

Highly Effective Teaming

Charlestown Middle School

Principal's Name: Adrienne Bach

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Team Members' Names: Jennifer Barnes, Jerri Knight

Background Leading to this Inquiry

- CMS implemented the teaming model beginning this school year. We were apprehensive about the new changes, but eager to see how it would impact students.

The issue that led to this research was the uncertainty of how teaming would work, the understanding of the new set up and how the roles were defined within teams.

Purpose of This Inquiry

- To gather data on our new teaming model and determine the effectiveness.
- The purpose of our action inquiry was to reflect on our Highly Effective Teaming Model to determine the impact on student behavior and academic success.

Our Wondering

- **We wondered how Highly Effective Teaming can impact student behavior and achievement?**
- **Are we more aware of student individual performance?**
- **Is instruction better?**
- **Does it make a difference that we are on teams?**
- **Are we more collaborative?**

Our Actions

- Collaboration during Building Leadership Team Meetings on roles and responsibilities for Team Leaders.
- Surveys at beginning of the year and end of third quarter
- Monitor students with failing grades each quarter, create prevention list
- Conduct rapid cycles on students with 4 or more referrals during team meetings to develop plans.
- Implement “Team Time” bi-weekly for students without missing assignments, referrals, etc.
- Determine list of data/information needed to monitor our teaming process.
- Staff interviews/feedback

What information do we need?

Interview individual teachers for feedback and reflection on subquestions.

Survey staff on things that are working well and not working well.

Data Collection:

of students with failing grades Quarter 1= 41 Semester 1 = 31 Prevention List

of infractions

of office referrals <https://docs.google.com/document/d/1Qs4dKgopHt-KVnHB-QSmSEZz5rMXwSEJNzamrFPSnvY/edit>

Staff Survey:

https://docs.google.com/forms/d/13DkZ55M3Kd-_jzZom7F6IRjUdA2iTUcuYh52ZKgLItc/edit

Survey Results:

https://docs.google.com/forms/d/13DkZ55M3Kd-_jzZom7F6IRjUdA2iTUcuYh52ZKgLItc/edit#responses

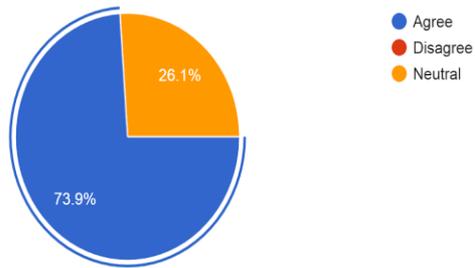
Data Collection

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 - Survey staff on things that are working well and not working well.
 - **Data Collection:**
 - # of students with failing grades Quarter 1= 41
Semester 1 = 31 Prevention List
 - # of infractions
 - # of office referrals
- <https://docs.google.com/document/d/1Qs4dKgopHt-KVnHB-QSmSEZz5rMXwSEJNzamrFPSnvY/edit>

Our Data

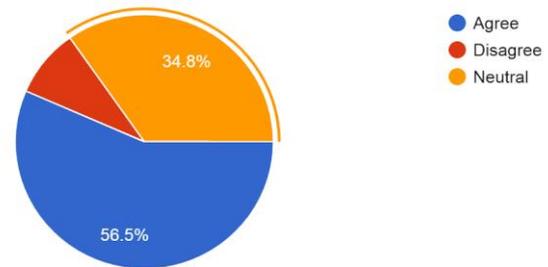
Our teaming model has a positive effect on student academic success.

23 responses



Our teaming model has a positive effect on student behavior.

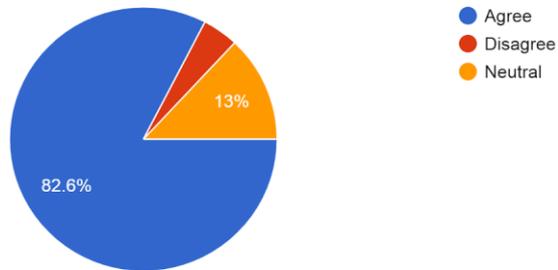
23 responses



Our Data

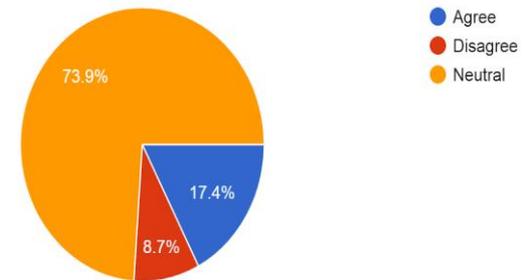
The teaming model has increased staff collaboration.

23 responses



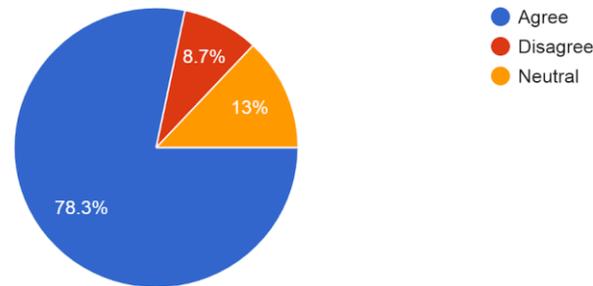
Teaming makes our classroom instruction better.

23 responses



The teaming model helps us know student needs more individually from our meeting discussions.

23 responses



- Teaming allows collaboration among teachers to help the at risk kids.
 - I'm not sure I see any difference after one year from what I have seen in the past.
 - Makes transition to middle school a little easier.
 - I'm not sure if I've seen any difference with teaming model.
 - I don't see a huge impact based on teaming. It doesn't seem a whole lot different than what it was last year on a day-to-day basis. However, I do notice more pride during assemblies.
 - Teaming allows students to have more consistency. Teachers know when students will have assessments in other subject areas, which then supports students academically. Teachers can discuss student issues and brainstorm to find strategies to help the student be more successful. Team rewards are given to encourage proficient grades and behavior. Teachers can stay more aware of personal/family issues with students because it is easier to share information with each other. Parent conferences/communication is easier with the teaming model.
 - There is a level of consistency by teachers so the students do not get away with much. If all the teachers are on the same page and have the same goals, then the students tend to abide by those expectations.
 - They are aware of team time days. Some students prefer not to go to the activity and others know they can't go because they have to do.
- It is easier for us to plan when we know every class our students are in. For instance, we have conversations about vocab words that apply to science and medical detectives. I am also able to plan when I test students so that they aren't expecting several at a time. We have time to discuss things, so the kids know we are all on the same page. I love teaming.

Where We Are Heading Next

- We are going to look at student placement on teams based on feedback.
- Overall, there have been positive impacts from teaming.
- As a staff, we need to improve our roles on each team.
- Teaming has reduced our number of students with failing grades and missing assignments. How can we increase reading growth, etc.?

Bibliography

- Lencioni, Patrick M.; Okabayashi, Kensuke. (2012). *The Five Dysfunctions of a Team*. Hoboken, NJ: Wiley.
- <https://www.talentsquare.com/blog/book-summary-the-five-dysfunctions-of-a-team/>
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Highly Effective Teaming

Principal Name: Adrienne Bach

School Name: Charlestown Middle School

Team Members' Names: Jerri Knight, Jennifer Barnes

Principal's Email Contact: abach@gccschools.com

Background Leading to Our Inquiry

Outline what led your team to this particular inquiry. Include the following:
CMS implemented the teaming model beginning this school year. We were apprehensive about the new changes, but eager to see how it would impact the students.

The issue that led to this research was the uncertainty of how teaming would work, the understanding of the new set up and how the roles were defined within the teams.

The Purpose of Our Inquiry

Therefore, the purpose of our action inquiry was to gather data on our new teaming model to determine the effectiveness. The purpose of our action inquiry was to reflect on our Highly Effective Teaming Model to determine the impact on student behavior and academic success.

Our Wondering

With this purpose, we wondered how Highly Effective Teaming can impact student behavior and achievement.

Our Actions

In this step, begin by outlining how you gained insights into your team's wondering. Then, simply share exactly what your team did to conduct this AR cycle.

- Collaboration during Building Leadership Team Meetings on roles and responsibilities for Team Leaders.
- Surveys at beginning of the year and end of third quarter
- Monitor students with failing grades each quarter, create prevention list
- Conduct rapid cycles on students with 4 or more referrals during team meetings to develop plans.
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- Determine list of data/information needed to monitor our teaming process.

- Staff interviews/feedback

A good way to think about creating these segments is chronologically – what did your team do first, second, third, etc. You should include such things as the timing and amount of each detail you share.

Data Collection

Our data collection consisted of surveys, staff interviews, team meeting discussions and student progress reviews. We focused on collaboration, behavior and academic success.

Our Data

Increased collaboration
Better instruction
More aware of individual student needs
Student Behavior
Academic success

Our Discoveries

In this step, summarize your team's learning in two - three succinct statements that illustrate the most important and critical facets of what your team learned:

- Learning Statement One: We learned there is an overall improvement for student success and teacher collaboration.

Based on data, surveys and interviews there student academic success has improved. Teachers are sharing more ideas and problem solving together.

- Learning Statement Two: We learned that teaming has decreased the number of failing grades and missing assignments.

The data from our failing student list indicates a significant decrease in students failing classes. Students are motivated by team time to complete assignments on time.

- Learning Statement Three: We learned we need to revise the student placements for each team and improve the clarification of roles for team members.

As indicated from interviews and feedback on surveys, there is an overall concern that the student placement on teams is disproportionate. Students with IEPs are currently on one team due to the co-teaching model. In addition, students who are identified as highly abled are on opposite teams. Staff has voiced concerns that this is not a good design for students and peer models. We are going to review this before the next school year.

Where We Are Headed Next

- What has your team learned about your school?
We have learned that the majority of staff like working at CMS and the teaming model. There are some adjustments needed on team structures and roles.

What have you learned about your teachers?

Our teachers are willing to embrace teaming, but would like to improve the practice. Teachers are positive and feel safe sharing concerns with administration.

- Generation of Directions for The Future
- Some Questions to Consider: What changes will your team make or have made in your practice? Within our teams, we are going to provide additional specific training on team roles and expectations. We are going to review our scheduling process for students and improve where possible.
- What new wonderings does your team have? We wonder how the changes we implement will increase our effectiveness of teaming.
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As you present your concluding thoughts, once again consider weaving a reference or two into your conclusions to connect your conclusions to the field of administration at large.

Bibliography (Slide 13)

Lencioni, Patrick M.; Okabayashi, Kensuke. (2012). The Five Dysfunctions of a Team. Hoboken, NJ: Wiley.

<https://www.talentsquare.com/blog/book-summary-the-five-dysfunctions-of-a-team/>

Websites

- Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from http://Web address

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