TAMING OF THE TEAM
How Great Teams Work Together
Team Meeting with Student

Date: ____________________________
Room: ____________________________

Dear

At our 8-A team meeting on _______ we discussed ________________________________

__________________________________________

We would like to meet with ___________ during ______ period on ______________________________
to develop a workable plan. We would like to have some input from you. Which of the topics listed below are of most interest to you? Please check two or three and add any comments you think are appropriate. You may add your own topics on the space provided below.

☐ Punctual to class
☐ Prepared for class
☐ Participates in class
☐ Respectful of others
☐ Responsible
☐ Neat and organized
☐ Obedient of class and school rules

Please return this letter by

Thank you for your contributions.

The student will be picked up by a team member.

Sincerely,
Team Planning Log

Date: ________________

Members Present:

» 

Items Discussed

»

Decisions

»

Action Items

»

Person Responsible

»
Team/Parent Conference Form - page one

Student: ____________________________
Date: ____________________________

Reason for Conference:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Parent Concerns:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Team Concerns:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Concerns:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Team/Parent Conference Form - page two

Student: ______________________________
Date: ______________________________

Action Plan:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Acknowledgements:

Student ____________________________________________
Parent ____________________________________________
Team Representative/Advisor __________________________

Next conference or follow up: ______________________________
Explanation of the **3-5-3 Practice**

The **3-5-3 Practice** is a structure that allows adults (parents or guardians and teachers) to help students get back on track by:

- Identifying issues of intervention
- Setting workable strategies for solutions
- Following up on the plan for improvement

The team prepares for a conference by following these easy steps:

- For the first **3**, identify three issues that need attention from the adults who are focused on this student.
- For the **5**, create five strategies that the student, team, and parents are going to try to move forward on identified issues.
- For the last **3**, decide on three ways that the teacher(s), parent(s) or guardian(s), and student are going to follow-up on the plans made.
- Fill out the **3-5-3 Practice Form** and decide who will host the conference.

<table>
<thead>
<tr>
<th>Tips</th>
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</thead>
<tbody>
<tr>
<td>Remember that this is for an intervention conference. Do not mix academic and behavior issues. Brainstorm issues as a team, but narrow it to no more than three issues in either the academic or behavior category. As you gather ideas for strategies, be sure to include only those that are realistic.</td>
</tr>
<tr>
<td>You can change the number from 3-5-3 to 2-3-2, 3-2-3, or any combination that works. Just remember that the opening list should always focus on what the student is doing well or how the student has grown.</td>
</tr>
<tr>
<td>For parent or guardian conferences, a 3-2-3 can identify three areas of success or good progress, two areas that need improvement, and three strategies that can be taken to assure improvement (one for the student, one for the teacher(s), and one for the parent(s) or guardian(s)).</td>
</tr>
</tbody>
</table>
### Planning Form

<table>
<thead>
<tr>
<th></th>
<th>Issues</th>
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<table>
<thead>
<tr>
<th></th>
<th>Strategies for Moving Forward</th>
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<table>
<thead>
<tr>
<th></th>
<th>Ways to Follow Up</th>
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</tbody>
</table>

Student Signature ___________________________________________

Parent or Guardian Signature __________________________________

Teacher Signature ___________________________________________
Team Assessment - page one

Using the National Middle School Association Initial Position Paper

Directions: Write Yes (Y) next to each statement which applies to your team in any degree. Write No (N) when necessary. Use NA for not applicable.

We believe learning experiences for young adolescents should:

- address their varied intellectual, physical, social, emotional and moral development
- help them make sense of themselves and the world about them
- be highly integrated and connected to life
- include their questions, needs and developmental issues and ideas
- open doors to new ideas that evoke curiosity, the desire to explore, and, at times, awe and wonder
- challenge students and encourage them to take maximum advantage of educational opportunities
- develop caring, responsible, and ethical citizens who practice democratic principles

Further, we advocate learning experiences which:

- value the dignity and diversity of all individuals
- allow students to learn and express themselves in a variety of ways
- use the full range of communication skills and technologies in purposeful contexts
- engage students in problem solving through a variety of experimental learning opportunities
- involve students in meaningful service which encourages them to make a difference in the world around them
- include continuous, authentic, and appropriate assessment of students’ progress in academic achievement and the acquisition of desired behavioral attributes
Such learning experiences, which must be accessible to all students, require environments in which:

- students and staff are safe, cared for, understood, trusted and respected
- each young adolescent can experience success
- faculty is empowered and supported in creating developmentally responsive curriculum and instructional approaches
- staff are positive role models
- the family is actively involved in students’ educational endeavors
- the learning community expands beyond the school

Because of these convictions, we believe the following conditions should be evident:

- all areas of knowledge and skill are viewed as important and are integrated throughout the student’s school experience
- students explore integrated themes which engage them in serious and rigorous study
- curriculum is developed by careful and continuing study of students, social trends and issues, and research-supported school practices
- flexible learning groups are based upon students’ needs and interests
- active collaboration, self-directed learning is used
- a variety of educational materials, resources and instructional strategies are used
- staff development promotes and supports developmentally responsive strategies
- the staff is organized in ways that encourage ongoing collaboration
- all staff help plan and participate in long-term professional growth opportunities
Team Assessment - page three

Because of these convictions, we believe the following conditions should be phased out:

_____ the curriculum consists of separate subjects and skills taught and tested in isolation from one another
_____ content is judged to be more important than the process by which it is learned
_____ students are labeled and tracked into rigid ability groups
_____ lecturing, rote learning, and drill are used excessively
_____ textbooks and worksheets dominate
_____ faculty is organized by department
_____ staff development efforts are short term and non-productive
Academic and Behavioral Interventions

Academic and Behavioral Intervention for:

Student: __________________________________________
Address: _________________________________________
Phone: ___________________________________________
Team: _____________________________________________
# Academic Interventions - page one

Student academic challenges as observed by team:

<table>
<thead>
<tr>
<th>Classroom Teacher Intervention</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with student</td>
<td></td>
</tr>
<tr>
<td>Signed agenda</td>
<td></td>
</tr>
<tr>
<td>Phone conference with parent</td>
<td></td>
</tr>
<tr>
<td>Daily Progress Report</td>
<td></td>
</tr>
<tr>
<td>Notification of grades and progress</td>
<td></td>
</tr>
<tr>
<td>Mini-Course recommendation</td>
<td></td>
</tr>
<tr>
<td>Simplified assignments</td>
<td></td>
</tr>
<tr>
<td>Provide scribe notes for student</td>
<td></td>
</tr>
<tr>
<td>Have student repeat directions</td>
<td></td>
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<tr>
<td>Weekly assistance with organization</td>
<td></td>
</tr>
<tr>
<td>Multi-modal approach</td>
<td></td>
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<tr>
<td>Provide help at lunch/after school</td>
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<tr>
<td>Verbal checks for understanding</td>
<td></td>
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<tr>
<td>Use of advanced organizers</td>
<td></td>
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<tr>
<td>Plan of Improvement</td>
<td></td>
</tr>
<tr>
<td>Adult Mentor</td>
<td></td>
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<tr>
<td>Lab class recommended</td>
<td></td>
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<tr>
<td>Team study hall recommended</td>
<td></td>
</tr>
<tr>
<td>Mini-course recommended</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

## Student Strategies

- Electronic Portfolio
- Records homework assignments in agenda
- Asks for help when necessary
- Attends help sessions, lunch, before/after school
- Organized binder weekly
- Uses daily progress report or signed agenda
# Academic Interventions - page two

## Student Services Involvement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly progress report</td>
<td></td>
</tr>
<tr>
<td>Academic contract</td>
<td></td>
</tr>
<tr>
<td>Care and concern process initiated</td>
<td></td>
</tr>
<tr>
<td>Reduce/break-up assignments</td>
<td></td>
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<tr>
<td>Pacing instructions (slower/faster)</td>
<td></td>
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<tr>
<td>Offer alternative assessment</td>
<td></td>
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<tr>
<td>Modify tests/assignments</td>
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<tr>
<td>Simplified reading assignments</td>
<td></td>
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<tr>
<td>ADD/ADHD referral</td>
<td></td>
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<tr>
<td>Child study meeting</td>
<td></td>
</tr>
<tr>
<td>Mini Woodcock administered</td>
<td></td>
</tr>
<tr>
<td>Discussion at team meeting in re: academics</td>
<td></td>
</tr>
<tr>
<td>Conference with parent, student, counselor, administrator, Mental Health, teachers</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
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<td></td>
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</tbody>
</table>

## Parental Involvement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring</td>
<td></td>
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<tr>
<td>Alternative learning settings considered</td>
<td></td>
</tr>
<tr>
<td>Follow up on academic contract</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
Behavior Interventions - page one

Student academic challenges as observed by team:

<table>
<thead>
<tr>
<th>Classroom Teacher Intervention/Strategies</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferential seating</td>
<td></td>
</tr>
<tr>
<td>With a role model</td>
<td></td>
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<tr>
<td>In a study corral/isolated</td>
<td></td>
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<tr>
<td>Near teacher/front</td>
<td></td>
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<tr>
<td>Time out to re-center</td>
<td></td>
</tr>
<tr>
<td>Positive reinforcement for desired behaviors</td>
<td></td>
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<tr>
<td>Lunch detention</td>
<td></td>
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<tr>
<td>After school detention</td>
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<tr>
<td>Conference with student</td>
<td></td>
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<tr>
<td>Phone call to parent</td>
<td></td>
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<tr>
<td>Referral/Resolution</td>
<td></td>
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<tr>
<td>Stimulus, response, consequence, documentation</td>
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<tr>
<td>Adult mentor</td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

Student Responsibilities

Communicates feelings of anger or frustration
Utilizes time out to re-center
Utilizes conflict resolution strategies

Student Services Involvement

Consult with Pupil Services
Consult with Mental Health
Mental Health interview
Consult with Counseling
Counseling interview
Peer Counseling Support
Child Study Meeting
Behavior Interventions - page two

Student Services Involvement, cont.  

Behavior Contract  
- Meet with student  
- Phone call/conference with parent  
- Two week follow up  

Referral for Care and Concern process  
Other: ____________________________

Administrative Involvement  

- Discussion at team meeting in regard to behavior  
- Discussion at team meeting in regard to attendance  
- Conference with parent, student, counselor, administrator, mental health, teachers  
- Habitually disruptive student process initiated  
- In-school isolation  
- Saturday School  
- Out of school suspension  
Other: ____________________________

Effective positive reinforcement for this student include:  
________________________________________
________________________________________
________________________________________

Effective consequences for this student include:  
________________________________________
________________________________________
________________________________________

Other: ____________________________
# Communication Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher</th>
<th>Letter Sent</th>
<th>Meeting</th>
<th>Phone Call</th>
<th>Conference</th>
<th>Number Called</th>
<th>Spoke to</th>
<th>Email</th>
<th>Reason</th>
<th>Action Taken</th>
<th>Results</th>
<th>Who is responsible for action?</th>
<th>Outcome of action, with date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
ABOUT THE AUTHOR

A nationally-recognized presenter, author, and humorist, Jack Berckemeyer began his career as a middle school teacher in Denver, Colorado. After two years of teaching, he was named an outstanding educator at his school, and shortly thereafter, he was identified as one of the outstanding educators in the district. In 2003, he received the Outstanding Alumnus Award from Falcon School District. Jack brings his energy, humor and expertise to all staff development as he helps teachers and administrators remember why their jobs make a difference.

Jack Berckemeyer is known for his motivational, practical ideas that bring hope, laughter, and insight about the nature of young adolescents. Jack lives in Denver, Colorado and has no pets or plants.

Deliberate Optimism:
Reclaiming the Joy in Education
by Debbie Silver, Jack Berckemeyer & Judith Baenen
$27.00

Taming of the Team:
How Great Teams Work Together
by Jack Berckemeyer
$25.00

Managing the Madness:
A Practical Guide to Middle Grades Classrooms
by Jack Berckemeyer
$25.00

Paper Plate Activities - Letters and Numbers
by Jack Berckemeyer
$35.00

Teaming Curriculum Notebook
by Jack Berckemeyer
$450.00

H.E.L.P. for Teachers
By Judith Baenen & Jack Berckemeyer
$15.00

Contact Jack directly for special pricing!
Resources

Nuts & Bolts - Ready to Lead, Teach and Learn Conferences
» www.nutsandboltsymposiums.com

Deliberate Optimism: Reclaiming the Joy in Education
by Debbie Silver, Jack Berckemeyer and Judith Baenen
» Available at: www.jackberckemeyer.com

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» Available at: www.jackberckemeyer.com

The What, Why, and How of Student-Led Conferences by Jack Berckemeyer & Patti Kinney
» Available at: www.jackberckemeyer.com