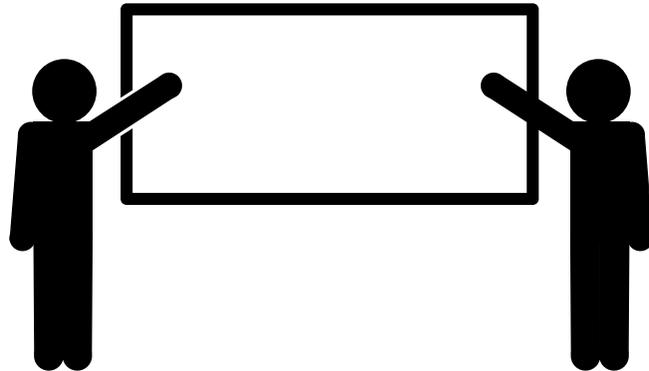
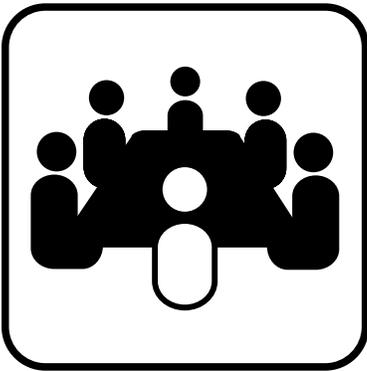


TAMING OF THE TEAM

How Great Teams Work Together



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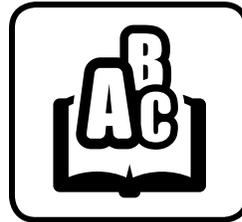
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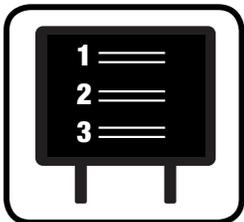
Unity

- » Team Name
- » Longevity
- » Team Rules
- » Parent Contacts
- » Student Contacts
- » Discipline
- » Mentoring
- » 3-5-3 Plan



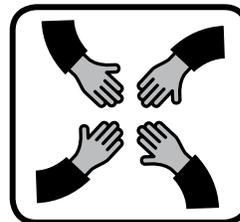
Curriculum

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



Team Agenda

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



What is Consensus?

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



Scheduling

- » Student & Teacher Focused
- » Teacher Empowerment
- » Flexible
- » Student Agenda



Conflict/Issues

- » Open and Honest
Communication
- » “I” Statement
- » Not time to grade papers—
Never cancel a meeting
- » Video Tape Teaching

Team Meeting with Student

Date: _____

Room: _____

Dear

At our 8-A team meeting on _____ we discussed _____

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

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

Please return this letter by

Thank you for your contributions.

The student will be picked up by a team member.

Sincerely,

Team Planning Log

Date: _____

Members Present:

_____	_____	_____
_____	_____	_____
_____	_____	_____

» Items Discussed

» Decisions

» Action Items

» Person Responsible

Team/Parent Conference Form - page one

Student: _____

Date: _____

» Reason for Conference:

» Parent Concerns:

» Team Concerns:

» Student Concerns:

Team/Parent Conference Form - page two

Student: _____

Date: _____

» Action Plan:

» Acknowledgements:

Student _____

Parent _____

Team Representative/Advisor _____

» Next conference or follow up: _____

Explanation of the **3-5-3** Practice

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

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

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

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

Tips

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

3 5 3 Planning Form

3 » Issues

-
-
-

5 » Strategies for Moving Forward

-
-
-
-
-

3 » Ways to Follow Up

-
-
-

Student Signature _____

Parent or Guardian Signature _____

Teacher Signature _____

Team Assessment - page one

Using the National Middle School Association Initial Position Paper

Directions: Write Yes (Y) next to each statement which applies to your team in any degree.

Write No (N) when necessary.

Use NA for not applicable.

We believe learning experiences for young adolescents should:

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

Further, we advocate learning experiences which:

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

Team Assessment - page two

Such learning experiences, which must be accessible to all students, require environments in which:

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

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

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

Team Assessment - page three

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

_____ the curriculum consists of separate subjects and skills taught and tested in isolation from one another

_____ content is judged to be more important than the process by which it is learned

_____ students are labeled and tracked into rigid ability groups

_____ lecturing, rote learning, and drill are used excessively

_____ textbooks and worksheets dominate

_____ faculty is organized by department

_____ staff development efforts are short term and non-productive

Academic and Behavioral Interventions

Academic and Behavioral Intervention for:

Student: _____

Address: _____

Phone: _____

Team: _____



Academic Interventions - page one

Student academic challenges as observed by team:

Classroom Teacher Intervention

Date and Initial

Conference with student

Signed agenda

Phone conference with parent

Daily Progress Report

Notification of grades and progress

Mini-Course recommendation

Simplified assignments

Provide scribe notes for student

Have student repeat directions

Weekly assistance with organization

Multi-modal approach

Provide help at lunch/after school

Verbal checks for understanding

Use of advanced organizers

Plan of Improvement

Adult Mentor

Lab class recommended

Team study hall recommended

Mini-course recommended

Other: _____

Student Strategies

Electronic Portfolio

Records homework assignments in agenda

Asks for help when necessary

Attends help sessions, lunch, before/after school

Organized binder weekly

Uses daily progress report or signed agenda

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Academic Interventions - page two

Student Services Involvement

Date and Initial

Weekly progress report

Academic contract

Care and concern process initiated

Reduce/break-up assignments

Pacing instructions (slower/faster)

Offer alternative assessment

Modify tests/assignments

Simplified reading assignments

ADD/ADHD referral

Child study meeting

Mini Woodcock administered

Discussion at team meeting in re: academics

Conference with parent, student, counselor, administrator, Mental Health, teachers

Other: _____

Parental Involvement

Tutoring

Alternative learning settings considered

Follow up on academic contract

Other: _____

Behavior Interventions - page one

Student academic challenges as observed by team:

Classroom Teacher Intervention/Strategies

Date and Initial

Preferential seating

 With a role model

 In a study corral/isolated

 Near teacher/front

Time out to re-center

Positive reinforcement for desired behaviors

Lunch detention

After school detention

Conference with student

Phone call to parent

Referral/Resolution

Stimulus, reponse, consequence, documentation

Adult mentor

Other: _____

Student Responsibilities

Communicates feelings of anger or frustration

Utilizes time out to re-center

Utilizes conflict resolution strategies

Student Services Involvement

Consult with Pupil Services

Consult with Mental Health

Mental Health interview

Consult with Counseling

Counseling interview

Peer Counseling Support

Child Study Meeting

Behavior Interventions - page two

Student Services Involvement, cont.

Date and Initial

Behavior Contract

 Meet with student

 Phone call/conference with parent

 Two week follow up

Referral for Care and Concern process

Other: _____

Administrative Involvement

Discussion at team meeting in regard to behavior

Discussion at team meeting in regard to attendance

Conference with parent, student, counselor, administrator, mental health, teachers

Habitually disruptive student process initiated

In-school isolation

Saturday School

Out of school suspension

Other: _____

Effective positive reinforcement for this student include:

Effective consequences for this student include:

Other:



General Student Information

Student Name: _____

Year: _____ HR: _____

Parent 1 Name: _____

Parent 2 Name: _____

Parent 1 Phone Number: _____

Parent 2 Phone Number: _____

Parent 1 Email: _____

Parent 2 Email: _____

Other Contact Names: _____

Other Contact Phone Numbers: _____

Other Contact Email: _____

Any information that you learn that the team may need to be aware of:

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ABOUT THE AUTHOR

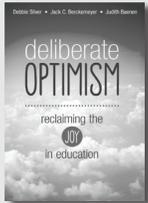
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A nationally-recognized presenter, author, and humorist, Jack Berckemeyer, began his career as a middle school teacher in Denver, Colorado. After two years of teaching he was named as an outstanding educator at his school, and shortly thereafter he was identified as one of the outstanding educators in the district. In 2003, he received the Outstanding Alumni Award from the Falcon School District. Jack brings his energy, humor, and expertise to all staff development as he helps teachers and administrators remember why this job makes a difference. Jack has presented in conference and school district settings both nationally and internationally. Jack served as a judge for the Disney American Teacher Awards and served on the selection committee for the USA TODAY All-Teacher Team.

Jack Berckemeyer is known for his motivating, practical ideas communicating a message of hope, laughter, and insight into education. Jack was also the Assistant Executive Director for the National Middle School Association for 13 years and is the author of *Managing the Madness - A Practical Guide to Middle Grades Classrooms*. His most recent publications are *Taming of the Team - How Great Teams Work Together* and *Deliberate Optimism - Reclaiming the Joy in Education*, co-authored with Dr. Debbie Silver and Judith Baenen.

Jack is currently the Owner and Director of *NUTS and BOLTS - Ready to Lead, Teach, and Learn Conferences* located in Denver, Colorado and Destin, Florida. Jack lives in Denver, Colorado and has no pets or plants.



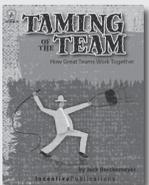
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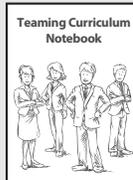
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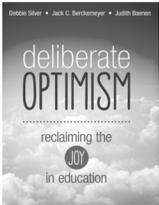
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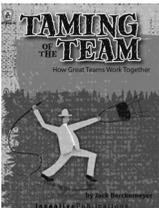
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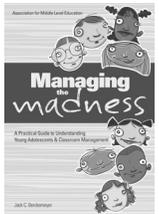
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