year, organizing resources, and preparing students and parents for the teaming process. It is critical that an effort be made in the opening weeks of school to set the tone for the next nine months.
5. **LACK OF SUPPORT FOR ONE ANOTHER OR DISLOYALTY** - Recognize that there will be times when team members do not offer one another the degree of support or loyalty required for making interdisciplinary teams successful. This is often due to teacher stress and/or burnout. Remember that when team members begin to experience these difficulties, time must be set aside immediately to resolve the divisive issues and get back on track.

6. **POOR COMMUNICATION** - Recognize that two-way communication is the very heart and soul of effective teaming and should become the first priority when dealing with the various members of the teaming process.

7. **REFUSAL TO SHARE IDEAS AND MATERIALS** - Recognize that in the past, many teachers have been programmed to hoard materials and hide ideas rather than share resources and exchange information. Teaming requires collaboration on a daily basis to maximize learning and growing for students *and* for teachers.

8. **DIFFICULTY WITH INDIVIDUAL TEAM MEMBERS** - Recognize that on some teams there will be teachers who don't want to be there for reasons ranging from individual feelings of inadequacy to ignorance of the teaming concept. For the good of the students, each team member must accept individual strengths and weaknesses within the team.

9. **INABILITY TO VARY DELIVERY SYSTEMS** - Recognize that it is not enough to recognize the grouping of teachers and students into teams, but that the restructuring of instructional time and techniques is also critical to the redesign of middle-level classrooms.

10. **POOR PUBLIC RELATIONS** - Recognize that teachers must do a better job of "tooting their own horns" and letting the public know the advantages that teaming brings to the schooling process. Teaming is compatible with today's workplace with its emphasis on quality teams, shared decision-making, and empowerment of workers. Let the world know that today's middle school classrooms now represent a more realistic training ground for tomorrow's business settings.

50 GREAT THINGS TEAMS DO

1. Coordination of homework
2. Coordination of tests and quizzes
3. Joint parent conferences
4. Joint student conferences
5. Coordinate with counselor at least once a week
6. Use support personnel
7. Full student team meetings once a month
8. Frequent student awards and rewards/recognize all successes
9. Written team policies for students
10. Common discipline procedures
11. Team bulletin boards
12. Monitor academic achievement regularly
13. Meet often
14. Back to school experiences for parents
15. Common rules for homework for absent students
16. Common paper headings
17. Team calendar
18. Team detention
19. Team help sessions
20. Have and maintain strong team identity
21. Team professional reading sessions
22. Team notebook
23. Team handbook for teachers
24. Team newsletter
25. Have and use flexible block scheduling
26. Interdisciplinary instruction
27. Common grading policies
28. Common extra credit policies
29. Late assignment policy
30. Switch teachers
31. Teachers and kids need to have fun
32. Team lock-in
33. Hire their own colleagues
34. Schedule their own kids
35. Team list of student supplies to parents in August
36. Team birthday cards
37. Like each other and respect as professionals
38. Coordinate with exploratory
39. Guest speakers
40. Team field trips
41. Plan for special education student needs
42. Vocabulary of the week
43. Skill of the week
44. Create and monitor team goals
45. Common hall passes and procedures
46. Team banner and motto
47. Team brochure
48. Team building/bonding the first week of school
49. Share successes and failures
50. Team anything

Weekly PLC Agenda

This may look different for each grade level. Here is an example of how a team's week may look:

Monday: Advisory planning for the week (be specific about study hall)

Tuesday: Intervention with administration

Wednesday: Parent contact day (phone logs **MUST** be maintained)

Thursday: Professional development (peer coaching discussions, book studies, professional articles, etc.)

Friday: Interdisciplinary curriculum

Team Maintenance

- **Team Assessment:** Complete this twice during the first quarter, then quarterly afterwards. (See attached)

Where Are We As a Team?

Listed below are the 10 characteristics of effective teaming .You will be asked to use this worksheet five times during the school year for your teams reflection and planning. Please rank each of the characteristics on a scale from 1-8.

- 7-8 Exemplary level of development and implementation.
 5-6 Fully functioning and operational level of development and implementation.
 3-4 Limited development or partial implementation
 1-2 Little or no development and implementation

	9-13	10-11	12-6	2-28	4-25
1. Our team recognizes and appreciates diversity and makes allowances for different needs, characteristics, moods, and personalities within the team.					
2. Although each member of our team views the teaching and learning process differently, we synthesize these expectations when making decisions.					
3. Our team recognizes the individuality of team members when setting personal goals and objectives for the school year and we work to reach consensus on goals and objectives, in keeping with our talents.					
4. Our team works hard together to plan, set goals for the school year, organize resources, and prepare students and parents for the teaming process.					
5. Our team demonstrates a high degree of the support and loyalty required for making interdisciplinary teams successful.					
6. Our team recognizes that two-way communication is the very heart and soul of effective teaming and is our first priority.					
7. Our team shares resources and exchanges information to maximize learning and growing for students and for teachers.					
8. Our team accepts individual strengths and weaknesses within the team.					
9. Our team recognizes that the restructuring of instructional time and techniques is critical to the redesign of middle-level classrooms.					
10. Our team understands and shares the advantages that teaming brings to the education process with the public.					