ABSTRACT
              This guide is a product of two teams of teachers who
worked together to develop teaming techniques for open space schools.
The purpose of the guide is to outline suggested steps to follow as
various team teaching possibilities are implemented. The guide is
organized in the following sections: (1) team building, (2) team
operations, (3) team planning, and (4) team evaluation. The first
section states that after the individuals have been grouped for
teaming there exists a series of steps necessary for the continuing
process of building the team and maintaining its effectiveness. The
steps are then listed along with decisions the team must make. The
second section lists the policies and rules to be considered when a
group is establishing its operational framework. The section on
planning discusses the process involved in assessment of students
needs, and presents steps and procedures to meet these needs. The
final section states that evaluation is the key to the successful
operation of any team. Several evaluation forms are included as
examples of the different ways of evaluating teams. (RC)

# INTRODUCTION

This document is a product of two teams of teachers (N = 13) who worked together to develop Practical Teaming Techniques for Open Space in the Summer of 1975. The process they followed to develop these materials is the following:

I. Four groups were organized according to the following characteristics developed by the participants

   A. Quality of a team member
      1. Compatible
      2. Open
      3. Patient
      4. Realistic
      5. Understanding
      6. Flexible
      7. Willing to listen
      8. Willing to change
      9. Willing to express one's self
      10. Willing to compromise for the good of the team
      11. Willing to work
      12. Enthusiastic
      13. Have a variety of backgrounds
      14. Have a variety of disciplines (interdisciplinary)
      15. Capable of establishing:
         a. criteria for goals
         b. instructional objectives
         c. student centered learning activities
         d. evaluation processes

   B. Style of Team
      1. Works together to
         a. agree on formal arrangements
         b. perform needs assessment
         c. determine goals
         d. set up plan for action
         e. share action role
         f. evaluate activities
         g. help each other learn from experience
      2. Has defined and stated roles in team
      3. Works together frequently
      4. Faces and discusses opportunities and problems of team work
      5. Rotates regularly roles based on task
      6. Meets regularly
      7. Gives consideration to informal and personal needs of individuals
      8. Has planned analysis and discussion time
      9. Has planned analysis and discussion process
      10. Works together to maintain team as an effective task-oriented group
      11. Adapts readily to new situations
      12. Structures planning time during school hours
      13. Chooses own leader

C. Quality to team operations
1. Has a structure which is simple
2. Has no formal individual decision maker or authority figure
3. Has variety of members who accept responsibility based on problems and backgrouns
4. Is administratively responsible for its own space, curriculum and schedule
5. Works independently of administration
6. Is evaluated by group itself and administrator
7. Provides opportunity for and guarantee of hearing individuals
8. Allows for individuals to work with small groups
9. Allows for exploration and use of new methods
10. All members handle all roles

II. Groups were given the following conditions and task assignment

A. Conditions
Time left after introduction until 11:30 a.m.
Includes break(s) (if any)
Provides THINK Time (if any)
Uses no more than:
    15 minutes -- training time
    10 minutes any other group's time
Designs process which responds to needs
Allows for receipt of
    (1) Poseidon message (facilitator)
    (2) Zeus message (authority)
    (3) Delphic interpretations

B. Task
1. Decide how group will { operate / decide / evaluate

2. Identify needs of:
    (a) those to be served
    (b) the group itself

3. Identify needs group will respond to

4. PLAN
5. ACT
6. EVALUATE
7. UTILIZE
    (a) other groups as resource
    (b) trainer

8. Provide support and training
    (a) for team as group
    (b) for individuals on team
    (c) for others

SUMMARY

The groups did prepare needs statements which were posted. As a result, one group worked exclusively on Team Building, inserted as pages 4 and 5 of the attachment. The following booklet should be helpful to other groups considering Teaming.

Dated: August 17, 1975

## Excuse Page

This document has been hastily assembled to be used as a training
resource eminating from our Staff Development Workshop, August 4, 1975
through August 22, 1975.

It is requested that all workshop participants please read care-
fully, make comments, include additional information and generally revise,
so that at a future date, it can be reprinted in its corrected "team
effort" form.

Staff Development Workshop
Camp Menatoma
Readfield, Maine  04355
August 4 - 22, 1975

## Preface

The possible results of a well functioning team in terms of student advantages can be the following:

1. They are allowed to work at their own rate of speed and to do more independent study.

2. There is more unstructured time in which students may seek individual help from teachers and other special service personnel.

3. The interdependence of and the correlations between subject areas and disciplines are clarified for students.

4. Students are helped to gain a more independent attitude, and their activities indicate they can assume more responsibility than they are usually allowed.

5. Practice in speaking before various group sizes, large, medium, and small, helps students develop poise.

6. Students improve their discussion skills. Ideas are bounced around more freely, yet with more correlation than previously occurred between subjects. With stress on discussions in varying group sizes, students in the team setting exchange ideas with many more students than they could in traditional classrooms.

7. As teachers reinforce learnings in different disciplines by use of varied assignments, students grow in all basic skill areas.

8. Students become more adept in the skills of evaluation, both of their own work and that of others. With so many opportunities for comparison of techniques, they can judge teachers' performance more effectively.

9. There is one set of common expectations by which to function in each team class, instead of different sets for each class.

10. Staff attention to student homework and test schedules guarantee that these are spaced rather than bunched.

11. Greater variety in the school day is possible.

These outcomes, if agreed upon, can also serve as a form of evaluation for the team. (See section on evaluation)

The purpose of this guide is to outline some suggested steps to follow as we implement the various team-teaching possibilities.

We have organized the guide in the following manner:

    a)  Team building

    b)  Team operation

    c)  Team planning

    d)  Team evaluation

## TEAM BUILDING AND MAINTENANCE

After individuals have been grouped for teaming by one of the following methods (intra-disciplinary, inter-disciplinary, or student-grouped), or others, team building and maintenance is a series of steps which are gone through by the group as an initial and a continuing process to build the team and maintain its effectiveness as a team. The characteristics of team members as these steps are taken, should be supportive, tension-reducing, compromising, and show initiative. Built into the operation of the team must be procedures that will evaluate these team building steps.

Step #1:  Initiate Record Keeping

    A.  Historian volunteers or is asked to serve.
    B.  The record is used as a tool to be consistent
    C.  Re-reading of history used as a checkpoint

Step #2:  Design Agreement is Necessary -- Differentiate Roles

    A.  Define the roles
    B.  Select roles
        a) coordinator(s)
        b) decision maker(s)
        c) actor(s)
        d) supporter(s)

Step #3:  Establish Involvement Procedures

    A.  Criteria for acceptance or agreement
    B.  Function within roles

Step #4:  Work on Value Agreement

    A.  Values clarification of individuals
    B.  Values clarification of team
    C.  Prior size group values

Step #5:  Work on Goals Agreement Based on Values Priorities

PREMISE:  A group needs to be formally organized in order to assure its
          success in functioning as a team.

Following that premise, we set about to formally organize our team.
We would like to present the results of this effort as an example of how
a group might formally organize.  And as a result of our efforts, we feel
that in sharing this with you will have responded to some of your needs
as expressed on the sheets.

Skeletal: Operating Procedures

          Decision-Making Procedures

          Procedures for Evaluating the team maintenance

          Procedures for evaluating progress in specified task

Decide How Team Will ...

          Operate:

## Inter-Group Communications

1.  We will need a unanimous decision to communicate with another group or
    an individual.  (If not, we will ask "person" to wait a maximum of five
    rinutes--in which time we'll prepare to talk with him.)

2.  We will specifically ask said persons if they are representing their
    team or coming to us as an individual.

3.  We will decide as a group whether to send a representative to another
    group with a formal (written) or informal group statement.

4.  Meetings will begin with reading the objectives stated at the comple-
    tion of previous meeting.  (Read by Historian)

5.  We will take time at the completion of each session to summarize what
    we've done and to set up objectives for the following session.  (Recorded
    by Historian.)

6.  Checkpoints will be set up at beginning of each meeting.


How Team Will . . .

          Decide

1.  We will indicate when a statement is made with which we cannot agree..

2.  We will always negotiate disagreements between team members.  (Mediator
    needed)

3.  We will have full concensus on any decisions made concerning the team.

4.  Unless a person states directly that he disagrees the group will assume
    agreement.

Evaluate:

    I.  Evaluation for Team Maintenance

       We will have checkpoints at set times to ask of the team the
       following questions.  (The times will be established at the
       outset, of each meeting)

       1.  Are we making progress?

       2.  Are we sticking to the subject?

       3.  Are we overcoming (or are we setting aside) difficulties?

       4.  Should we go faster or slower?

       5.  Are we following the operating and decision-making rules?

       6.  Are all the roles being taken care of?  (If a member sees
          that a particular role is not being fulfilled, then he is
          obliged to bring it to the attention of the group and the
          group will decide whether to initiate action to alleviate
          this problem.)

       7.  How well are the other members of the group functioning.
          (It is the responsibility of each member to communicate
          any observations he has on the performance of the other
          group members.)

       8.  Do we need to add to our rules?

How the Team Will ...

    Evaluate Task Progress and Completion

       Needs assessment and response

       1.  Set up a method for determining the needs of those to be
          served, and/or the group using the following steps.

          a) set observable objectives
          b) pre test
          c) select learning activities
          d) evaluate

## TEAM OPERATIONS

Policies and rules to be considered when a group is setting up its operational framework.

1. Meeting procedure
   a) time schedule
   b) place
   c) persons involved
   d) agenda
   e) coordinator
   f) record keeper
   g) - - - - - -

2. Limits of group
   a) size
   b) definition of members
   c) - - - - - - - - - -

3. Time schedule

4. Roles definition

5. Handling disagreements

6. Changes and flexibility

7. Personality conflicts

8. Decision making

9. Agenda

10. Stating objectives

11. Define communication system

12. Team member absence


## PLANNING

Process involved with assessment of students needs with steps and/or procedures by which the team will attempt to meet these needs.

I. Needs Assessment

A. Define Problem

What are the parts of the problem?
How do team members perceive the problem?
Documented information, relating to problem

B.  Needs determination

What are the perceived needs of the students, staff, parents,
        and community?
Commonalities among needs
Future needs not discussed

C.  Value Assumptions

Who should make what decisions (rules)?
Decide on areas of agreement
Motivation
Human potentiality

II.  Determine areas of concern

III.  State objectives:

What will happen-expected outcome
Method of evaluation, how will we know when we have achieved
        objectives
Rank order of priorities -- of the above stated objective

IV.  Program Procedures

Methods of achieving objective:
        Resources needed for each method
        Possible outcome--methods of evaluation
        Constraints inherent in each method
                Staff dissatisfied
                Lack of resources
                Lack of training
Potential benefits of each possible method
Select a method

V.  Implementation

Plot sequence of events
        Rank order
        Sequential events, etc.
Determine roles of individuals in the team for implementing method
Needed assistance or training

VI.  Evaluation

Process evaluation
        Checkpoints (team decision)
        Record keeping
        Decision making for modification
Outcomes Evaluation
        Degree of success (accomplishment of objectives)
        Reasons for discrepancy between outcome and expected outcome
        What were unexpected outcomes?

Feedback

      How do we use outcome evaluation in ormation?
      Do we need new objectives?
      Do we need new procedures?
      What help do we need?

Evaluation is a key to the successful operation of any team. Evaluation takes on many forms and can be used in many ways within the total team teaching process.

You will notice several evaluation forms which can be adapted to be used in either A, B, or C listed below. Some suggestions follow:

## EVALUATION POLICY STATEMENT

The team will be responsible for evaluation. Evaluation will take several forms.

1. Daily review of individual _and_ team effectiveness

    a. this exercise is also necessary to begin planning for the next session

2. Weekly review of team in terms of:

    a. process (document X)

    b. meeting of objectives (Y1, Y2)

    c. formal-informal team relations (Z)

3. Unit review by students of team, objectives, and their own growth

FOR <u>A</u>

Individual Evaluation (Self)
Individual Evaluation of other team members
Team Evaluating team

TEAM
<u>Z</u>

_____
TEAM

Directions:  On each of the criteria below, rate your team as to its
current effectiveness.  Make one mark for each characteristic.

| AREA | Strong | Above AVG | AVG | RATING Below AVG | Weak |
|---|---|---|---|---|---|
| 1. The "team" works together in all phases of planning, implementing and evaluating their program. | ____ | ____ | ____ | ____ | ____ |
| 2. The efforts of the "team" can be seen in pupil growth and motivation. | ____ | ____ | ____ | ____ | ____ |
| 3. The team has complete confidence in each other and in their collective ability to carry off their work assignments. | ____ | ____ | ____ | ____ | ____ |
| 4. An open climate prevails marked by an open and frank dialogue, there is a lack of "hidden" agendas. | ____ | ____ | ____ | ____ | ____ |
| 5. The team has a strong leader who is recognized by others on the team. | ____ | ____ | ____ | ____ | ____ |
| 6. The leader sets out clearly the responsibilities of the group. | ____ | ____ | ____ | ____ | ____ |

| AREA | Strong | Above AVG | AVG | Below AVG | Weak |
|------|--------|-----------|-----|-----------|------|
| 7. The leader secures consensus of the group on their objectives. | ____ | ____ | ____ | ____ | ____ |
| 8. The team leader develops meeting objectives which are clearly understood by all members. | ____ | ____ | ____ | ____ | ____ |
| 9. A clear division of responsibility has been established where duties are fixed on a time table. | ____ | ____ | ____ | ____ | ____ |
| 10. The group meets daily to check on progress. | ____ | ____ | ____ | ____ | ____ |
| 11. The team utilizes many modes to evaluate their effectiveness. All data sources are utilized. | ____ | ____ | ____ | ____ | ____ |
| 12. The team reinforces positive student behavior. | ____ | ____ | ____ | ____ | ____ |
| 13. Teacher caring for pupils is genuine and visible. | ____ | ____ | ____ | ____ | ____ |
| TOTALS | ==== | ==== | ==== | ==== | ==== |

INDIVIDUAL
Z

A. Quality of a team member:

1. Compatible

2. Open

3. Patient

4. Realistic

5. Understanding

6. Flexible

7. Willing to listen

8. Willing to change

9. Willing to express one's self

10. Willing to compromise for good of team

11. Willing to work

12. Enthusiastic

13. Have a variety of backgrounds

14. Have a variety of disciplines (interdisciplinary)

15. Capable of establishing:

   a) criteria for goals

   b) instructional objectives

   c) student centered learning acrivities

   c) evaluation processes


## TEAM

1. Intercommunication among all members of team:

   a. Clear mechanics of communication - vocabulary, rules of procedure, semantic sensitivity, etc.

   b. Permissiveness for all members in expressing fears, needs, concerns ideas, etc. to the group

2. Group objectivity toward its own functioning:

   a. Ability of all members to make and accept interpretations about members and group functioning.

   b. Ability to collect and use appropriate process information about itself.

3. Interdependent responsbility by all members for:

   a. Sharing leadership functions - direction setting, being a resource for the group, etc.

b. Achieving skill in flexible adjustment to member and leader when required by the group at various stages of group production.

c. Achieving mutual sensitivity to the needs and styles of participation of all members

d. Distinguishing between member-role contributions and personality characteristics

4. Group cohesion adequate to permit:

a. Assimilation of new ideas without group disintegration

b. Assimilation of new members in a way to strengthen rather than to disrupt the group

c. Holding to long-range goals where the situation requires this

d. Profiting from success experiences

e. Learning from failure experiences and setting realistic goals

f. Making constructive use of internal conflicts

5. Group ability to inform itself and to think straight and decide creatively about its problems utilizing contribution potential of all members.

6. Group ability to detect and control rhythms of group metabolism: Fatigue, tension, tempo, pace, emotional atmosphere, etc.

7. Skill in recognizing and achieving control of significant sociometric factors in its own group structure.

8. Satisfactory integrations of member ideologies, needs, and goals with common group traditions, ideology, and goals.

9. Group ability to create new functions and groups as needed and to terminate its existence if and as appropriate.

FOR <u>B</u>

PLANNING PROCESS
<u>X</u>

<u>Evaluation Form</u>

| | Strong | Above AVG | AVG | Below AVG | Weak |
|---|---|---|---|---|---|
| **1. Differentiate Roles** | | | | | |
| C — Coordinate | _____ | _____ | _____ | _____ | _____ |
| D — Decide | _____ | _____ | _____ | _____ | _____ |
| R — Responsible for Action | _____ | _____ | _____ | _____ | _____ |
| S — Support | _____ | _____ | _____ | _____ | _____ |
| H — Historian | _____ | _____ | _____ | _____ | _____ |
| **2. Differentiated Responsibilities** | | | | | |
| . learner needs analysis | _____ | _____ | _____ | _____ | _____ |
| . planning instruction | _____ | _____ | _____ | _____ | _____ |
| . development materials | _____ | _____ | _____ | _____ | _____ |
| . teaching | _____ | _____ | _____ | _____ | _____ |
| . evaluating learning | _____ | _____ | _____ | _____ | _____ |
| . analyzing instruction | _____ | _____ | _____ | _____ | _____ |
| . documenting | _____ | _____ | _____ | _____ | _____ |
| . reporting | _____ | _____ | _____ | _____ | _____ |
| **3. Differentiated Arrangements** | | | | | |
| * Activities | | | | | |
| . individualized instruction | _____ | _____ | _____ | _____ | _____ |
| . group work | _____ | _____ | _____ | _____ | _____ |
| . large group work | _____ | _____ | _____ | _____ | _____ |

* Schedules

. time

      small blocks _____

      large blocks _____

. teacher _____

# A CHECK-LIST FOR PROCESS MONITORING
## X

This check-list is designed to help record and feed back observations to a group.

Group meeting _____

Name _____ Date _____

## Communication Skills:

1. Listening

   Poor      1        2        3        4    Good      6        7      Good

   People do not listen to each other,        People listen carefully even
   cut each off,                              to those they disagree with.

2. Responding

   Poor      1        2        3        4        5        6        7      Good

   People do not respond to                   People respond and build upon
   each other.                                previous remarks.

## Communication Pattern:

3. Direction (Is the conversation one-to-one, one to group, all through the leader, etc.?)

4. Content (Is the conversation mainly impersonal? Is there any discussion of how the members of the group or others feel?)

## Roles of Participants:

5. Record the names of the people who play the following roles:

   Evaluator: The people who pass judgement on the ideas of others.

   _____ _____

   _____

   Harmonizer: The people who try to smooth over any conflicts.

   _____

   _____

   Inventor: The people who find the usable solution.

   _____

   _____

**Gatekeeper:** The people who try to make sure others do not get cut off or get a chance to have their say.

_____

_____

**Follower:** The people who are generally eager to agree with other people's ideas.

_____

_____

**Blocker:** The people who can be counted on to challenge others' facts and ideas and who may prevent the group from coming to closure.

_____

_____

**Recognition Seeker:** The banterer who simply wants attention.

_____

_____

**Dominator:** The people who want to occupy center stage no matter what the issue and who regularly put others down.

_____

_____

6. Meeting Style:

   Tells _____          Sells _____

   Consults _____          Joins _____

                    No Particular Style _____

7. Meeting Effect: (Note the actual effects, not what someone says they will be)

   Eager participation _____

   Low commitment _____

   Resisting _____

   Lack of enthusiasm _____

   Holding back _____

X

## Process Evaluation

How often should we determine how we are doing?

How will we know what we are accomplishing?

How will we record such?

How will we make decisions on what should be modified?

## Outcome Evaluation

How will we know to what degree we have accomplished our objectives?

What are the reasons for the discrepancy between what we expected and what really happened?

What were the unexpected outcomes?

## Feedback

How do we use the process and outcome evaluation information with regard to what we do next?

Do we need new objectives?

Do we need new procedures (means)?

What help do we need?

What decisions should be made next?

PROCESS EVALUATION
<u>X</u>

Quality to team operations

1. Has a structure which is simple.

2. Has no formal individual decision-maker or
   authority figure

3. Has variety of members who accept responsibility
   based on problems and backgrounds

4. Is administratively responsible for its own
   space, curriculum, and schedule

5. Works independently of administration

6. Is evaluated by group itself and administrator

7. Provides opportunity for and guarantee of
   hearing individuals

8. Allows for individuals to work with small groups

9. Allows for exploration and use of new methods

10. All members handle all roles

Based on student needs assessment

FOR <u>B</u>

RECORD OF PLANNED ACTIVITIES
<u>Y</u>

Problem to be solved

| Question | Activity 1 | Activity 2 | Activity 3 | Activity 4 |
|---|---|---|---|---|
| What is going to be done? | | | | |
| Who is going to do it? | | | | |
| When is it going to be done? | | | | |
| To or for whom is it going to be done? | | | | |
| What criteria will indicate that it has been done? | | | | |
| What evaluation method will determine if plans have been carried out? | | | | |

<u>Y</u>

Activity _____

_____

1.  What happened:

2.  What didn't happen:

3.  Things completed:

4.  Things ongoing:

5.  Things started:

6.  Things that need
    to be changed:

Y

## Style of Team

1. Works together to:

   a. agree on formal arrangements
   b. perform needs assessment
   c. determine goals
   d. set up plan for action
   e. share action role
   f. evaluate activities
   g. help each member learn from experience

2. Has defined and stated roles in team

3. Works together frequently

4. Faces and discusses opportunities and problems of team work

5. Rotates roles regularly based on task

6. Meets regularly

7. Gives consideration to informal and personal needs of individuals

8. Has planned analysis and discussion time

9. Has planned analysis and discussion process

10. Works together to maintain team as an effective task-oriented group

11. Adapts readily to new situations

12. Structures planning time during school hours

13. Chooses own leader


B - 3 Formal, Informal, Interpersonal Relations, see all of Z

FOR <u>C</u>

## STUDENT EVALUATION

### (Agreed by team)

1. Statement

   a. Individualized to meet team needs and student abilities and situation

   b. Should be weekly

   c. Should evaluate teacher and team

      1) performance

      2) preparation

      3) cooperation

      4) presentation

      5) process

## OTHER EVALUATION TECHNIQUES

1. Rank Order

2. Continum

3. Brainstorming