Figure 5.4　Worksheet—Teacher-Teaming Continuum Assessment

A Framework for Evaluating the Effectiveness of Teams			
Condition	**Not present**	**Developing**	**Well underway**
Task Focus *Is the team's task well defined and articulated, and does it focus on improving student learning?*	• Team's focus is driven by crisis within the team or pressing school needs. • Team devotes over 50% of meeting time to logistics (e.g., field trips, other events, parent/teacher conferences), leaving little time for issues pertaining to curriculum, pedagogy, and student learning. • Team goals are not established or don't have student learning at the center; goals are not specific, attainable, or results oriented. • Team dialogue and exchange are rare or infrequent. • Team members do not adopt the team task as part of their larger teaching purpose.	• Team's focus is sometimes proactive, but the task is often undermined by reacting to crises or pressing school needs. • Team devotes 30%–50% of meeting time to logistics. • Team has identified some goals that focus on student learning; some goals are specific, attainable, and results oriented. • Team dialogue and exchange foster collaborative sharing of classroom activities and resources.	• Team goals are challenging; focused on curriculum, instruction, and student learning; and specific, attainable, and results oriented. • Team's focus is proactive, concentrating on assessment and future planning; little time is spent reacting to crises or school needs that do not relate to the team. • Team devotes a maximum of 20% of meeting time to logistical issues. • Team dialogue and exchange develop new team understandings about teaching and learning.
Evidence	•	•	•
Leadership *Does the team encourage leadership by all its members?*	• One team member tends to assume leadership (or is deferred to) on a regular basis. • Team members do not initiate new leadership activities or roles on their own. • Team has not developed skills in deciding whether a task is best done as a team or individually. • Team members maintain their individual entrepreneurial status that seems like "parallel play."	• Team leadership is rotated among team members but without clear purpose; leadership and facilitation skills have not yet been taught to team members, and the team recognizes its need to improve these skills. • Team encourages its members to assume new leadership roles but does not think strategically about how these roles will affect and improve the team. • Team is working on, but has not yet achieved, the goal of distributing leadership in a manner that results in team improvements.	• Team members distribute leadership functions in a purposeful and strategic way (e.g., expertise in areas of curriculum and instruction). • Team leadership is rotated with an explicit goal of developing leadership skills for all team members. (In some cases team leaders are designated.) • All team members can provide a common description of how leadership works on their team. • Team members are supported as they assume new, as well as established, leadership functions. • Team leader ensures that each meeting agenda is planned, facilitated, and communicated. • Team communicates and networks with other teams and the administration, and seeks outside resources.

Condition	Not present	Developing	Well underway
Evidence	•	•	•
Collaborative Climate *Does the team promote a working environment that generates trust, communication, and synergy?*	• Team members do not identify or make use of other teammates' strengths; new ideas are routinely defeated. • Team conflicts are ignored or denied. Team members avoid handling conflict, don't recognize when it might be productive for the group. • Norms of listening and participating have not been established (e.g., acknowledging, probing, summarizing).	• Some team members identify strengths of individuals, but the team does not utilize the strengths strategically to advance the goals of the team. • New ideas from team members are encouraged, but processes are not in place to ensure action steps are tied to agreed-upon ideas. • Team conflicts are identified but inconsistently dealt with due to lack of skills or processes. • Norms of listening are implicit, and team members occasionally uphold them.	• Team performance is measured by assessing collective work products. • Team acknowledges each member's strengths and creates a shared understanding of strategic ways each individual contributes. • Team uses processes that value diverse perspectives in order to develop team understandings and solutions. Each voice is heard and valued. • Conflicts within the team are brought to the team for resolution. The team employs a conflict resolution process that solves the problems and promotes collaboration and collegiality. • Team has established and upholds norms of effective listening. • In addition to internal collaboration, the team networks and communicates with other teams and the administration, and seeks outside resources.
Evidence	•	•	•
Personal Responsibility *Is there an expectation of performance improvement for both the team and the individual?*	• Team members are often late and/or come unprepared to meetings. • Team members give feedback that is frequently critical and negative. • Team members fail to complete tasks in a timely manner, or quality is unacceptable to the team. • Team members are most concerned with personal agendas. • Team members have articulated no expectations of accountability.	• Team members are sometimes late and sometimes come unprepared. • Team members focus on problems they have with others' viewpoints and sometimes give ideas for improvement. • Team members complete some assigned tasks, not always according to the agreed-upon schedule; quality varies. • Team members are somewhat concerned with team success. • Many team members hold themselves accountable individually, but no group-level process is in place.	• Team members are punctual and come prepared to all team meetings. • Team members give both positive comments and constructive feedback for improvement. • Team members complete tasks effectively and on schedule. • Team members place highest priority on team success. • Team members hold individual members accountable for their performance and for results.

Condition	Not present	Developing	Well underway
Evidence	•	•	•
Structures and Processes *Does the team establish ways to work together and achieve agreed upon goals?*	• Team lacks many effective meeting practices. Meetings lack clear goals for student learning, agendas, and documentation. • Meetings do not begin on time, and/or time management is not evident. • Team does not focus on student needs until adult needs have been accommodated. • Team has not developed skills for deciding whether tasks are best done as a team or individually.	• Team has developed some explicit goals for student learning and has expectations that appeal to most team members. • Team is developing effective meeting practices. Meetings have some, but not all, of the elements important to productive meetings. • Team tries to adapt plans to student needs but sometimes fails because of poor skills or lack of consensus. • Team is developing skills in determining whether tasks are best done as a team or individually.	• Team has well-defined goals and expectations focused on student learning. • Team continuously adapts plans to meet the needs of its students. • Team follows effective meeting practices (e.g., clear objectives, agenda, stays on task, appropriate time management, appropriate documentation). • Team has a process for deciding whether tasks are best done as a team or individually.
Evidence	•	•	•