

Code 4.01 - Team Teaching

Dodge City Middle School is based upon a team approach where teams of teachers and students work together to achieve academic and personal goals. Teachers share responsibility for the same students and solve problems together, often before they reach the crisis stage. This community of learning nurtures bonds between teacher and student that are the building blocks of the education of the young adolescent.

Teaming provides an environment conducive to learning by reducing the stress of anonymity and isolation of students. Common planning by teachers of different subjects enables students to sense consistent expectations for them and to strive to meet clearly understood standards of achievement. Teaming creates the kind of learning environment that encourages students to grapple with ideas that may span several disciplines and to create solutions to problems that reflect understanding, not memorization.

Interdisciplinary teams also provide a much-needed group support for teachers, eliminating the isolation teachers can experience in departmentalized settings. Teacher teams are interdisciplinary to ensure coordination across all aspects of the core instructional program. Teachers of elective courses, special education teachers, and support staff are also included on a team.

A multi-disciplinary team teaching approach allows teachers to coordinate the entire instructional program around common core units. This approach requires time set aside for joint planning. Each core team is identified by a team name and works collaboratively in developing cross curriculum integration of subjects through flexible scheduling. The central purpose of the team is to develop a unified approach in helping students to excel academically and socially.

Code 4.02 - Team Teaching Guidelines

Listed below you will find information about teaming. Please read it carefully. In order for us to follow a teaming approach at Dodge City Middle School, we must all be knowledgeable and willing to participate with the teaming concept.

Five days a week teachers at Dodge City Middle School will have a team time plus their individual planning time. Teams will meet every day of the week except for Wednesday which has been set aside for grade level Professional Learning Communities (PLC's) and every other week for Tech Thursdays.

- One day per week will be allotted for developing safety nets for students who are in need of interventions. Pre-assessment staffing will be conducted for all students experiencing learning or behavior interventions. Any student needing an intervention will be recorded on the team agenda and strategies will be developed, communicated and implemented to address those problems.
- One day per week will be spent meeting with an administrator to go over monthly goals and reviewing student needs set by the team leaders at the monthly team leaders meeting.
- Two days per week, teams will work on curriculum integration and professional development.

Code 4.03- Responsibilities for Team Members

At the beginning of each school year the team leader should designate specific roles and responsibilities for each team member. Team member roles and responsibilities are provided below.

- **Team Leader**
Attends team leader meetings with administration, schedules and facilitates team meetings, establishes and coordinates agendas, solves conflicts between team members, provides leadership for team activities.
- **Recorder and Time Keeper**
Keeps a record of actions and decisions made by the team and serves as historian of the team's operations, keeps files and team notebook in central location, makes team notes available to administration and team liaison, keeps team members on task in a timely fashion.
- **Resource Technology Coordinator**
Locates and manages the multiple resources needed to plan, implement, and evaluate team activities, provides technology integration ideas. The resource technology coordinator is responsible for teaching at least two digital tools each nine weeks for teachers to use in their classroom. Technology tools could include; responders, notebook software applications, Discovery Education, Study Island, Microsoft Software Applications, Inspiration, Google Docs, Symbaloo, Glogster, and or Google Moderator.
- **Public Relations Liaison**
Is in charge of newspaper and building newsletter articles, acts as contact person of media, prepares flyers or memos that keep other faculty members, administrators, and parents aware of the team's accomplishments and actions. The team public relations liaison communicates regularly with other teams, administrators, office staff and exploratory team to encourage two-way communication between and among various groups and stakeholders of the school. Coordinates special events throughout the year, working in conjunction with other teams in the school, coordinates award assemblies and guest speakers.
- **Curriculum Coordinator**
The team curriculum coordinator maintains records of student growth and achievement levels for purposes of documenting team's impact on the teaching and learning process. The team curriculum coordinator also keeps calendar of tests, curriculum, weekly topic agendas for each discipline represented on the team.
- **Spokes Person**
Realizing the importance of student advocacy we ask each team to conduct their team parent conferences by designating the student's advisory teacher as the spoke person. To accommodate elective teachers who are assigned to a team provisions to accommodate classroom coverage should be considered at the time of the conference. Notification of the advisory teacher prior to scheduled conference is advisable. The recorder or team leader will be responsible for developing a plan of assistance if one is needed. (See Team Parent Teacher Conference Form)

Code 4.04- Team Handbook

Each team is responsible for keeping a digital copy of their team handbook. The team handbook provides relevant information about the team and is preset each year on the shared drive. A team digital handbook folder will be created by year with individual sub folders by team names. The team digital handbook should include a short biographical sketch of each team member, the teams' mission statement, a team identity sheet, team guidelines, daily team agenda and weekly summary form. The team record keeper is responsible for posting team information in the Team Folder located on the shared drive. Team records should also include a parent telephone report form and a parent conference report form. Record logs will include:

- a. Records (logs) will be kept for each meeting and a weekly summary will be available on the day that the team meets with an administrator.
- b. Team notebooks will be maintained.
- c. Goals for the team will be developed and are to be integrated with district/building goals.
- d. Methods for evaluating goals will be developed.
- e. Parent contacts will be documented on the team parent contact form.
- f. A team agenda and notes for the week is to be e-mailed or posted for elective teachers to review.

- **Biographical Sketches (Optional)**

At the beginning of each school the principal will ask each teacher to provide biographical sketches of each teacher on the team. This information can be written in an essay, outline, or short paragraph format. Teachers might want to tell something about their families, hobbies, special interests, travels, pet peeves, previous teaching experiences, educational degrees or awards, and future goals. Biographical sketches will be posted on the schools website which will include the teachers' school e-mail address along with a picture of the teacher. (Reference Link)

- **Team Mission Statement**

Both the school's and the team's mission statements will be included in on the school website. Teams may want to post their team mission statement in the team hallway or classrooms. It is important to share the overall philosophy of the middle school concept with special emphasis on the interdisciplinary teaming component. (Reference Link)

- **Team identity Sheet (Optional)**

An outline of the team's unique characteristics and plans for the year should be included. Briefly describe the team's name, color, logo, slogan, cheers, traditions, rituals, and celebrations, as well as anything else key and important to its special identity. (Reference Link)

- **Team meeting agenda**

It is useful to include a daily team meeting agenda in the digital handbook folder as a reminder to both students and parents that much school-day time is spent planning and evaluating the team's instructional program. The principal will provide for each member of the middle school staff a chart showing the team meeting times, dates, and locations. (Reference Link) (Reference Link)

- **Student-Parent Conference Planning Sheet**

A sample of the student-parent conference-planning sheet should be part of the handbook so that students know what to expect when they attend a teacher-student conference. It should be noted that all teachers on the team should be present for a student-parent conference, which is generally held during the team's common planning period.

- **Parent Telephone Report Form**
A sample telephone report form should be part of the handbook so that parents can see that team teachers keep records of telephone contacts with the home.
- **Team Guidelines and Procedures**
An overview of the team's classroom behavior rules, as well as guidelines for student grades, for absences, for homework, for make-up work, and for disciplinary procedures should also be part of the teaming handbook.
- **Team Class Schedule**
A brief explanation of how the students spend their time in school is appropriate for the teaming handbook. A copy of the team schedule is provided in the 200 series of the professional guide with a brief explanation of how the schedule works, including common planning time. (Reference Link)
- **Minutes From Team Meeting**
A sample of minutes from a typical team meeting can be a useful tool in showing students and parents the kinds of tasks completed during the team's common planning periods. A weekly summary form is provided for each team that is separate from the team minutes. The weekly summary form should be completed by the team recorder and placed in the teams' folder. The weekly summary will provide an overview of the team discussions that include students, curriculum and professional development. Principals and counselors attending team meetings are responsible for reviewing the team weekly summaries prior to attending a team meeting. The review of team weekly summaries will help guide the principal in establishing follow-up conversations with the team. (Reference Link)
- **Calendar of team dates and special events**
Students and parents will appreciate a list of the planned rituals, celebrations, traditions, events, and special dates that will have an impact on their time and energies during the school year. This calendar can be used as a vehicle for planning both short-term and long-term activities. The calendar can also provide opportunities to mirror and plan cross curriculum objectives that are required by the district.
- **Team problem-solving and decision-making tools and techniques**
Most parents are interested in learning more about the various problem-solving and decision-making models that are used as part of the learning and instructional processes employed by the team. Information about how decisions are made, how problems are solved, or how concerns are addressed make good reading for both teachers and students alike.
- **Study Hints**
The teaming handbook is a good place in which to remind students and parents of the importance of cultivating good study habits while in school. This section might include everything from hints on how to study for a test to suggestions for writing an effective research paper or book report, including school practices like the use of Cornell Notes.

Code 4.05- The Very Best Teams Checklist

- Have a Vision, Set Goals
- Prioritize
- Do a Few Things Really Well
- Say "Yes" More Than "No"
- Celebrate Accomplishments
- Develop Ways of Doing Things
- Conduct Formal Team Meetings
- Practice Communication Skills
- Divide Challenges/Duties Fairly
- Establish Roles & Responsibilities
- Balance Weekly Agendas
- Use a Team Calendar
- Keep Records
- Involve Specialists/No-team Staff
- Utilize the Building Leadership Team
- Spend Time on Personal Relationships

Code 4.06-Team Leader Roles

Team leaders will meet once a month to go over goals and procedures for the development of effective teams. The emphasis of the team leaders monthly meetings will be to develop strong middle level instructional practices, as well as the establishment of exemplary practices that support the teaming process. These goals can only be accomplished by the team leader fulfilling six major roles of responsibilities that include: 1.) providing assistance to team members; 2.) developing curriculum integration within the common core subjects; 3.) helping team members manage student focused behavior; 4.) meeting the diverse needs of middle level students; 5.) managing technology resources; and 6.) organizing effective school wide communications.

Code 4.07-Effective Communications

Team leaders provide leadership in establishing goals, preside over meetings and define effective communications by facilitating discussions. Effective communications as a team leader is defined as the unique ability of involving all team members in discussions and provide consensus to reach decisions where appropriate. Another major role of the team leader in establishing good communications is to ensure that other constituencies in the school are included in the results of team decision making. Team leaders are responsible in communicating with the administration, faculty, other teams, guidance counselors, nurse, parents and students on weekly team decisions that affect students and school operations. This communication is done orally through a team liaison person and in written form through letters, e-mails, team meetings minutes and team publications on the school wiki.

Code 4.08-Team Agenda

Team leaders need to ensure that an appropriate amount of team planning time is devoted to ways of meeting the social and emotional needs of students as well as their academic needs. Team leaders are responsible for setting the team meeting agenda that includes a student centered focus, the improvement of instructional practices through professional development opportunities, and provide opportunities to blend common core standards into all areas of the curriculum. The team agenda should reflect individual academic performance, and the collaboration of curriculum practices that is appropriate for young adolescents.

- **Curriculum**
Team leaders play a key role in focusing discussions on improving the curriculum for students. They are responsible for facilitating the integration of common core units through skill development on a regular basis by establishing and maintaining student performance data. Team leaders must recognize opportunities for curriculum integration and be willing to bring this opportunity to the attention of team members.
- **Professional Development**
Team leaders must be consistently concerned with the professional development of team members. The team leader must work with all members of the team to help them perform at the top of their ability. These professional development opportunities should include, ways to integrate technology into instructional practices, assessing walkthrough data for growth in instruction, readings and discussions of artifacts that support effective teaming and adolescent development and the use of open ended formative assessments that support higher levels of cognitive development.
- **Student Centered**
Helping team members develop common requirements in conjunction with their students and then encouraging consistency in applying these procedures is an important function of the team leader. Team discussions on behavior initiated by the team leader well help teachers in classroom management skills to gain confidence in this area. They also oversee the coordination of student led conferences that provide students with the opportunity take responsibility for their own learning. Team leaders provide knowledge of adolescent development and the overall social well being of all students assigned to the team. The team leader gives guidance to activities that support the development of the schools advocacy plan and works in conjunction with the school counselor to ensure the goals of the advocacy plan are met.



Code 4.09-Team Leader Meetings

Team leaders meetings will be held with the building principal, counselors, and instructional coaches on the second Tuesday of the month. The meetings will be held at 7:30 A.M. in the Media Center conference room. Team Leaders meeting agendas will be posted electronically on Cardinal Spaces prior to each meeting. Team leaders should bring their laptops to each meeting for the purpose of reviewing documents and agendas.

Team leaders are also responsible in posting on Cardinal Spaces team celebration ideas on the Friday prior to the second Tuesday of each month. These ideas will be the talking points for the continued development of effective teaming practices that focus on students, curriculum and staff development. The following dates for the 2014 – 2015 school year have been set aside for regularly scheduled team meetings.