

**Connecticut Association of Schools
Middle Level Schools Effective Teaming Practices
Teaming Self Assessment Scoring Instrument**

School	_____
Street address	_____
Town, State, Zip	_____
e-mail	_____

This document is intended as a self-assessment instrument for *CAS Exemplary Teaming Practices* certification. The CAS Middle Level Professional Studies Committee has weighted each statement to reflect the importance attached to it. Please download and fill out the form completely and accurately. Each item should be assigned a point value from 0 to the maximum possible point total listed in column 1. Please remember that the certification is designed to recognize **CAS member schools with exemplary teaming practices** and not an exemplary single team within a school; therefore, think globally when determining a score for each item. *(Take item one for example. If one grade in the school has two & three person teams worth 5 points and another grade has six person teams worth 2 points, your score should probably be 3 or 4 for that item).*

Possible Points	Pts.	Documentation (for CAS use)	Characteristics
5			Teams are characterized by small communities of learners sharing the same teachers. Look for teams of 2, 3, 4, 5 teachers with number of students commensurate with the number of teachers (2 & 3 person teams rate higher than 5 or 6 person teams)
3			Teams have a written mission, philosophy, goals and/or objectives and periodically assess direction of the teams Look for documentation
2			Every child and every core teacher is on a team Look for teams that incorporate language arts, social studies, science, math in the team structure
3			Related or unified arts teachers are on teams Look for art, music, computer science, technology, world language, health and physical education either on core teams or unified arts teams
4			There is strong evidence of team identity Look for team names, bulletin boards, team activities, tee shirts, team awards and recognitions
5			All teams meet on a regular basis Look for number of meetings (1 point for each day) or - minutes per week
1			Teams or team leaders meet regularly with administrators Look for at least once a month
1			Teams meet regularly with or include special education teachers Look for special education teachers as part of core teams, or meetings with core team at least once a week
5			Teams have structured meetings with an agenda, documentation and communication with others Look for written agenda, published minutes or notebooks and system for sharing information with the rest of the school
1			Teams meet regularly with guidance councilors Look for at least bi-weekly
5			Teams use a shared decision making process for group decisions and problem solving Look for autonomy in making decisions that affect team rules, activities, special projects, and curriculum integration.
4			Teams have flexibility to adjust instructional time when appropriate Look for alternative schedules for special projects and interdisciplinary units

4			Teams group and re-group students for instruction Look for heterogeneous grouping and or regular regrouping
2			Teams have identified roles ad responsibilities for team members Look for team leader, recorders, time keepers etc.
4			Teams develop collaborative team expectations and rules Look for teacher and student involvement in developing team rules and expectations
4			Teams use students data to make decisions Look for evidence that standardized testing, portfolios and student progress is used in decisions affecting placement and instruction
4			Teams actively involve students in planning for learning Look for student involvement in either selecting topics of study or choices of learning modes
4			Teams regularly discuss instructional practices and student data to make decisions Look for in-service mentoring and sharing of instructional practices
5			Teams plan and execute integrated interdisciplinary units Look for integrated and/or interdisciplinary units
3			Teams correlate subject matter/ curriculum map Look for schedules and calendars
3			Teams regularly plan activities, field trips or celebrations / all team meetings Look for (above)
1			Teams coordinate meaningful homework assignments Look for calendars or integration of assignments
3			Teams hold regular parent/student conferences Look for structured team meetings with parents with clear outcomes
1			Teams coordinate test and major projects Look for calendars
4			Teams communicate regularly with parents Look for newsletters, conferences, e-mail, homework hotline, etc
4			Teams actively encourage parent involvement Look for classroom volunteers, parent-teacher student activities
5			Teams handle discipline problems together Look for a tiered discipline model that has several steps before administrative involvement
10			Overall Assessment Look for evidence of pride, collegiality, high involvement of all stakeholders and high student morale
100			Total Points

Form Completed by: _____

Signature of Principal _____

Date _____

Please complete and return to:

Mr. Earle G. Bidwell
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Cheshire, CT 06410