CR SECTION 100.11

SCHOOL-BASED PLANNING AND

SHARED DECISION MAKING

BUILDING TEAM PROCESS REVIEW

CR Section 100.11 School-Based Planning and Shared Decision Making
Building Team Process Review For Improved Student Achievement

Learning to function as a team that makes decisions affecting student achievement is a developmental process. Like individuals, teams pass through **stages** (levels), identified in this protocol as *new, developing, functioning, and accomplished*. Progressing toward working as a truly accomplished team usually takes more than one year and more often closer to two years. Each team is unique and may pass through different **stages** at different rates.

AREA	STAGES			
	New	Developing	Functioning	Accomplished
Structure of Meeting				
Participation and Communication				
Focus on Student Achievement				
Problem Solving Alternatives				
Evaluation Strategies for Continuous Improvement				

Usually, developmental growth patterns vary from area to area. Your team can be functioning as a developing team in "structuring a meeting" and as an accomplished team in "focusing on achievement." Do not assume that because your team has been trained and/or meeting for several months that it is functioning as an accomplished team in any or all areas. As a matter of fact, since growth is not linear, your team's pattern will probably reveal some team needs for improvement and some team strengths, but will continue to grow with time and/or assistance. Remember, team functioning will often regress in times of unusual stress such as: members leaving, new members coming in, or the introduction of a complicated or political issue.

You can use the results of this review to:

► Recognize and enjoy the teams' growth.

► Periodically assess whether your team is continuing to develop.

► Identify what kind of help the team thinks it needs and to seek that help.

TO COMPLETE THIS REVIEW

One way the team can assess its development is to have each team member complete this form anonymously and independently, then to assess its present functioning. To complete this review:

▶ check all the individual boxes in each of the five areas of team functioning that describe how your team is currently functioning;

▶ decide which level best represents how your team is functioning in each area and indicate the appropriate level on the scale at the end of each area; then

▶ for a general or overall perspective of how your team is functioning across all areas, complete the individual *Team Review Process Summary* on the last page.

To complete a collaborative total team assessment:

▶ as a group, choose one member to complete the team process review summary;

▶ give the individual summaries to that member; and

▶ have the member follow the directions under "Team Process Review Summary."

Look at the *Team Process Review Summary* form and decide what your team needs to do to continue to progress in its development as a team. Is it a question of time and letting nature take its course, or does the team need some outside intervention and/or support?

To recognize the need for outside assistance takes both perception and courage, but both may be necessary for team growth. See the *Guidelines for Action*.

STRUCTURE OF MEETING

NEW	DEVELOPING	FUNCTIONING	ACCOMPLISHED
☐ No team agreement on how to run the meeting. (1)	☐ Need for use of a formal agenda is recognized. (5)	☐ Agenda of meeting is realistic in terms of time. (11)	☐ Team can build an agenda, assign responsibilities, determine desired outcomes, and allocate time realistically. (16)
☐ Role of leadership vs. facilitation is not understood. (2)	☐ Agenda not present or developed by one person. (6)	☐ Accomplishments are becoming obvious. (12)	☐ Team members can act as facilitator, timekeeper, or recorder (or leader), and keep within role structure for the whole meeting. (17)
☐ The meeting is perceived as "too short" or "too long." (3)	☐ Agenda topics are not covered to satisfaction of all members. (7)	☐ Facilitator and leadership roles emerge. (13)	
☐ Meetings are not usually held on a regular basis. (4)	☐ Need for facilitator function is recognized. (8)	☐ Agenda covers problems and issues needing work. (14)	☐ Meetings are long enough and frequent enough to make real progress toward completion of agreed-upon task. (18)
	☐ Meeting time is still not well allocated. (9)	☐ Participants recognize the necessity of regular and timely meetings. (15)	
	☐ Meetings are not held often enough to accomplish ends. (10)		☐ Team can use and keep to an agenda. (19)
			☐ Meetings are consistently well attended. (20)

SUMMARY -- Structure of Meeting

Using the boxes you checked above as a guide, estimate the level at which your team generally functions. Put an "X" on the vertical line on the scale which most appropriately represents your estimate.

New	Developing	Functioning	Accomplished

S c a l e   o f   F u n c t i o n

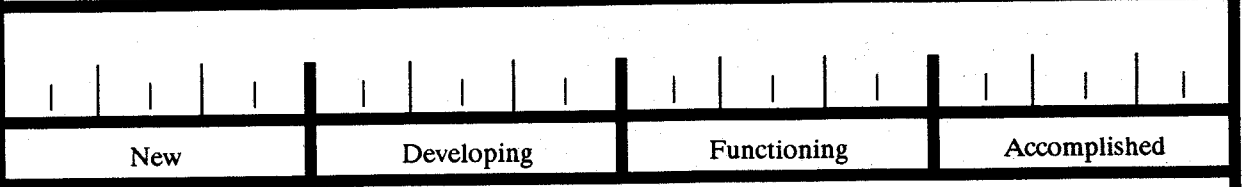|	
Write the number(s) of the characteristics above {*in parentheses, after each item*} that are your team's strengths:	
Write the number(s) of the characteristics that are areas where you think your team needs help:	

PARTICIPATION AND COMMUNICATION

NEW	DEVELOPING	FUNCTIONING	ACCOMPLISHED
☐ Members explore roles and responsibilities of the team as a whole and as representatives of their constituent groups. (21)	☐ Some members argue frequently, fighting to solve differences, while others are hesitant to participate. (26)	☐ Power is beginning to be shared. (32)	☐ Participants are generally personally satisfied with team functioning. (43)
☐ Members get to know each other as people. (22)	☐ There is an inability to focus on defining a job to be done. (27)	☐ Trust of, and respect for, individual members is increasing. (33)	☐ Members' contributions are positively and realistically evaluated in terms of the problem at hand. (44)
☐ Majority of time and energy is invested in personal agendas. (23)	☐ Power struggles for leadership are evident. (28)	☐ Trust is built in informal, as well as formal, venues. (34)	☐ As topics or goals change, leadership and/or power distribution shifts are recognized and accepted. (45)
☐ Members speak in terms of themselves rather than constituent group they represent. (24)	☐ There is individual resistance to suggested activities. (29)	☐ A sense of "group judgement" is emerging. (35)	☐ Individual expertise is recognized and acknowledged. (46)
☐ Team deliberations are characterized by polite and somewhat superficial interactions. (25)	☐ Team members speak in terms of people they know in their constituent group, not the whole constituent group. (30)	☐ Team recognizes need to draw out some members and develops strategies to do it. (36)	☐ "Control" is a group issue -- leadership is shared. (47)
	☐ The team senses a need to resolve conflicts in a positive way. (31)	☐ Recognition of other group members' knowledge leads to respect and trust. (37)	☐ Power struggles do not dominate meetings. (48)
		☐ Power struggles continue but do not dominate meetings. (38)	☐ There is a willingness to contribute time, energy, and ideas to the team's project. (49)
		☐ Over time, as a result of sincerely respectful interactions, trust is built. (39)	☐ Issues of trust are resolved in the best interest of the whole group in formal and informal meetings. (50)
		☐ Tasks are accomplished effectively and as efficiently as necessary because the process is collaborative. (40)	

PARTICIPATION AND COMMUNICATION *(Continued)*

New	Developing	Functioning	Accomplished
		☐ Team develops "healthy" ways of resolving conflict. (41) ☐ A process for communication with constituent groups and the larger community is developing, but is not consistent. (42)	☐ Team members communicate regularly with the constituent groups they represent and truly represent them. (51) ☐ Teams recognize the responsibility to communicate with the larger community. (52) ☐ Team member participation reflects a compatibility of constituent group goals and improved student achievement. (53) ☐ Team members participate as equals. (54) ☐ Participation is fairly well distributed -- people neither monopolize nor are left out when they have a contribution. (55) ☐ "Turf" areas are represented but not at expense of total team goals. (56) ☐ There is disagreement and heated discussion without rancor and with respect. (57)

SUMMARY -- Participation and Communication

Using the boxes you checked above as a guide, estimate the level at which your team generally functions. Put an "X" on the vertical line on the scale which most appropriately represents your estimate.

New	Developing	Functioning	Accomplished

Scale of Function

Write the number(s) of the characteristics above {*in parentheses, after each item*} that are your team's strengths:	
Write the number(s) of the characteristics that are areas where you think your team needs help:	

FOCUS ON STUDENT ACHIEVEMENT

NEW	DEVELOPING	FUNCTIONING	ACCOMPLISHED
☐ The team has great difficulty in understanding that its "reason for being" is the improvement of student achievement. (58) ☐ Old turf issues and agenda from other venues are raised as legitimate work of this team. (59) ☐ Handling issues of student achievement is not dominant issue of meetings. (60)	☐ Many issues related to student achievement are raised but team cannot agree on one area to work. (61) ☐ There is still resistance to confront issues related to student achievement. (62)	☐ Topics chosen for work are more closely related to student achievement. (63) ☐ Areas chosen for group focus are very narrow in scope or are difficult to evaluate in terms of student achievement. (64) ☐ Team members are learning to change or build on topics suggested by others in a constructive way. (65)	☐ Team can reach consensus on problem(s) to be resolved which are cogent and obviously related to student achievement. (66) ☐ Topics are agreeable to all participants. (67) ☐ Evaluation of chosen topic is discussed with relevance to student achievement. (68) ☐ Topic chosen is clearly measurable in terms of student achievement. (69) ☐ Topic chosen is within purview of team and does not conflict with laws, regulations, or district policy. (70)

SUMMARY -- Focus on Student Achievement

Using the boxes you checked above as a guide, estimate the level at which your team generally functions. Put an "X" on the vertical line on the scale which most appropriately represents your estimate.

New	Developing	Functioning	Accomplished
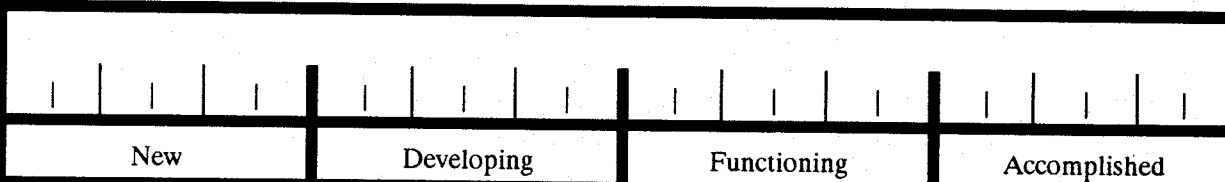
Scale of Function

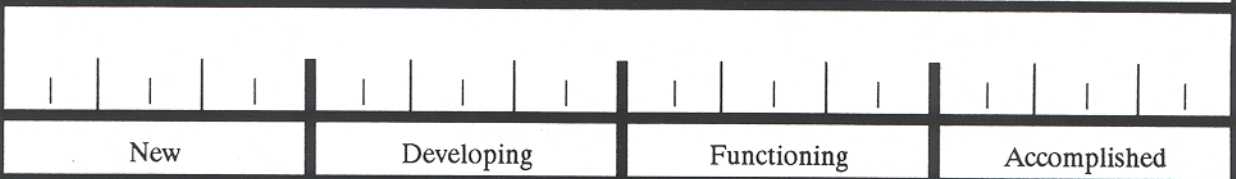|	
Write the number(s) of the characteristics above {in parentheses, after each item} that are your team's strengths:	
Write the number(s) of the characteristics that are areas where you think your team needs help:	

PROBLEM-SOLVING ALTERNATIVES

NEW	DEVELOPING	FUNCTIONING	ACCOMPLISHED
☐ No problem-solving strategies identified are accepted and used by the total team. (71)	☐ Members are "taking sides" rather than looking for strategies to solve problems. (72) ☐ The majority of team members are participating in discussion. (73) ☐ Team is using simple, familiar problem-solving strategies. (74) ☐ There is a beginning recognition that the team needs a larger range of effective ways of solving problems. (75)	☐ Team is using a greater variety of problem-solving strategies that they already know. (76) ☐ Team recognizes it needs other ways to solve problems. (77) ☐ Team seeks additional training or coaching to learn additional problem-solving strategies. (78) ☐ Team seeks outside information to inform decisions. (79)	☐ Group can use formal problem-solving strategies to reach alternate solutions. (80) ☐ Team integrates new problem-solving strategies into their normal ways of functioning by *using what they have learned.* (81) ☐ All ideas / suggestions are valued and considered in team deliberations. (82) ☐ Team members feel free to change or build on ideas of others. (83) ☐ Majority decisions, consensus decisions, and/or leadership decisions are used appropriately. (84) ☐ Team has learned and can use a variety of data gathering strategies to define and evaluate decisions. (85)

PROBLEM-SOLVING ALTERNATIVES (Continued)

NEW	DEVELOPING	FUNCTIONING	ACCOMPLISHED
			☐ "Tabling" is used infrequently and is no longer recognized as a viable solution to problem solving. (86)
			☐ Team reaches out to constituent groups and larger community for help and expertise as both consultants and work group members when dealing with particularly complex issues, problems, or solutions. (87)

SUMMARY -- Problem-Solving Alternatives

Using the boxes you checked above as a guide, estimate the level at which your team generally functions. Put an "X" on the vertical line on the scale which most appropriately represents your estimate.

New	Developing	Functioning	Accomplished

Scale of Function

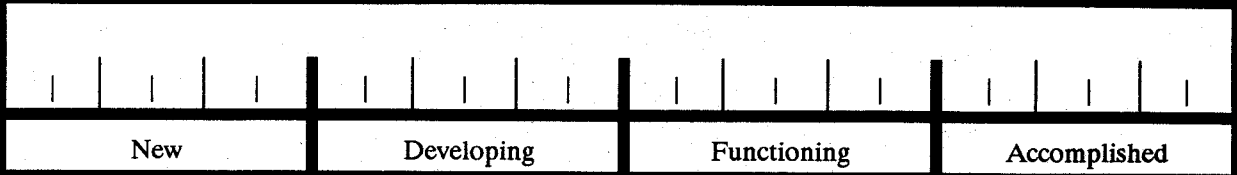|	
Write the number(s) of the characteristics above {in parentheses, after each item} that are your team's strengths:	
Write the number(s) of the characteristics that are areas where you think your team needs help:	

EVALUATION STRATEGIES FOR CONTINUOUS IMPROVEMENT

NEW	DEVELOPING	FUNCTIONING	ACCOMPLISHED
☐ Team does not think of evaluating in a formal way. (88) ☐ Emotional reaction rather than required reflection characterizes the evaluation of meetings. (89)	☐ Team recognizes some meetings are better than others and discussion illuminates reasons why. (90) ☐ Evaluation is informal but leads to improved meetings. (91)	☐ Team recognizes that a consistent way to evaluate a meeting needs to be learned and used. (92) ☐ Research and training on evaluating meetings are sought. (93) ☐ Outside help for team problems (i.e., training, coaching, and outside facilitating) is less threatening and is seen as an important part of team building. (94) ☐ Seamless rotation of constituents and members is planned. (95)	☐ Evaluation becomes more formalized based on knowledge from research and/or training. (96) ☐ Strengths as well as weaknesses are routinely identified. (97) ☐ Team can craft and implement solutions to team problems whether related to team process or educational problems and decisions. (98) ☐ There is shared satisfaction about meeting outcomes. (99) ☐ A process for new-member orientation is developed and used. (100) ☐ Team evaluates progress of project implementation and makes "course corrections" as needed. (101) ☐ Team communicates regularly with groups within the school and community to assess progress in working project(s). (102)

SUMMARY -- Evaluation Strategies for Continuous Improvement

Using the boxes you checked above as a guide, estimate the level at which your team generally functions. Put an "X" on the vertical line on the scale which most appropriately represents your estimate.

New	Developing	Functioning	Accomplished

Scale of Function

Write the number(s) of the characteristics above *{in parentheses, after each item}* that are your team's strengths:	
Write the number(s) of the characteristics that are areas where you think your team needs help:	

INDIVIDUAL PROCESS REVIEW SUMMARY
(To be completed by team member.)

After you have completed your review of each of the five areas:
- summarize your assessment by copying the ratings from each of the five areas on the grid below.
- summarize the strengths, areas needing improvement, and recommendations from each area in the spaces below.

AREA	New			Developing			Functioning			Accomplished		
Structure of Meeting	I	I	I	I	I	I	I	I	I	I	I	I
Participation and Communication	I	I	I	I	I	I	I	I	I	I	I	I
Focus on Student Achievement	I	I	I	I	I	I	I	I	I	I	I	I
Problem-Solving Alternatives	I	I	I	I	I	I	I	I	I	I	I	I
Evaluation Strategies for Continuous Improvement	I	I	I	I	I	I	I	I	I	I	I	I

Strength Areas:

Areas for Improvement:

Recommendations:

IF your team has:

- met more than 10 times and is assessed/judged to be predominately a "new" team,
- met more than 20 times and is assessed/judged to be predominately a "developing" team,
- met more than 40 times and is assessed/judged to be predominately "functioning" team,
- assessed/judged itself to be predominately an "accomplished" team but recognizes a specific team need,

THEN there is probably a need for outside assistance in the form of one or more of the following:

- an outside facilitator
- a team coach
- further training designed to meet your team needs
- some other change or intervention the team recognizes will help it to improve its functioning.

TEAM PROCESS REVIEW SUMMARY
(To be completed by team member chosen to summarize team data.)

As the person your team has chosen to complete the team summary, number each team member's individual summary as you receive it. Team members names do not need to appear on the Individual Process Review Summary Form.

- ► Enter where member #1 has indicated the team is functioning, in each of the five areas, by putting an "1" on that spot on the Team Process Review Summary

- ► Do the same for the summaries of team members 2, 3, 4, etc.

The resulting clusters will indicate how the team assesses its functioning.

- ► Next, summarize the strengths, the areas needing improvement, and the recommendations.

At a meeting of the team, share this information with the team and plan next steps.

TEAM PROCESS REVIEW SUMMARY

AREA	New			Developing			Functioning			Accomplished		
Structure of Meeting	I	I	I	I	I	I	I	I	I	I	I	I
Participation and Communication	I	I	I	I	I	I	I	I	I	I	I	I
Focus on Student Achievement	I	I	I	I	I	I	I	I	I	I	I	I
Problem-Solving Alternatives	I	I	I	I	I	I	I	I	I	I	I	I
Evaluation Strategies for Continuous Improvement	I	I	I	I	I	I	I	I	I	I	I	I

Strength Areas:

Areas for Improvement:

Recommendations: