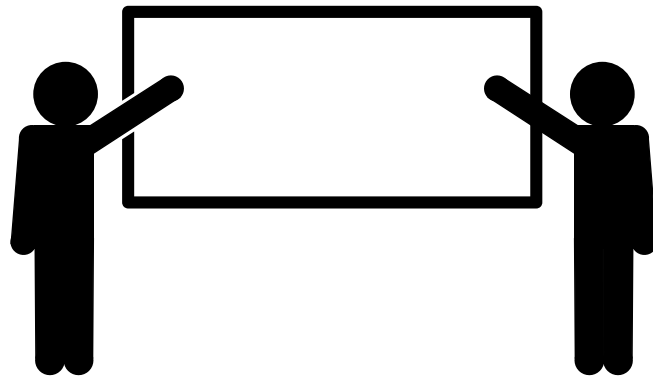
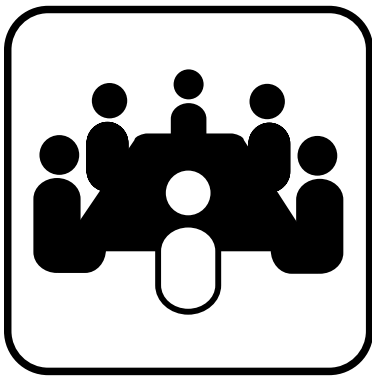


ELEMENTS OF EFFECTIVE TEAMING

How Great Teams Work Together



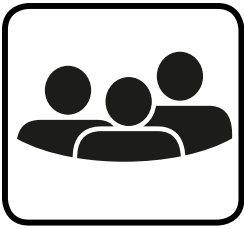
Based on the book, ***Successful Middle Schools – Teaming***

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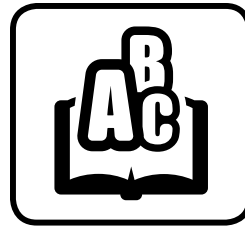
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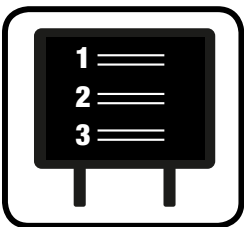
Unity

- » Longevity
- » Team Rules
- » Parent Contacts
- » Student Contacts
- » Discipline
- » Mentoring
- » Team Intervention Plan



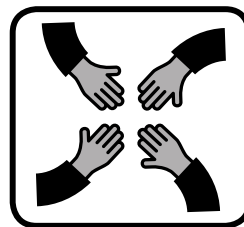
Curriculum

- » Integration
- » Strengths and Weaknesses
- » Post-it Note Activity
- » Themes
- » Topics
- » Units
- » Sharing Lessons/
Teaching Strategies
- » 10-Day Learning Goals



Team Agenda

- » Quick and Easy
- » Student Focused
- » Task and Follow up
- » Student Communication Log



What is Consensus?

- » Definitions
- » Advantages
- » What it is not
- » Have to card



What Should Never Happen

- » Personal planning
- » Grading papers, doing your taxes, or ordering hockey tickets
- » Education sabotage
- » Three or more student vents



Student Connections

- » Index Card Activity
- » Academic checks (Thumbs Up/Thumbs Down)
- » Strategies for academic support
- » Student attends meeting
- » Parent meetings

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.

- | | |
|------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Punctual to class | <input type="checkbox"/> Neat and organized |
| <input type="checkbox"/> Prepared for class | <input type="checkbox"/> Obedient of class and school rules |
| <input type="checkbox"/> Participates in class | <input type="checkbox"/> |
| <input type="checkbox"/> Respectful of others | <input type="checkbox"/> |
| <input type="checkbox"/> Responsible | <input type="checkbox"/> |

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 Team Intervention Plan

The **Team Intervention Plan** is a structure that provides teachers, parents (or caregivers) a support system to help students get back on track by:

- » Identifying issues.
- » 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 teachers who are focused on this student.
- » For the next **5 issues**: create five strategies that the student, team, and parents are going to try to move forward on.
- » For the last **3**: decide on three ways that the team, parent(s) or caregiver(s) and student are going to follow-up on the plans made.
- » Fill out the Team Intervention Plan and decide who will talk during the meeting with the student.

Tips

- » Remember that this is a focused intervention on just 3 issues, not 54 problems. Do not mix academic and behavior issues. Brainstorm issues as a team but narrow it to no more than three issues in either in the academic or behavior category. As you gather ideas for strategies, be sure to include only those that are realistic.
- » You can also, as a team, create reward systems for the student.



Team Intervention Plan - Form

3 » 3 Issues

-
-
-

5 » Strategies for Moving Forward

-
-
-
-
-

3 » Ways to Follow Up

-
-
-

StudentSignature_____

ParentorCaregiverSignature_____

TeacherSignature_____

Team Assessment - page one

Using the Association for Middle Level Education's book, *Successful Middle Schools – This We Believe*, have your team take this team assessment:

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 around 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.

Team Assessment - page two

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.

Academic/Behavior Support Systems - page one

As a team add some of your ideas on how to help support your students' academic and behavioral needs.

- » Team Meeting with student
- » Exit Ticket
- » Phone conference with parent
- » Daily Progress Report
- » Team email about missing work sent to parent
- » Simplified assignments
- » Provide scribe notes for student
- » Have student repeat directions
- » Weekly assistance with organization
- » Provide help at lunch/after school
- » Verbal checks for understanding
- » Use of advanced organizers
- » Create a Team Intervention Plan
- » Adult Mentor
- » Team study hall recommended
- » Hold in class until work is completed
- » Higher F
- » Talk with Team advocate

- » Student records homework assignments in agenda
- » Student asks for help when necessary
- » Student attends help sessions, lunch, before/after school
- » Organize binder weekly

- » Weekly progress report
- » Offer alternative assessment
- » Modify tests/assignments
- » Simplified reading assignments
- » Child study meeting
- » Conference with parent, student, counselor, administrator, mental health, teachers
- » Work with Essentials/Electives

Academic/Behavior Support Systems - page two

Classroom Teacher Intervention/Strategies

- » Preferential seating:
 - With a role model
 - Near teacher/front
- » Positive reinforcement for desired behaviors
- » Process

Student Responsibilities

- » Student has a plan to communicate feelings of anger or frustration
- » Utilizes conflict resolution strategies
- » Restorative Practices



Communication Log

Student Name: _____

Date: _____

Year: _____ HR: _____

Date	Teacher	Email	Meeting	Phone Conference	Spoke to	Issues	Results/ Action Taken	Who is responsible for action	Outcome of action, with date



ABOUT THE AUTHOR

Contact Jack directly for special pricing!

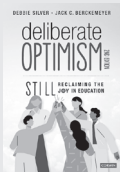


A nationally recognized presenter, author, and humorist, Jack Berckemeyer began his career as a middle school teacher in Denver, Colorado. After two years, he was recognized as the outstanding educator at his school and in his district. In 2003, Jack received the Outstanding Alumni Award from the Falcon School District. Jack has also served as a judge for the Disney American Teacher Awards and has served on the selection committee for the USA TODAY All-Teacher Team.

Jack has presented in hundreds of school district and conference settings both nationally and internationally covering topics such as adolescent development and motivation, middle school concepts and school improvement, effective teaming, and classroom management. Jack is known not only for his keynotes and workshops but is also highly regarded as one of the best long-term professional developers in the country. Jack is best-practice focused and research-based. He is in high demand and enjoys working with districts that truly want to see measurable changes.

He is the author of *Managing the Madness: A Practical Guide to Middle Grades Classrooms*; *How to Do Virtual Teaching Even If You Have a Face for Radio*; *The What, Why, and How of Student-Led Conferences* (with Patti Kinney). He was the lead author of the comprehensive professional development curriculum: *Elements of Effective Teaming*. His book, *Successful Middle School Teaming*, was released fall of 2022 and is the companion guide to, *The Successful Middle School: This We Believe*. His most recent book, *Deliberate Optimism: STILL Reclaiming the Joy in Education*, co-authored with Dr. Debbie Silver, was released in early 2023.

Jack lives in Denver, Colorado and has no pets or plants.



Deliberate Optimism: STILL Reclaiming the Joy in Education

by Dr. Debbie Silver & Jack Berckemeyer

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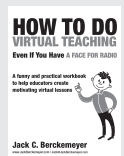
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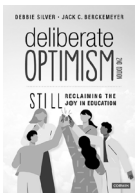
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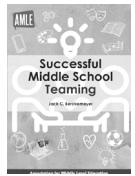
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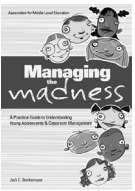
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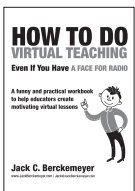
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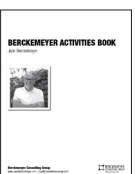
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