

ASSESSING AND IMPROVING MIDDLE SCHOOL TEAMING FROM A SCIENCE
TEACHER'S PERSPECTIVE

by

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ABSTRACT

In this project the concept of middle school teaming was explored with the purpose of assessing how the teams are currently functioning and how the daily teaming time can be improved. For the purpose of this study, teaming is described as a small group of teachers who teach various subjects to the same group of students and who share a common meeting time. Attitudes regarding teaming in general were assessed before and after attending a training workshop about teaming. In this training, individual working styles were explored, group norms were discussed, a mission statement was developed and goals were set.

INTRODUCTION AND BACKGROUND

Project Background

Teacher Experience & School Environment

For the past five years, I have been teaching eighth and ninth grade science at Hillside Junior High School in Boise, Idaho. Hillside is a public school with a student population of approximately 530. The students come from low to upper-middle class homes. Approximately 51% of students qualify for the free or reduced lunch program. Our school is frequently in the top three schools academically out of eight junior highs in the district. This ranking is determined by scores from common end-of-course examinations (Independent School District of Boise City, n.d.).

Implementation of the teaming concept in our school district is part of a five-year plan to increase the effectiveness of Professional Learning Communities. The 2009-2010 school year was the first year teaming was made a part of our daily schedule. Attitudes assessed through conversations with my colleagues confirmed that the teaming concept in our school was struggling. Our teams were small, with only two or three teachers on each team. Organization and direction was lacking, an overall mission for teaming was not clear and team goals were generally not agreed upon within the teams. Administrators also expressed varying ideas about how teaming has been and should be implemented in the future.

The teachers who were part of this study range from six to 25 years in their experience in education. Each teacher is a member of one of three teams designated by

grade-level. I am part of the eighth grade team. For the purpose of this project teaming is described as a small group of teachers who teach various subjects to the same group of students and who share a common daily meeting time.

Focus Statement and Questions

Because time for teaming has become a consistent part of our workday I felt that learning how to use this time efficiently and effectively was critical. The focus of this study was to advance the teaming concept at Hillside Junior High School by examining both the successes and challenges experienced and to propose methods for improvement influenced by research-based strategies.

Focus questions include: How can teaming be improved at our school? What have been our successes with teaming? What teaming strategies and experiences can be used for improvement? How has teaming improved?

CONCEPTUAL FRAMEWORK

Lounsbury (1991) states that “no single educational idea has come to characterize the middle school concept as certainly as has interdisciplinary teaming” (p. 58). Teaming in an educational setting can be defined as a group of teachers that share their knowledge, skills and philosophies. This method can be used as a vehicle to assist teachers in providing a quality teaching and learning experience for students (Rottier, 2001).

Fleming and Monda-Amaya (as cited in Katenbach & Smith, 1993) suggest that teaming can be defined as a “small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable” (p. 45). According to the position paper, *This We Believe* (National Middle School Association, 1995), middle level educators should recognize the value of interdisciplinary work and integrated learning. Rottier explains that teaming has become the dominant organizational model for schools in the 21st century.

The ultimate goal of teaming is to improve student learning, attitudes and achievement. Teaming is a crucial component in middle schools because it allows and encourages teachers to teach a diverse student body in developmentally responsive ways, explains Kenneth McEwin, through an interview contained in the publication *We Gain More Than We Give: Teaming in Middle Schools* (Dickinson & Erb, 1997). Benefits of teaming include teachers reaching a higher level of professionalism and experiencing greater personal satisfaction. Also, the opportunities for connecting and integrating the curriculum are enhanced significantly with teams (Rottier, 2001).

Teaming has been proven to be a method of best practice and in order for the process to be effective, teacher choice, curriculum driven design, and administrative support are necessary (Murata, 2002). Principals are described by Rottier (2001) as playing a pivotal role in the development and implementation of teaming within a school. Administrators' attitudes and actions can greatly enhance or hinder the operation of teams. The responsibility of a principal first lies with assigning teachers to teams while taking care to ensure harmony within the group. Another critical component of successful teaming is the need to be mission driven. Dickinson (1997) explains that "for a team to be effective the mission must be clear, not vague, not ambiguous, not fuzzy, but clear and clear to all members of the team" (p. 5). He further suggests that teams do not formulate this mission, they implement it.

Rottier (2001) states that administrators also support teaming through development of the master schedule, mandating attendance by not scheduling activities that interfere with team meetings, attending meetings with some regularity, and providing support by nurturing teams with difficulties. Initiating staff development by bringing knowledgeable persons to the school, attending conferences and arranging visits to other schools with effective teaming programs are also part of the administrators' role (Rottier, 2001).

The key players in the success of a school team are the teachers. It is important that all members of the team understand the mission, understand their part in implementing it, and understand the parameter of the efforts of having a singular focus on young adolescents (Dickinson, 1997). In a study of highly effective interdisciplinary teams, George and Stevenson (1988) report that it is essential that every teacher on the

team is willing to work together and commit to a common plan while respecting each other's differences. Designating team roles is another critical piece of teaming implementation. Rottier (2001) states that the three roles of a leader, a recorder, and a liaison are essential for successful teaming.

The decision about leadership is considered to be extremely important in order for teams to have the best possible chance to function effectively (George & Stevenson, 1988). The leader's role would be fulfilled by keeping the team on track with their stated goals. The recorder keeps meeting minutes and notes regarding interventions with students. The liaison would be the contact person for the other teachers, administration and staff associated with the groups' students.

Successful teaming can occur when teachers fully participate by contributing equally, are able to indicate true feelings, can speak freely without criticism, listen attentively and openly, are not interrupted, refrain from side conversations, and are not engaged in personal activities like grading papers. The team structure is built around trust through keeping commitments, respecting and supporting others, and by maintaining open communication (Rottier, 2001).

Weekly schedules are imperative if teams aspire to high levels of performance. Reducing time spent on discussing the same small group of students as well as decreasing time spent on housekeeping duties will make it possible to move forward with important curricular and instructional issues that can have a significant effect of the achievement of all students (Rottier, 2001).

Rottier (2001) explains that potentially the greatest benefit of teaming is the result of significant changes in the content and instruction provided to students. One method of

improving student learning through teaming is to have regular discussions about topics taught in other disciplines. By doing this, teachers can sequence their curriculum to teach related topics at the same time which can lead to discovering opportunities that will move toward integrating the curriculum (Rottier, 2001). Sharon Lee reports after a coordinated unit on Japan was taught that “anticipation of the activities lead to increased excitement – both for me and the kids” (Dickinson & Erb, 1997, p. 128).

Another function of teaming is to monitor and discuss individual student behavior. When several teachers decide collectively how to handle the problems of a particular student and then work together to implement their plan, the potential for change can be great for these students (Rottier, 2001). Only one day per week is suggested by Rottier (2001) for discussion of individual students; and a counselor or other support personal may be invited to the team meeting.

Celebrations are also considered to be a factor in successful teams. Publicly recognizing achievements within teams are appropriate whenever a team has accomplished a goal, reached a major decision, solved a thorny problem, or resolved a conflict. Students of the teaming teachers can be rewarded for notable achievements, good behavior, or for progress made in a particular area (Rottier, 2001). The very best teams make clear expectations to students and even relatively small achievements of these expectations are seen as progress and worthy of recognition (George & Stevenson, 1988).

An additional benefit of teaming is the ability to establish consistent classroom management procedures. Creating uniform policies for dealing with students being tardy, leaving the classroom, late work policies, absentee expectations, and coordination of due

dates have all been shown to benefit young adolescents who are already confused due to a number of developmental issues (Rottier, 2001).

Challenges to the successful implementation of teaming are numerous. Rottier (2001) reports that it often takes two or three years to become a smoothly functioning unit and efforts can be discouraged while waiting for cohesiveness to occur. Murata (2002) explained that her co-teaching efforts were hampered by scheduling demands that made it very difficult to share classroom time. Adults also sometimes use the handy excuse of a personality conflict as a way to not invest in the development of the team (Dickinson & Erb, 1997). Additionally, teams are most often made up of teachers from core subjects such as English, math, science, and history. This make-up can inevitably leave the exploratory or elective teachers on the fringe of the school program (Lounsbury, 1991).

Lounsbury (1991) explains

Teaming has given the teachers involved a needed sense of professionalism and boosted morale, but it has also permitted the subjects to continue as entities, even where natural correlations may be highlighted. So long as the labels on the teachers and their classes are subjects, bodies of content, predetermined and prescribed, it has been difficult to make to leap to true interdisciplinary instruction and to incorporate the degree of student-teacher planning that is necessary if the curriculum is to become truly student-centered. (p. 59)

Rottier (2001) suggests that too many middle schools implement teaming with little or no preparation. Without appropriate staff development dealing with this powerful organizational strategy, teachers, team leaders and principals are likely to become

frustrated, and students will realize few benefits from teaming. Learning how to work together rather than alone and to make decisions and solve problems collectively are new challenges not usually experienced in the traditional educational setting. Teaming requires a commitment to change which will not come easily for some (Rottier, 2001).

Lounsbury (2001) feels that too many teachers put on the clothes of teaming, but continue to teach essentially as they taught before when they were single runners. Dickinson (1997) believes that there is too much emphasis in many middle school teams on the adults and not enough emphasis on students and their learning, which is the real mission of the team at the middle school. Teams have become symbolic evidences of desired change but do not assure change in the way classrooms are conducted. Teaming is not part of most teachers' experiences as the skills and nuances needed to make teaming work effectively and simply are not present in their repertoires. As a result teachers seldom tap the possibilities for making the major changes in the teaching-learning enterprise that will lead to significantly improving students overall education and academic achievement (Lounsbury, 2001). Teaming can be a key tool that helps teachers to implement a stronger and more positive learning environment with their students.

METHODOLOGY

The treatment for this study consisted of nine teachers who were part of grade-level teams who utilized new strategies and experiences to improve their teaming time. There was a ninth grade team with three members, an eighth grade team with three members, and a seventh grade team with three members. Each team member taught in a

different content area. I was part of the eighth grade team. Before the treatment period began, the Subject Consent Form was provided to each participant ensuring that ethical research practices would be followed (Appendix A). The research methodology for this project received an exemption by Montana State University's Institutional Review Board and compliance for working with human subjects was maintained.

To collect information on how teaming could be improved at our school, the initial Pre-Treatment Interview of Teachers Perceptions of Teaming was conducted in the spring of 2010 (Appendix B). The Pre-Treatment Survey of Teachers Perceptions of Teaming was given to the teaming teachers at the beginning of the fall 2010 school year to provide baseline data for comparison after the treatment period (Appendix C). The data from the surveys was averaged and analyzed to find any patterns of common strengths or weaknesses in how teaming was being conducted.

In addition to the teacher interview and survey, the Pre-Treatment Interview of Administrators' Perceptions of Teaming was conducted to give our leaderships' view on the status of teaming (Appendix D). The interview data was also compared for common responses and themes. This information was used as a guide to conduct the treatment. The teacher interviews took place during their individual prep time, at lunch or after school. The administrator interviews were conducted during my individual prep time. Interview responses were transcribed with handwritten notes.

The second year of teaming included the addition of several new teachers to the grade-level teams. The strategies and experiences used to improve our teaming time began with a formal teaming training workshop provided by the Boise Education Association. Treatments applied during the workshop included a Working Styles

Questionnaire and teaming Mission Statement and Goals Development (Appendices E & F). An opportunity was provided at the workshop for the teachers to discuss their individual working style, their team members' working styles and how the various styles can productively work together. The afternoon portion of the training included our principal in the discussion and development of our school's mission statement and goals for teaming.

Treatment continued in the second quarter of the 2010 school year. A Team Calendar Inventory was kept by each of the three teams for a period of nine weeks (Appendix G). This calendar was used to track the daily activities of the teams to assess how much of their time is spent fulfilling their goals. After the nine week period, the data was charted and shared with the teams and administration to assist in using team time more efficiently.

The Team Progress Survey was conducted once during the treatment period (Appendix H). This survey was used to facilitate an open discussion among the teams about their current accomplishments, future accomplishments and possible resources needed. The survey was conducted by the team members during their individual team meeting time. Responses were averaged and analyzed for any significant common themes.

In order to assist the teams in coping with current conflicts and avoiding future conflicts, the Team Conflict Inventory was administered (Appendix I). The results of this inventory were charted, analyzed for common areas of conflict, and shared with the teams. A discussion session with each team was initiated regarding areas of high concern.

Another method utilized during the treatment to facilitate team cohesiveness was the coordination of a team book study. All team members were given copies of the text *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Teams utilized their own individual methods to facilitate an open discussion around the topic of grading philosophies.

Following the teaming training workshop the Post-Training Survey was given along with the Post-Training Interview (Appendices J & K). Areas of focus included identification of working styles, the development of a teaming mission statement and the development of teaming goals. The training interview and survey results were tallied and analyzed for common themes. The data was shared with team teachers and administrators during a one-hour long all team meeting. Notes from this meeting and others were kept in a personal reflection journal.

The treatment period was followed by the Post-Treatment Interview of Teachers Perceptions of Teaming and the Post-Treatment Survey of Teachers Perceptions of Teaming (Appendices L and M). Both the interview and the survey included questions regarding the viewpoint of the teams' implementation of the results from the Team Progress Survey, the Team Calendar Inventory, the Team Conflict Inventory and the book study that was conducted. All responses were averaged and analyzed for common perceptions and themes.

The Interview of Administrators Perceptions of Teaming was given to both administrators in our building following the treatment period (Appendices N). The responses from these interviews were compared and analyzed to find any similar or conflicting trends.

Analysis of the pre- and post-treatment interviews and surveys was conducted to assess what improvements were made in the overall teaming experience of the teachers involved in this study. Analysis of the data was also conducted to gain insight into future areas of improvement for teaming in our school. The general trends of all interviews and surveys were shared with team teachers and administrators during another one-hour long all team meeting which concluded the treatment period. The data collection methods that were used are summarized in the Data Triangulation Matrix (Table 1).

Table 1
Data Triangulation Matrix

Focus Questions	Data Source 1	Data Source 2	Data Source 3
1. How can teaming be improved at our school?	Pre-Treatment Interview of Teachers Perceptions of Teaming, Pre-Treatment Survey of Teachers Perceptions of Teaming	Pre-Treatment Interview of Administrators Perceptions of Teaming	Personal Reflection Journal
2. What have been our successes with teaming?	Pre-Treatment Interview of Teachers Perceptions of Teaming, Pre-Treatment Survey of Teachers Perceptions of Teaming	Pre-Treatment Interview of Administrators Perceptions of Teaming	Personal Reflection Journal
3. What teaming strategies and experiences can be used for improvement?	Working Style Questionnaire, Mission Statement Development, Goals Development	Team Progress Survey, Team Calendar Inventory	Team Conflict Inventory
4. How has teaming improved?	Post-Treatment Interview of Teachers Perceptions of Teaming, Post-Treatment Survey of Teachers Perceptions of Teaming	Post-Treatment Survey on Teaming Training, Post-Treatment Interview on Teaming Training	Post-Treatment Interview of Administrators Perceptions of Teaming

DATA AND ANALYSIS

Numerous suggestions for improvement in teaming were expressed in the Pre-treatment Interview of Teachers Perceptions of Teaming. The need for a specific mission statement from the administration, increasing communication with non-team teachers and follow-up with struggling students was reported. When asked specifically what the teams could improve on one teacher said, “Everything. We need much more direction on what the purpose of teaming is. We need help and support from the rest of the staff. We need professional development opportunities on teaming and team time.” Another teacher mentioned, “We need to improve on the overall schedule and use of our time to get where we need to be.”

The Pre-treatment Interview of Administrators Perceptions of Teaming revealed that their ideas were similar to each other, yet not explicitly clear on the overall mission of teaming. One reported that we lack a mission, but that it should be, “a format for teachers which can create an opportunity to collaborate about student’s needs, how students interact with curriculum as well as overall consistency at the grade level of how things are executed like late work, tardies, class preparedness, etc.” The other stated that, “Our school’s mission is to increase common collaboration time with teachers who have the same students, to aid in common grade level goals, grading schemas, discipline, and common assessments.” One administrator felt that the mission for teaming has been communicated to the team teachers, and the other did not.

Teacher responses on the Pre-treatment Interview of Teaches Perceptions of Teaming regarding our schools mission for teaming were also varied. Over half, or 55%,

of the teaming teachers stated that our school does not have a mission ($N=9$). Comments from two teachers who reported that we do have a mission said, “Our mission is to foster collaboration among staff and administration to improve student achievement and discipline,” and the other stated that our mission is, “To provide a better learning environment for students.”

Team goals appear to be similar overall, but specific answers varied even among teachers who are part of the same team. For example two teachers from the same team reported their team goals to be, “to streamline tests, expectations, and discipline procedures,” and “to accelerate and facilitate student success and to encourage hard work.”

The results of the Pre-treatment Survey of Teachers Perceptions of Teaming revealed that 33% of teaming teachers agreed they understood their role on the team ($N=9$). Of the remaining teachers, 44% were undecided and 22% disagreed (Figure 1). One teacher commented, “I feel that we are sometimes asked to do tasks that are not appropriate at all for us to do. We sometimes are put in the position to make judgments about other teachers and discipline problems. I am very uncomfortable with some of the things put on our plate. I do not feel like this should be part of our roles.” The Post-treatment Survey of Teachers Perceptions of Teaming showed some increase in teachers understanding their team roles with 66% in agreement, 11% undecided and 22% in disagreement. One teacher stated, “We started out with picking roles and now we have evolved into what each of us usually does. The minor roles change as we support each other.”

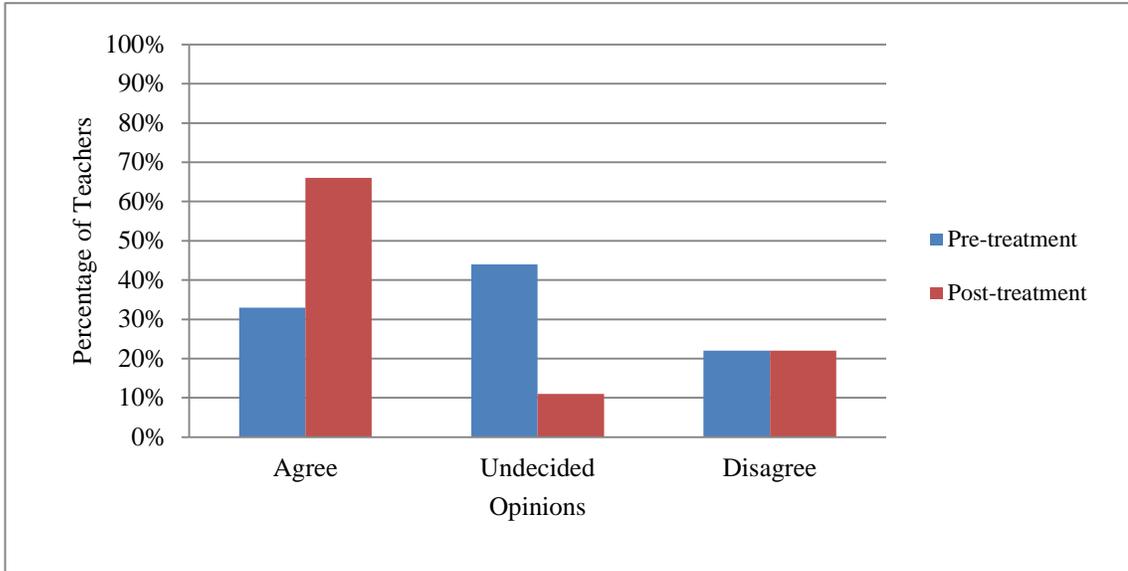


Figure 1. Results of Teachers' Responses to the Statement, "I understand my role on the team," ($N=9$).

Consistency in following a self-designated weekly schedule was difficult for all teams. Unforeseen school events, meetings and absences disrupted the weekly team plans. The Pre-treatment Survey of Teachers Perceptions of Teaming showed that only 33% of teaming teachers agreed that a consistent weekly schedule was followed ($N=9$). This agreement increased by a small margin after the treatment phase, which revealed that 44% of teachers agreed with having consistency in their weekly schedule (Figure 2). One teacher reported, "We are spread too thin which leaves us feeling frustrated and overwhelmed. We are often interrupted to take care of what feels like random and forgotten chores." Another teacher commented, "Every Tuesday is our administration day. Very rarely do we have everyone present. It seems this team meeting time is not taken very seriously and is easily brushed aside for other last minute responsibilities."

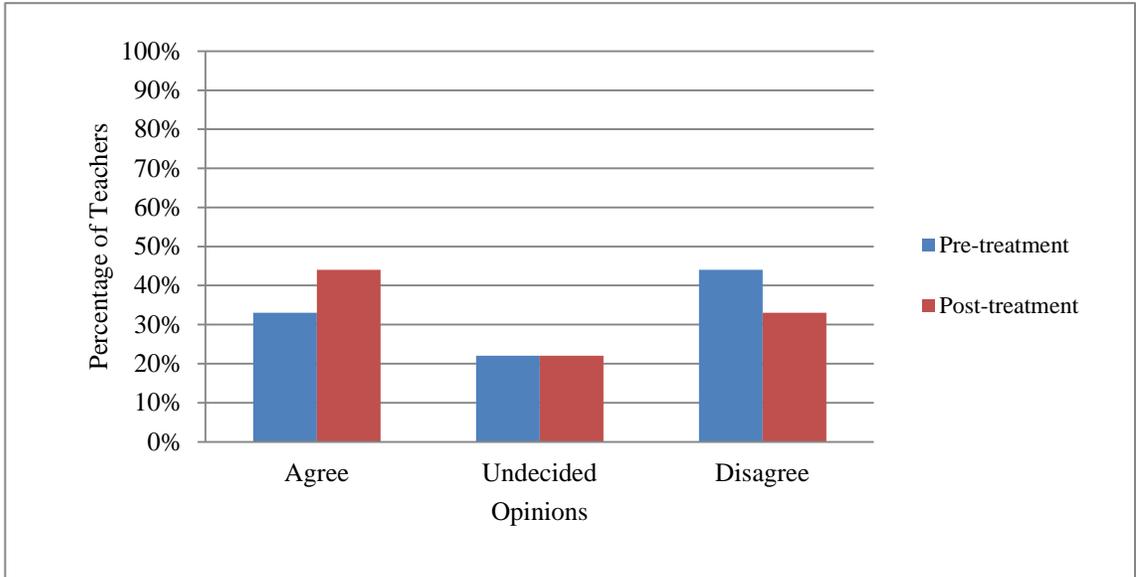


Figure 2. Results of Teachers' Responses to the Statement, "Our weekly teaming schedule is consistently followed," ($N=9$).

Midway through the treatment phase teaming teachers participated in a Team Conflict Inventory. Six out of nine teachers, or 66%, disagreed that a problem solving process exists for teaming. Additionally, 66% of teachers also disagreed that team goals are reviewed on a regular basis (Figure 3). One teacher added the comment, "Our goals were set in September, but they seem to have faded and changed as the school year has progressed." Only 44% of teachers agreed that all team members contribute to team discussions. One teacher said, "Because my team consists of two other members who are very knowledgeable and are not afraid to speak up, I tend to let them dominate the conversations."

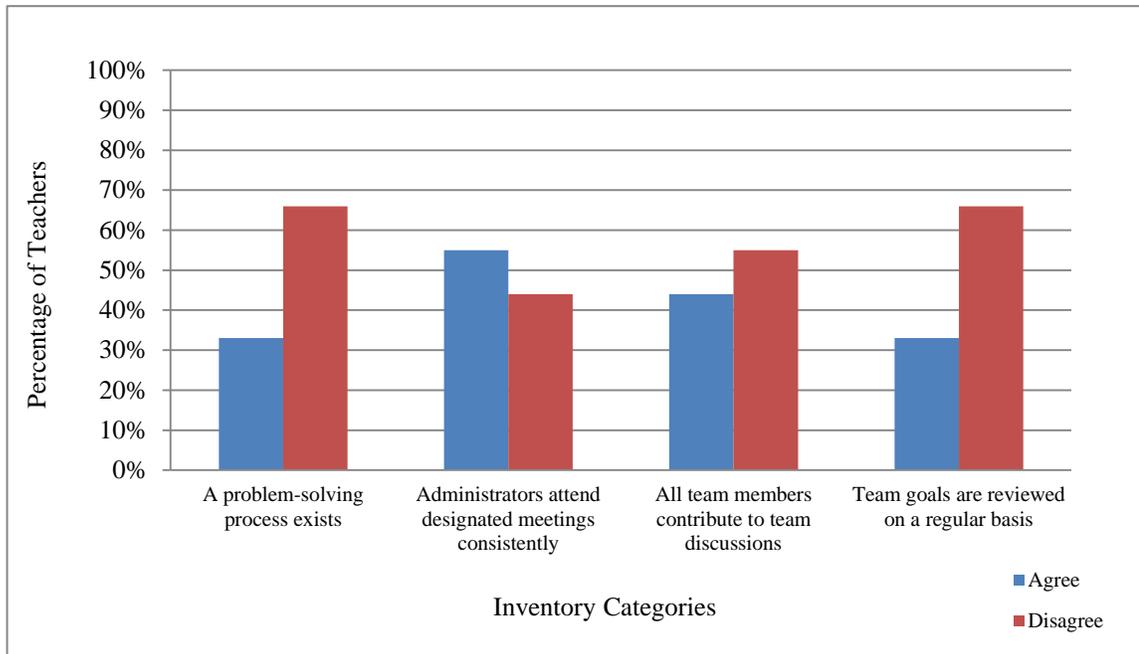


Figure 3. Teacher Responses to Significant Team Conflict Inventory Statements, (N=9)

Teachers described support from the administration with mixed views. One teacher said that, “They have provided ideas for change, supported our efforts, and learned along with us.” 33% of teachers reported that support is only given when it is specifically asked for. One stated that, “They agree to meet with us and think what we have decided to do is okay.” Another teacher said, “Not much support has been given. They want us to do teaming, but then don’t really tell us what we are supposed to be doing, and they don’t even come to their scheduled meeting day much of the time.” One administrator reported that, “We meet with teams once a week or more, provide open communication opportunities, and support team decisions.” The other administrator said that support could be given by, “Coming up with a mission or vision, providing an in-service day on what teaming can do for the building, staff and students and also by developing a schedule that creates this opportunity.”

Before the treatment phase, 33% of teachers were in agreement that teaming had a positive effect on student achievement. After treatment this agreement increased to 77% (Figure 4). In the Post-treatment Interviews, one administrator said, “How the teachers are working together within the teams has truly paid off. Our students are stronger and numbers of D and F grades are lower.” A teacher reported, “More than anything, this has brought our staff closer and taught me to respect my peers efforts in the classroom. We each can be a small piece of a great effort for student success.”

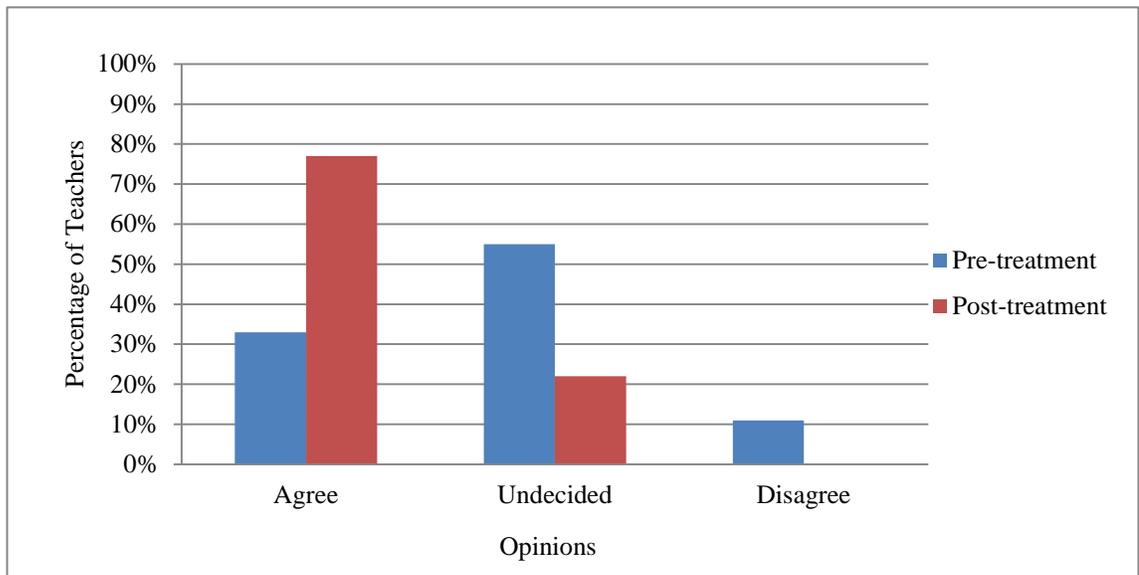


Figure 4. Results of Teachers’ Responses to the Statement, “Teaming has been effective in raising student achievement,” (N=9).

Results of the Pre-treatment Survey of Teachers Perceptions of Teaming indicated that 77% of teachers felt that teaming had a negative effect on their overall workload. This negative effect was described by one teacher when he said, “I am overwhelmed with all of the new trainings, data collection, and meetings. I don’t know what our main priority is anymore – teaching or meetings.” The Post-treatment Survey revealed that 77% of teachers now felt neutral with regards to overall workload (Figure 5). One teacher

stated, “Teaming seems to offer great potential to improve teaching, learning, collaboration, etc. But it hasn’t happened yet, perhaps due to too little direction.”

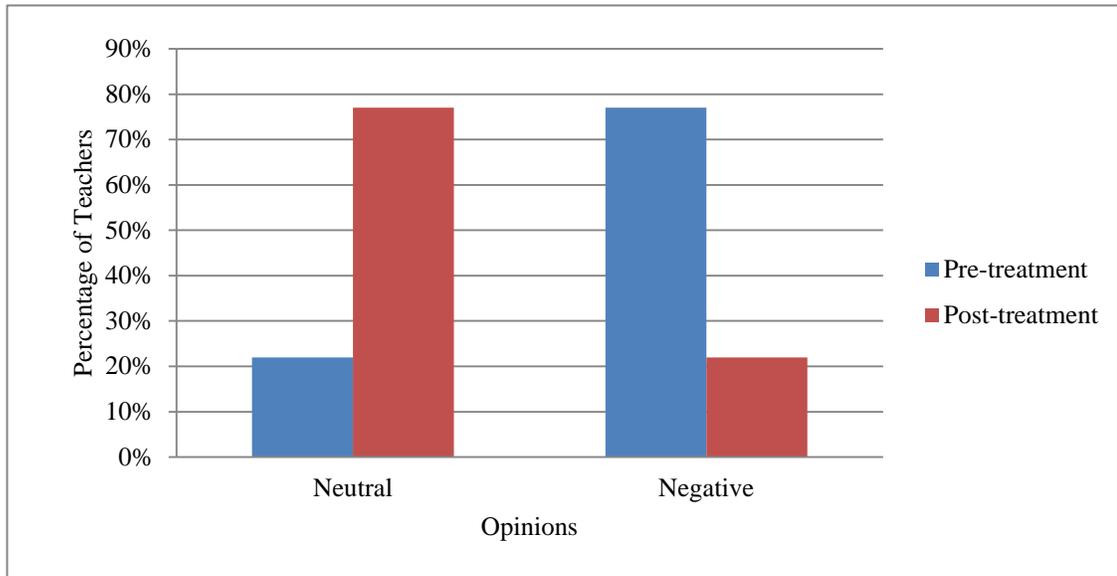


Figure 5. Results of Teachers’ Responses to the Question, “What has been the effect of teaming on your overall workload?” ($N=9$).

The Post-treatment Survey showed that after participating in the teaming training workshop and taking the Working Style Questionnaire, 77% of teachers felt that learning about their own working style helped increase their effectiveness on their team.

Additionally, 77% of teachers agreed that learning about their team members working styles helped their team’s function better (Figure 6). One teacher said, “Each person brings valuable experiences to the table and this process has opened my eyes to how my colleagues operate. It’s a little easier to not get so frustrated now because I have a better understanding of how they think and process information.”

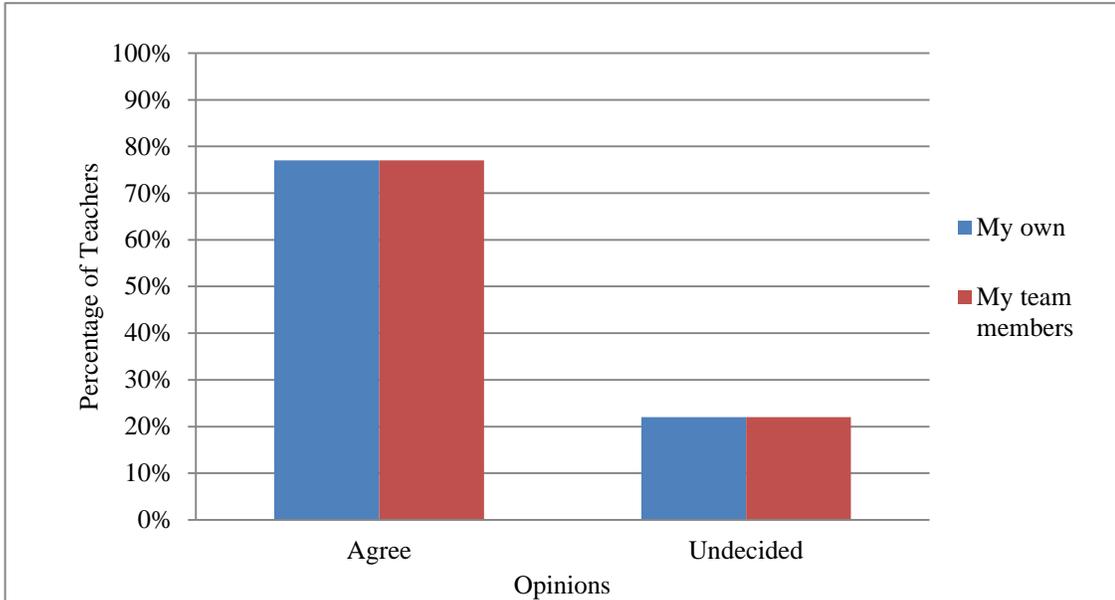


Figure 6. Results of Teachers' Responses to the Statements, "Learning about my team members working styles has helped our team function better." and "Learning about my own working style has helped me work more effectively with my team," ($N=9$).

During the teaming training workshop common goals were created with all teams. These goals were to increase student success through student interventions, parent contacts and celebrations. The Post-treatment Survey revealed that teachers unanimously agreed that student interventions, parent contacts, and student celebrations had been positively affected as a result of teaming (Figure 7). When asked specifically about how student interventions have changed, one teacher said, "We have more time for it. It is a team format as opposed to an individual teacher. It feels more effective." Another reported, "Our new lunch time tutoring programs have shown great interest and success in helping students improve grades." A teacher on that same team reported, "I have much more parent contact. I am also much more aware of what is going on in the school at large. I can talk to a student in my class about an issue in another class. I am not in the dark. I am not alone in my classroom/teacher challenges."

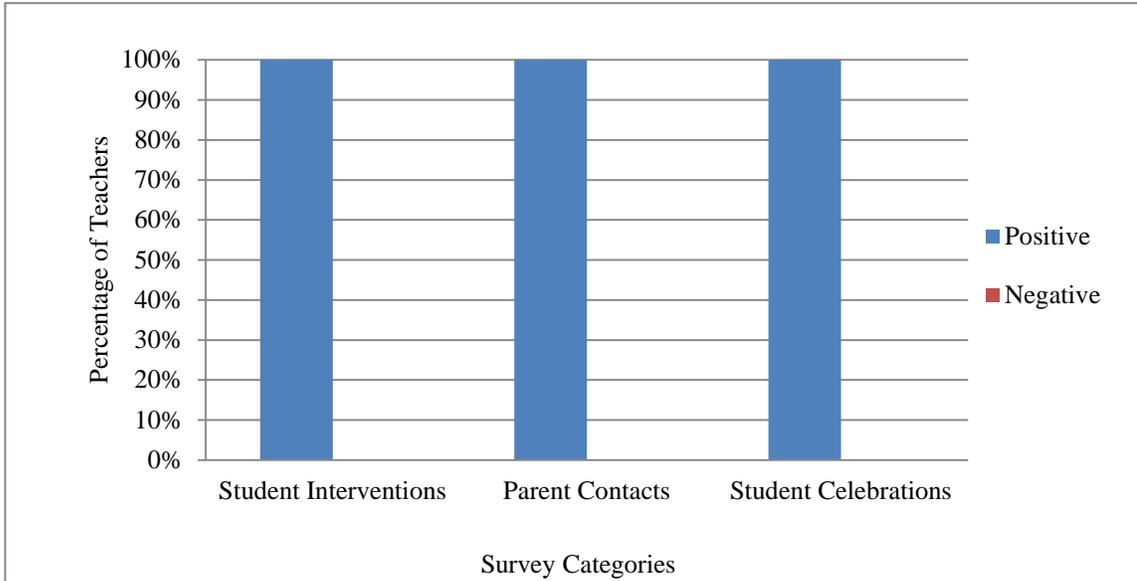


Figure 7. Results of Teachers' Responses to Statements Regarding the Effects of Teaming on Our Goals, ($N=9$).

Visions for the future of teaming were similar in that 66% of teachers mentioned expanding the teams to include more teachers in other content areas. This desire was also reported by both administrators. Other visions included a clear overall mission, consistency in dealing with discipline issues and more effort to develop cross-curricular lessons.

An administrator's response to the vision for the future of teaming was lengthy but worthy of noting. She said,

My goal would be to create a teaming schedule that would include a minimum of four core teachers that teach only one grade level and to develop a general understanding for the entire staff, students and parents about the role of the teams. During team time I would love to see an increase in communication between the teams, counselors, administration, the nurse, the ELL department and the special education teachers. I would love to see more things saved for team time like parent-teacher conferences, 504 and IEP meetings, students of the

month, and special team days. Ideally I would love to see more cross-curricular activities taking place and more consistency from the grade level teams in their routines which should strengthen the overall educational experience for students and parents.

Teams were asked to participate as a group in a Team Progress Survey at the end of the treatment period. Comments from one team regarding their positive accomplishments included, “Our parent communication is better and we have much more contact with counselors.” Another team comment stated, “We have more consistent procedures in place for student behavior and monitoring. We have decreased the number of D and F grades and we have been able to foster a higher level of teamwork and camaraderie among the teaming teachers.”

The Team Progress Survey also asked the teams to reflect on what aspects of teaming that they have not yet accomplished. One team reported, “We have not had the time yet to coordinate cross-curricular lesson plans.” Another team stated, “We still lack continuity and clarity on our goals from the administration.” Finally, the teams were asked about what resources they may need in order to accomplish the desired tasks still left to be accomplished. One team reported, “We need more specific involvement and direction from administration. Also we need more buy-in from non-teaming teachers.” Another team said, “Meeting with all the teaming teachers once a quarter would be helpful. We would like to learn from successful teams in other schools and visit with experts in the field of teaming.”

INTERPRETATION AND CONCLUSION

This study provided evidence that utilizing strategies and experiences to focus and organize teaming methods can improve teaming at our school. This study provided further evidence that there is still room to grow in our teaming philosophy and implementation. One of the most consistently reported concerns before the treatment period was the need for more direction and an overall mission or goal for teaming.

Part of the treatment was having the teaming teachers participate in a one-day training workshop. This workshop provided a forum for the teaming teachers to discuss a school mission statement and goals for teaming. After the treatment period teachers reported more consistent views on the mission and goals for teaming, but still expressed the desire for more direction and focus from our administration.

During the training, teachers gained knowledge regarding their personal working style and the working styles of their team members. Methods for working successfully with team members who display various working styles were also discussed. As a result teaming teachers reported positive feelings towards the knowledge gained about working styles and their ability work more effectively with their team members.

Roles within each team were discussed at the training, but not explicitly designated. This important feature of teaming was left up to the teaming teachers to develop. After the treatment period, teachers did feel an increase in understanding their individual roles, but it was clear that these roles simply developed throughout the treatment period as certain teachers fell into particular tasks that they were comfortable with.

During the training, a weekly schedule was developed by all teams. Two days designated for administrator visits and student celebrations were consistent throughout the week for all teams. The other three days were filled with tasks deemed necessary by each team and tasks developed by our administration throughout the school year. A source of frustration and feelings of being overwhelmed were expressed by numerous teaming teachers regarding the quantity of these tasks. After the treatment period, opinions shifted from teachers having mostly negative feelings to the majority of teachers having neutral feelings regarding overall workload.

The majority of teaming teachers and administrators agreed that teaming had a positive effect on student achievement. Although no specific data was recorded for this portion of the project overall numbers of D and F grades were noticeably lower after the treatment period. Teams developed their own methods throughout the school year for student interventions and parent communication. Time for teachers to problem solve and meet with individual students most likely contributed to this sense of increased achievement.

Overall, it seems that teaming teachers enjoy the experience of teaming. They utilize their time to increase opportunities for student success through interventions, celebrations, and increased communication. They find that teaming increases their sense of professionalism and it provides opportunities to learn from their colleagues. They feel strongly that including more teachers in the teaming time is critical and that opportunities to develop cross-curricular lessons would be an important continuation of teaming. Each team has different expectations, methods and timelines of communicating with the students and staff and this individuality seems to be an important aspect of team success.

VALUE

The process of carrying out this project has impacted my teaching career in a number of different ways. The first is with regards to my relationships with my colleagues. Teaming is a method of teaching that requires the participants to have an extremely high level of trust with each other. It also requires teachers to communicate with their team members in ways that are not traditionally incorporated into what most teachers would consider a regular school day. Teachers are typically accustomed to staying in their own classrooms, doing things their own way and experiencing very little true collaboration. Conducting this project gave me the unique opportunity to learn more about my team members and how we can all work together more effectively. I feel that our team has grown stronger over the course of the last school year and that we have made great progress as a group.

It is difficult to summarize how this project has impacted the relationships of the other teaming teachers. However, because our faculty is fairly small and I have frequent contact with the other teaming teachers, I am going to take the liberty of assuming that they have felt some growth in the knowledge they have gained to help their teams function more cohesively.

The second way that this project has impacted me is by changing the way I personally conduct myself in group settings. I have what is considered to be a driver personality. I like to get chores done quickly and efficiently. This can be both an asset and burden. By allowing myself to consider my colleagues' responses throughout this project, I have gained a much better perspective on how they view our team

responsibilities. I feel as though I am much better at listening to others, slowing down a bit and considering my team members' thoughts and opinions on various issues. I do not think that I would have come to realize certain strengths and qualities about my team members this quickly if I had not taken the time to ask and consider their thoughts about how we conduct our daily business.

The third way that I feel I have grown as a professional is in my perspective of my role as member of our faculty and as a contributor to my schools' success. Teaming was not something that was pushed for or created by our faculty. We functioned quite well as a faculty before we implemented teaming. Many other teachers who do not currently share a common prep time were able to participate in the decision making process for our various grade levels. Teaming seems to have alienated some of those teachers and made the teaming teachers appear to have more responsibilities and privileges. I feel that this perception has some basis of reality and that teaming has in some ways been destructive to the culture of our staff. This realization should not take away from the fact that the teaming teachers have accomplished a great deal of good for our school, but only to give another perspective on the consideration of teaming continuing to be a part of our schools success.

Through my research I learned a great deal about the philosophy and history of teaming. I was intrigued with how the process of teaming is really meant to be implemented. One of the most significant pieces of teaming that I read about was the idea of cross-curricular lesson planning. Our district has done a fantastic job over the years of aligning our curriculum vertically within subject areas. But we are not very well aligned horizontally across grade levels. This makes cross-curricular lesson planning more

difficult, but certainly not impossible. With dedicated time, willing teachers and some creative brainstorming, developing lessons that have a common theme could certainly be created. The desire for this aspect of teaming was expressed by numerous teaming teachers. I believe that with more training and experience we could incorporate more of this aspect of true teaming in the future.

The continuation of teaming at our school is unknown at this time for a number of different reasons. One factor is that our district is experiencing a difficult financial period and eliminating teaming would save a significant amount of money. Another factor is that our school is growing in population next year and we may simply not have the resources to allow teachers to have an extra teaming prep hour. The third factor to consider regarding the future of teaming is the desire of our teachers to continue to participate in this process. Through conversations with my current administration, this last factor does not appear to be one that is being strongly considered.

I feel that this last reason may pose the most important factor of successful teaming in the future. Without willing participants, teaming will struggle to grow. We have a new principal arriving in the fall. Their desire to see teaming blossom into its true potential will need to be expressed through support of the teaming teachers in the way of training, communication and by having a consistent physical presence in our activities. I am excited to be a part of the continued development of our school in whatever realm that may turn out to be.

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APPENDICES

APPENDIX A

SUBJECT CONSENT FORM

Appendix A
Subject Consent Form

SUBJECT CONSENT FORM FOR PARTICIPATION IN HUMAN RESEARCH AT
MONTANA STATE UNIVERSITY

You are being asked to participate in a study which will examine how teaming has been implemented at our school and explore strategies for improvement. You were selected to participate because you are a member of one of the grade level teams.

If you agree to participate, you will be asked to complete the following tasks: Pre-Treatment Survey of Teachers Perceptions of Teaming, Pre-Treatment Interview of Teachers Perceptions of Teaming, Teaming Training, Working Style Questionnaire, Mission Statement and Goals Development, Survey on Teaming Training, Post-Treatment Interview of Teachers Perceptions of Teaming, and Post-Treatment Survey of Teachers Perceptions of Teaming. All of these data collection instruments fall within the area of common teaming assessment practices.

There are no foreseeable risks or ill effects from participating in this study. All methods of treatment fall within what is considered normal teaming practice. Furthermore, participation in the study can in no way affect a participants personal or professional standing in any fashion whatsoever.

Identification of all participants involved will be kept strictly confidential. Nowhere in any report or listing will participants' names or any other identifying information be listed.

There are several benefits to be expected from participation in this study. Teaming teachers will experience a number of opportunities to increase their knowledge on how a successful teaming environment can exist. The professionalism and overall job satisfaction of the teaming teachers may also be increased as a result of this project. Administrators will be informed on the status of teaming and be provided with information that may help them successfully guide the teams to progress into more advanced levels of teaming.

Participation in this study is voluntary, and participants are free to withdraw consent and to discontinue participation in this study at any time without prejudice from the investigator. Please feel free to ask any questions via e-mail, phone, or in person at any time during the study. I, Tanya Gordon, promise to ensure good ethical practice in conducting my research. I promise at all times to negotiate permission to conduct my research, respect confidentiality, and ensure participants' rights to withdraw at any time from the research.

"AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risks of this study. I, _____ (*name of subject*), agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the research at any time. I have received a copy of this consent form for my own records.

Signed: _____ Date: _____

Investigator: _____

APPENDIX B

PRE-TREATMENT INTERVIEW OF TEACHERS PERCEPTIONS OF TEAMING

Appendix B
Pre-treatment Interview of Teachers Perceptions of Teaming

Thank you for helping with my Masters project. It is extremely important to me that you understand that your individual answers will be treated the utmost respect and privacy. Through these interviews my goal is to establish some trends that our school is experiencing with teaming. After analyzing your responses I hope to provide some suggestions and strategies to improve or further our teaming experience.

Teacher questions:

1. What is our schools mission for teaming?
2. What are your team goals?
3. Do you feel your goals are in line with our mission?
4. What has your team done to accomplish your goals?
5. Do you feel that your team time is used efficiently?
6. What do you consider successful about your team time?
7. How have your student interventions changed as a result of being part of a team?
8. Has student achievement been raised as a result of your team time?
9. What do you think your team could improve on?
10. How has being part of a team furthered your personal sense of professionalism?
11. Do your team members have specific roles? If so, how were these roles chosen?
12. Are you comfortable with the roles that each team member has taken on?
13. Do you trust your team members?
14. Describe the support that your team receives from the administration:
15. Describe the support that your team receives from the counselors:
16. Describe the support that that your team receives from the other teachers who are not part of the team:
17. Describe how you envision teaming to look two years from now:
18. Is there anything else you would like me to know?

APPENDIX C

PRE-TREATMENT SURVEY OF TEACHERS PERCEPTIONS OF TEAMING

Appendix C
Pre-treatment Survey of Teachers Perceptions of Teaming

***Check the box that most closely reflects your opinion in the following situations:
strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1)***

	5	4	3	2	1
1. Teaming is a positive program for our school.					
2. Teaming is a good use of our time.					
3. Teaming is helping raise student achievement at our school.					
4. I enjoy having time to collaborate with my colleagues.					
5. My colleagues seem to enjoy the teaming experience.					
6. The organization of teaming has improved from last year.					
7. The organization of teaming has improved.					
8. Our weekly teaming schedule is consistently followed.					
9. My team works well together.					
10. I feel supported by my team members.					
11. My team has designated roles.					
12. I understand my role on the team.					
13. My team follows through with decisions.					
14. Teaming has increased my sense of professionalism as an educator.					
15. I feel appreciated by my team members for the work that I do on the team.					
16. I feel appreciated by the administration for the work that I do on the team.					

17. Our team time is respected by others and rarely interrupted.					
18. I look forward to team time.					
19. Spending time discussing our BIM module has had a positive effect in my classroom.					
20. Our students feel a stronger sense of cohesiveness as a class as a result of teaming.					
21. I feel like we have an adequate amount of time to be productive.					
22. Sharing notes on students with the teams as those students pass from one grade to the next would be helpful.					
23. Participating in a simple book study with other teaming teachers would help me understand the process of teaming more.					

Please share any comments that you feel would further explain one or more of your choices above (use the back of this sheet if necessary)

***Rate the level of participation in the following situations:
high level (4), moderate level (3), low level (2), none (1)***

	4	3	2	1
1. Your own participation in daily team meetings.				
2. Your implementation of teaming decisions outside of the daily meeting.				
3. Your group member's participation in daily team meetings.				
4. Your group member's implementation of teaming decisions outside of the daily meeting.				
5. Other teachers, who do not share the common meeting time, general participation in teaming decisions.				
6. Other teachers, who do not share the common meeting time, implementing teaming decisions.				
7. Administrative involvement in teaming decisions.				
8. Administrative involvement in supporting teaming decisions.				
9. Counselors' involvement in supporting teaming.				

Please share any comments that you feel would further explain one or more of your choices above (use the back of this sheet if necessary):

***Rate the effect of teaming on the following situations:
positive (3), neutral (2), negative (1)***

	3	2	1
1. My class sizes.			
2. My overall workload.			
3. Student interventions.			
4. Parent contacts.			
5. Student celebrations.			

Please share any comments that you feel would further explain one or more of your choices above (use the back of this sheet if necessary) :

***Rate the effectiveness of teaming on the following situations:
highly effective (5), effective (4), neutral (3), ineffective (2), highly ineffective (1)***

	5	4	3	2	1
1. Raising student achievement.					
2. Increasing positive workplace relationships.					
3. Increasing overall job satisfaction.					
4. Increasing your knowledge of using new technology in the classroom.					
5. Creating cross-curricular lesson plans.					
6. Coordination of general classroom procedures.					
7. Coordination of RPS procedures.					

Please share any comments that you feel would further explain one or more of your choices above (use the back of this sheet if necessary):

APPENDIX D

PRE-TREATMENT INTERVIEW OF ADMINISTRATORS PERCEPTIONS OF
TEAMING

Appendix D
Pre-treatment Interview of Administrators Perceptions of Teaming

Administrator questions:

1. What is our schools mission for teaming?
2. How are the teachers selected to be on a team?
3. How does the administration support the grade level teams?
4. What struggles have you experienced with implementing teaming?
5. How do you envision teaming to look in the future?
6. Is there anything else you would like me to know?

APPENDIX E

WORKING STYLES QUESTIONNAIRE AND ANALYSIS

Appendix E

Working Styles Questionnaire and Analysis

The purpose of the quiz is to get some idea of your dominate working style. There are no right or wrong answers in this quiz. Please read each statement and order the responses with a 1, 2, 3 or 4. With 1 being the response the *best* describes you and 4 being the response that *least* describes you.

Tally your responses in the table when you are finished. We will discuss the characteristics of each working style after you have completed the quiz. We will also discuss the working styles of your team members and how you can work effectively with each other.

1. When performing a job, it is most important to me to:
 - a. _____ do it correctly, regardless of the time involved.
 - b. _____ set deadlines and get it done.
 - c. _____ work as a team, cooperatively with others.
 - d. _____ demonstrate my talents and enthusiasm.

2. The most enjoyable part of working in a job is:
 - a. _____ the information you need to do it.
 - b. _____ the results you achieve when it's done.
 - c. _____ the people you meet or work with.
 - d. _____ seeing how the job contributes to future progress.

3. When I have several ways to get a job done, I usually:
 - a. _____ review the pros and cons of each way and choose.
 - b. _____ choose a way that I can begin to work immediately.
 - c. _____ discuss ways with others and choose the most favored.
 - d. _____ review the ways and follow my gut sense about what will work best.

4. In working on a long term job, it is most important to me to:
 - a. _____ understand and complete each step before going on to the next step.
 - b. _____ seek a fast, efficient way to completing it.
 - c. _____ work with others, in a team, on it.
 - d. _____ keep the job stimulating and exciting.

5. I am willing to task risky action if:
 - a. _____ there are facts to support my action.
 - b. _____ it gets the job done.
 - c. _____ it will not hurt others feelings.
 - d. _____ it feels right for the situation.

	A	B	C	D
1.				
2.				
3.				
4.				
5.				
TOTAL:				

A. Analytical

- Likes organization and structure
- Dislikes involvement with others
- Asks many questions about specific details
- Focuses on steps and objectives
- Works slowly and precisely
- Seeks logical explanations
- Good problem solving skills

B. Driver

- Likes control
- Dislike inaction
- Makes firm actions and decisions
- Prefers maximum freedom to manage self
- Low tolerance for feelings, attitudes and advice from others
- Seeks the most efficient way
- Good administrative skills

C. Amiable

- Likes people, close relationships and fairness
- Dislikes interpersonal conflicts
- Supports and actively listens to others
- Works slowly, yet cohesively with others
- Has excellent ability to gain support from others
- Seeks security and sense of belonging
- Good counseling skills

D. Expressive

- Likes involvement and is enthusiastic
- Dislikes being alone
- Spontaneous in actions and making decisions
- Exaggerates and generalizes
- Tends to dream and get others caught up in the dream
- Seeks self esteem and stimulation
- Good persuasive skills

APPENDIX F

MISSION STATEMENT AND GOALS DEVELOPMENT

Appendix F
Mission Statement and Goals Development

Brainstorm a mission statement for teaming at our school:

List three specific goals that you think would help achieve your mission statement:

1.

2.

3.

We will share everyone's ideas and commit to one mission statement with three supporting goals by the end of this meeting. All of your ideas are valuable and important. Our final mission statement and goals will very likely be a combination of many of your ideas. Please feel free to share openly.

APPENDIX G

TEAM CALENDAR INVENTORY

Appendix G
Team Calendar Inventory

Please chart your teams' daily activities for one quarter of this school year (Nov 1st – Jan 21st). Very briefly fill in your weekly teaming schedule. Please circle each day that you feel your team has accomplished some aspect of this daily task. If your team has not accomplished this daily task, please cross out the task and briefly make note of what activity did take place. Thank you for taking the time to assist me in completing this portion of my Master's capstone project.

November 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2011						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APPENDIX H

TEAM PROGRESS SURVEY

Appendix H Team Progress Survey

Please take some time this quarter to discuss these questions with your team members. These questions are designed to help your team initiate discussion on your teaming progress. One team meeting period should be sufficient to address these questions and serve as a brief check-in for your team. Space is provided for you to take notes to reference later in the school year.

1. What positive accomplishments can be attributed to your team? Address accomplishments as they relate to students, staff, parents, curriculum, instruction, etc. Be as specific as possible and provide brief points of evidence for these accomplishments.
2. What aspect of teaming have you not yet accomplished? Address these items as they relate to students, staff, parents, curriculum, instruction, etc. Be as specific as possible and indicate the reason(s) they have not been accomplished.
3. What resources does your team need to accomplish the tasks desired by the team? Resources may be in the form of staff development, budget, time, facilities, equipment, support, etc.

APPENDIX I

TEAM CONFLICT INVENTORY

Appendix I Team Conflict Inventory

The following items represent potential sources of destructive conflict in interdisciplinary teams. Your responses to these items can assist your team in rectifying issues before they become major dilemmas. The results will be charted for you and shared with your team.

Use the following scale to rate your teams' potential for conflict development:

1. Agree completely
2. Agree
3. Disagree
4. Disagree completely

	1	2	3	4
Team Focus				
Team goals are clear to all members.				
Team goals relate to student achievement.				
Team goals reflect student social and emotional needs.				
Team goals are reviewed on a regular basis.				
Data are collected and discussions are held on a regular basis to determine progress on team goals.				
There is a written agenda for each team meeting.				
The team agenda guides the conduct of the team meeting.				
Teams control their own agenda, not allowing other school personnel to dictate their agenda.				
Team Workload				
Each member of the team has a specific role or roles to perform.				
Each member fulfills the responsibility of the assigned role.				
Team chores are evenly distributed among members.				
Communication				
Team members refrain from put-downs or stereotyping.				
Team members feel free to speak on any topic.				

	1	2	3	4
Team members listen attentively and openly to all ideas.				
Team members utilize appropriate non-verbal behaviors.				
Team members can express their viewpoint without being interrupted.				
Team members refrain from side conversations.				
Team members do not have personal hidden agendas.				
Team conversations are not dominated by one or two people.				
All team members contribute to team discussions.				
Ground Rules				
Team meetings start and end at designated times.				
Team meetings are not interrupted except for emergencies.				
All team members attend all team meetings.				
All administrators attend designated team meetings.				
Group norms for conducting successful meetings are established and followed.				
Conflict Management				
A problem-solving process exists for addressing difficult and important decisions.				
Team members are able to make difficult decisions that all team members can support.				
Team members adhere to team decisions.				

Are there any additional generalized areas of potential conflict that you would like to address?

APPENDIX J

POST-TRAINING SURVEY

Appendix J
Post-training Survey

Top Dawgs, Silent Thunder and CrAZY EiGhT's,

Thank you for taking the time to complete this questionnaire about our teaming training workshop. Please return this to my mailbox by the end of the week.

In thinking about the BEA Teaming Training experience, how would you rate your level of satisfaction in the following situations using this scale: highly satisfied (5), satisfied (4), neutral (3), unsatisfied (2), highly unsatisfied (1)

	5	4	3	2	1
1. Knowledge regarding the working styles of your team members.					
2. Knowledge regarding your own working style.					
3. Knowledge regarding the various characteristics of different working styles.					
4. Knowledge in holding a productive meeting.					
5. Knowledge in creating a trusting teaming environment.					
6. Knowledge in creating group norms.					
7. Knowledge in creating team roles.					
8. Group discussion about what is working in teaming and what could be improved upon.					
9. The development of a Hillside teaming mission statement.					
10. The development of Hillside goals for teaming.					

Please share any comments that you feel would further explain one or more of your choices above:

APPENDIX K

POST-TRAINING INTERVIEW

Appendix K
Post-training Interview

What were your expectations of the training before you went?

How did you feel after leaving the training?

Overall, do you think that the training was a good use of your time?

Describe how you felt during the process of developing a mission statement for Hillside Teaming:

Describe how you felt during the process of developing goals that aligned with the mission statement for Hillside Teaming:

Do you feel like the goals that were developed adequately support the mission statement?

How has the knowledge of your team members' working styles affected your interactions with them?

How has the knowledge of your own working style affected your interactions with your team members?

APPENDIX L

POST-TREATMENT INTERVIEW OF TEACHERS PERCEPTIONS OF TEAMING

Appendix L
Post-Treatment Interview of Teachers Perceptions of Teaming

Teacher questions:

What is our schools mission for teaming?

What are your team goals?

Do you feel your goals are in line with our mission?

What has your team done to accomplish your goals?

Do you feel that your team time is used efficiently?

What do you consider successful about your team time?

How have your student interventions changed as a result of being part of a team?

Has student achievement been raised as a result of your team time?

What do you think your team could still improve on?

How has being part of a team furthered your personal sense of professionalism?

Are you comfortable with the roles that each team member has taken on?

How have these roles played out, or been changed throughout the course of the last year?

Describe the support that your team receives from the administration:

Describe the support that your team receives from the counselors:

Describe how you envision teaming to look two years from now:

Is there anything else you would like me to know?

APPENDIX M

POST-TREATMENT SURVEY OF TEACHERS PERCEPTIONS OF TEAMING

Appendix M
Post-Treatment Survey of Teachers Perceptions of Teaming

Top Dawgs, Silent Thunder and CrAzY EiGhT's,

Thank you for taking the time to complete this questionnaire. I am particularly interested in your personal comments that may be relevant as you go through the questions. Please include any further comments that you would be willing to share by writing them at the bottom of each page and referencing the survey question that you are commenting on. Thank you again for taking the time out of your busy schedules to help me in this next step of my Masters research.

-TG

***Check the box that most closely reflects your opinion in the following situations:
strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1)***

	5	4	3	2	1
Teaming is a positive program for our school.					
Teaming is a good use of our time.					
Teaming is helping raise student achievement at our school.					
I enjoy having time to collaborate with my colleagues.					
The organization of teaming has improved.					
Our weekly teaming schedule is consistently followed.					
My team works well together.					
My team has designated roles.					
I understand my role on the team.					
My team follows through with decisions.					
Teaming has increased my sense of professionalism as an educator.					
I feel appreciated by the administration for the work that I do on the team.					
Our team time is respected by others and rarely interrupted.					
Having a SMART goal has helped focus our team efforts.					
Our students feel a stronger sense of cohesiveness as a class as a result of teaming.					
I feel like we have an adequate amount of time to be productive.					
Sharing notes on students with the teams as those students pass from one grade to the next would be helpful.					
Participation a book study was a positive thing for my team.					
Learning about my team members working style has helped our team function better.					
Learning about my own working style has helped me work more effectively with my team members.					
Having an all team mission statement and goals has helped					

improve focus for our team.					
Meeting periodically with the other teaming teachers would be a positive thing for my own team.					

***Rate the level of participation in the following situations:
high level (4), moderate level (3), low level (2), none (1)***

	4	3	2	1
Your own participation in daily team meetings.				
Your implementation of teaming decisions outside of the daily meeting.				
Your group member's participation in daily team meetings.				
Your group member's implementation of teaming decisions outside of the daily meeting.				
Other teachers, who do not share the common meeting time, general participation in teaming decisions.				
Other teachers, who do not share the common meeting time, implementing teaming decisions.				
Administrative involvement in teaming decisions.				
Administrative involvement in supporting teaming decisions.				
Counselors' involvement in supporting teaming.				

Rate the effect of teaming on the following situations:

positive (3), neutral (2), negative (1)

	3	2	1
My class sizes.			
My overall workload.			
Student interventions.			
Parent contacts.			
Student celebrations.			

Rate the effectiveness of teaming on the following situations:

highly effective (5), effective (4), neutral (3), ineffective (2), highly ineffective (1)

	5	4	3	2	1
Raising student achievement.					
Increasing positive workplace relationships.					
Increasing overall job satisfaction.					
Increasing your knowledge of using new technology in the classroom.					
Creating cross-curricular lesson plans.					
Coordination of general classroom procedures.					
Coordination of RPS procedures.					

Please share any comments that you feel would further explain one or more of your choices above:

Thank you very much for participating!

APPENDIX N

POST-TREATMENT INTERVIEW OF ADMINISTRATORS PERCEPTIONS OF
TEAMING

Appendix N
Post-Treatment Interview of Administrators Perceptions of Teaming

Administrator questions:

1. What is our schools mission for teaming?
2. How does the administration support the grade level teams?
3. What have been the most worthy accomplishments of implementing teaming?
4. What struggles have you experienced with implementing teaming?
5. How do you envision teaming to look in the future?
6. Is there anything else you would like me to know?