Interdisciplinary middle school level teams capitalize on the idea that the whole is greater than the sum of its parts. Administrators and team members can maximize the advantages of teamwork using team assessments to increase the benefits for students, teachers, and the school environment. Assessing team performance can lead to high performing teams and public documentation of the benefits for students. By documenting the benefits for students, teachers, and schools, team assessments can justify the cost of common planning time for teachers and other staff members.

Principals play a key role in the assessment process. Other key participants are team leaders, team members, and parents. Team assessment tools measure the current state of how the team works together and what the team produces. Assessments follow seven steps: determine the criteria of best practices, choose the assessment tool, collect data, determine discrepancies, target areas for improvement, set goals, and monitor and adjust. There are several categories of instruments used to assess team performance, including student achievement, student welfare, team effectiveness, team meeting, team process, and team leadership. The five appendixes offer: (1) the Team Effectiveness Critique for gauging team members' perceptions of 10 dimensions of caring, (2) the Team Process Inventory, (3) the Team Meeting Observation Form, (4) the Team Process Instrument, and (5) Team Leaders Metaphors (which generates discussion among team leaders in focus groups). (SM)
ASSESSING TEAM PERFORMANCE

Susan Trimble and Jerry Rottier

Interdisciplinary teams at the middle school level capitalize on the idea that the whole is greater than the sum of its parts. Teachers planning together and pooling their talents meet the challenge of teaching 10-14 year old students better than teachers working alone. Administrators and team members can maximize these advantages of teamwork by using team assessments to increase the benefits for students, teachers, and the school environment.

Assessing team performance can lead to

* High performing teams
* Public documentation of the benefits for students

The Benefits of Assessing Team Performance

1. High Performance Teams.

While some teams function reasonably well, other teams exhibit the symptoms of dysfunctional teams (Rottier, 1996). The challenge is for the group of individuals to move beyond rudimentary levels of group work into a high performing team that focuses its efforts and energies on specific tasks. Assessing team performance helps individuals in this process of "growing" as a team. Working through the steps of assessment, individual group members become aware of the best practices of teaming, determine their current state of development, and assess the gap between the two conditions. Teams aware of the gaps between current practice and best practices establish procedures to relieve these discrepancies.

2. Public documentation of the benefits of teaming.

Today's tight budgetary constraints spotlight justifying the cost of school programs.
School budget analysts take a strong look at cost/benefit factors. Common planning periods, an integral part of the teaming concept, are expensive. One middle school principal estimated the common planning period for a team cost the district $300.00 each time the team meets. In a medium-sized middle school, the elimination of team planning might save the district several hundred thousand dollars assuming teachers were assigned an additional teaching responsibility instead of the common planning period. On the state level, Georgia is in the process of collecting data from its middle schools to account for approximately $73 million a year appropriated by the Georgia Legislature for state middle school incentive grants. Decisions related to reallocation of these funds will depend on cost-benefits ratios and address the question: "Are the benefits of teaming sufficient to warrant the expense?"

By documenting the benefits for students, teachers, and schools, team assessments can justify the cost of a common planning time for teachers and any additional staff members.

Who does the assessing?

Principals play a key role in the assessment process. Assessment begins with the principal establishing clear expectations for the high performance of teams. The principal identifies the characteristics of effective teaming and hold teams responsible for meeting those objectives. The principal monitors the progress of teams on a regular basis and assists the team to continually strive to meet these expectations. Where teams struggle, the principal provides the necessary assistance for teams to be successful.

Other key actors in the assessment process include team leaders, team members, and parents. By virtue of the responsibility to the team, the team leader is in a position to continually assess the team's effectiveness and take steps to help the team move forward. Periodic
reflection by all members of the team will help the team on its journey of reaching the goals of improved student achievement and welfare. Parents of students on a team can offer valuable feedback which helps the team maintain its forward progress. Assessment from multiple sources will assist a team reach the higher levels of performance so clearly desired.

What is assessed?

Teams assessment tools measure the current state of how the team works together (team functioning) and/or what the team produces (team performance). The value of team functioning is to improve how individuals work together. The value of team performance is to target outcomes and gather measurable "hard" data for public documentation and future team development.

<table>
<thead>
<tr>
<th>TEAM FUNCTIONING</th>
<th>TEAM PERFORMANCE</th>
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<tbody>
<tr>
<td>Assessment Question, “Is teamwork evident in all parts of the process?”</td>
<td>Assessment Question, “Is the work of the team making a difference in outcomes?”</td>
</tr>
<tr>
<td>Group process and norms</td>
<td>Student achievement</td>
</tr>
<tr>
<td>Decision making and problem solving</td>
<td>Student well-being</td>
</tr>
<tr>
<td>Level of team development,</td>
<td>Teacher satisfaction</td>
</tr>
<tr>
<td>Team chores and paper work</td>
<td>Teacher innovation</td>
</tr>
<tr>
<td>Maximizing resources or inputs (team member personalities, student make-up, resources, school organization)</td>
<td>Teacher empowerment</td>
</tr>
<tr>
<td>Team connections with parents, administration, special ed, exploratory classes</td>
<td>and satisfied</td>
</tr>
<tr>
<td></td>
<td>team connections with parents, the administration, special ed, exploratory</td>
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The Process: How to assess team performance

Assessments in general follow seven steps:

1. Determine the criteria of best practices
2. Choose the assessment tool
3. Collect data
4. Determine discrepancies
5. Target areas for improvement
6. Set goals
7. Monitor and adjust

Two approaches can be used to implementation these procedures. The first approach is top-down, outside-in, and often is an immediate response to a request and need. The intent may be for the administration to compare costs/benefits of various programs, reallocate funds, and/or solve immediate problems.

The second approach, team self-assessment, is bottom-up, team instigated, future-oriented, and continuous. The intent is for teams to learn, reflect, and grow together for mutual benefits. The process entails becoming knowledgeable about best practices, learning how to collect data, establishing goals, and measuring progress over a period of time.

This approach of team self-assessment is based on team members' desire for improvement, trust and honesty to enable open communication, and the confidence, and knowledge and skills to self-assess and examine the results.

What Are Some Tools For Use in Team Self-Assessments?

The type of instruments used to assess team performance reflect the goals of assessment. They fall into several categories:

1. Student achievement

   The performance of students can be measured by national standardized tests such as the
Iowa Tests of Basic Skills. Many states have established standards for student performance in middle schools and have developed assessment tools to measure the student progress on standards.

2. Student welfare

Team generated instruments can be developed to gather data about certain aspects of student welfare on the team. Checklists and questionnaires might capture data on student involvement in school activities, awards accrued by students such as listing on honor rolls, or attendance figures. Data on behavior for referrals for truancy and alcohol/drug related incident can be collected from administrative offices. Teacher records will reveal the extent of missing and/or late assignments. Recording parent involvement in school functions such as parent conferences will yield valuable information for team performance.

3. Other instruments that have been developed for collecting data on team performance include:

The Team Effectiveness Critique (Appendix A) is a short ten-item form to gauge team members perceptions of ten dimensions of teaming.

The Team Process Inventory (Appendix B) addresses areas of team functioning in more detail and is useful for team members to compare their responses. It generates discussion on a variety of team processes and documents different perceptions of the team members.

Team Meeting Observation Form (Appendix C) provides a format for items to consider when observing a team meeting. It provides documentation of certain behaviors that may be used by an outside observer to share with the team. For example, a team member who dominates may be approached by indicating that s/he spoke 40 times while the other members spoke or
attempted to speak 5 times.

Team Process Instrument (Appendix D) are open-ended questions which ask teams to identify their strengths, areas that need improvement, and resources necessary to make these improvements.

Team Leader Metaphors (Appendix E) generates discussion among team leaders in focus groups. It may be used by administrators and team leaders to again insights into team leader perceptions of their teams and to generate enthusiasm and interest in a team leader's group.

Summary

Middle schools have discovered a powerful organizational strategy to assist them meet their goals of student achievement and student welfare. However, the quality of teaming needs to improve in order to meet these goals. Assessment of team performance is a step in the direction of helping teams move to a higher performance level.

Appendix A: The Team Effectiveness Critique
Appendix B The Team Process Inventory
Appendix C Team Meeting Observation Form
Appendix D Team Process Instrument
Appendix E Team Leader Metaphors

References

The Team Effectiveness Critique*
Susan Trimble - Georgia Southern University

Directions:  *Circle the number on each scale that indicates how you feel about your team.*

1. **Goals and Objectives**

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<tbody>
<tr>
<td>There is a lack of commonly understood goals and objectives.</td>
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<td>Team members understand and agree on team goals and objectives.</td>
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2. **Utilization of Talents**

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<tr>
<td>All team members' talents are not recognized and/or utilized.</td>
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<td>Team members' talents are fully recognized and utilized.</td>
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3. **Trust and Conflict**

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<td>There is little trust among members, and conflict is evident.</td>
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<td>There is a high degree of trust among members, and conflict is dealt with openly.</td>
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4. **Leadership**

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<tr>
<td>One person dominates, and leadership roles are not carried out or shared.</td>
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<td>There is full participation in leadership; leadership roles are shared by members.</td>
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5. **Team Procedures**

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<tr>
<td>There is a lack of procedures, and time is wasted in team meetings and other team activities.</td>
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<td>There are effective procedures in place that help team meetings and other activities to be worthwhile.</td>
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6. **Interpersonal Communication**

Communication among members is closed and guarded.  
Communication among members is open, relaxed, and often lively.

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7. **Problem Solving/Decision Making**

Decisions are made in a haphazard fashion leaving some members feeling left out.  
The team has well-established approaches to problem solving and decision making wherein everyone participates.

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8. **Experimentation/Creativity**

The team resists new approaches and rarely attempts to change routines or traditional formats of working with students.  
The team is constantly trying out new ways to increase the learning and well-being of all students.

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9. **Evaluation**

The group never discusses its functioning, activities, or effect on students' achievement and well-being.  
The team often evaluates its functioning, activities, and their effects on students' achievement and well-being.

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10. **Connections with the school and community**

The team rarely interacts with other teachers and staff in the school, the administration, parents, or the community in planning team activities.  
The team constantly interacts with others in the school, the administration, parents, and the community in planning team activities.

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*adapted from "The Team Effectiveness Critique" by Mark Alexander, University Associates, 1985 Annual: Developing Human Resources, pp. 105-106.*
TEAM PROCESS INVENTORY *
For interdisciplinary Middle School Teams

1. Do you consider this team successful?
   1. Yes
   2. No

2. If you consider this team a success, what is one major reason for your thinking this team is successful? (Circle one or more)
   1. get along
   2. get the job done
   3. work together planning instruction
   4. we make decisions with everyone's input
   5. it is fun working together
   6. we are all friends
   7. some other reasons

(please explain)__________________________

3. If you consider this team not a success, please identify one or more reasons why.
   1. _____% of the team members do not get along
   2. we do not get the job done
   3. we do not work together planning instruction
   4. we can not make decisions
   5. one person makes all the decisions
   6. no shared leadership
   7. our personalities clash
   8. some other reason(s)

(please specify)__________________________

5. Are there subgroups, such as pairs or trios on your team that divide its efforts? If so, what are they?
   1. No, there are no subgroups
   2. Yes, there is one and 2 other people
   3. Yes, one and 3 or more together
   4. Yes, two and 2 or more together
   5. Yes, in the following configuration

Directions for Items 5-30: On the following page is a list of behaviors that may describe aspects of your team. You are to decide whether the behavior is exhibited at the present time as always, often, occasionally, seldom, or never. Then write the number of the rating scale that reflects your thinking. Next mark the number of the rating scale that reflects your desired frequency of that behavior in an ideal state. If a behavior item does not apply to your team, mark the NA column (not applicable).
**TEAM PROCESS INVENTORY**

*Rating Scale: (1) NA (2) never (3) seldom (4) occasionally (5) often (6) always*

<table>
<thead>
<tr>
<th>Group Process and Management</th>
<th>Present Time</th>
<th>Desired Ideal State</th>
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<tbody>
<tr>
<td>1. Each of us participates in making team decisions</td>
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<tr>
<td>2. We implement decisions we make as a team</td>
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<tr>
<td>3. The team discusses team goals</td>
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<td>4. All of us speak openly with one another</td>
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<tr>
<td>5. Each team member makes significant contribution to the team work load</td>
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<td>6. We bring closure to items we discuss</td>
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<tr>
<td>7. We put time to good use in team meetings</td>
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<td></td>
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<tr>
<td>8. We make time in meetings to discuss teaching/learning</td>
<td></td>
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**TOTALS**

<table>
<thead>
<tr>
<th>Team Beliefs and Relationships</th>
<th>Present Time</th>
<th>Desired Ideal State</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. We share similar beliefs about teaching</td>
<td></td>
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<tr>
<td>10. Our team members would rather work together than alone</td>
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<tr>
<td>11. We trust each other</td>
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<tr>
<td>12. I enjoy being on this team</td>
<td></td>
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<tr>
<td>13. All of us are willing to collaborate</td>
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<tr>
<td>14. We make an extra effort to help students succeed</td>
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<tr>
<td>15. We recognize students' good behavior and work</td>
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<tr>
<td>16. We value our differences</td>
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</table>

**TOTALS**

<table>
<thead>
<tr>
<th>Team Tasks</th>
<th>Present Time</th>
<th>Desired Ideal State</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. We have parent conferences as a team</td>
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<tr>
<td>18. Each of us does at least two team thematic units a year</td>
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<tr>
<td>19. Our team is represented in committees which establish school policy</td>
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<tr>
<td>20. We refer some students for special services</td>
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<td></td>
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<tr>
<td>21. Our team benefits from business partnerships</td>
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<tr>
<td>22. The team gives input about school budget items</td>
<td></td>
<td></td>
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<tr>
<td>23. As a team we try out innovative ways of teaching</td>
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<tr>
<td>24. Our team has a say in hiring new team members</td>
<td></td>
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<tr>
<td>25. Has being on your team helped you make improved changes in your classroom?</td>
<td></td>
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**TOTALS**

* Developed by Susan Trimble, College of Education, Georgia Southern University, Statesboro, GA 30460.*
Team Meeting Observation Form
Susan Trimble - Georgia Southern University

Observer __________________________ Name of Team __________________________ Date __________

Management

All members present & on time
Recorder takes notes of meeting & decisions

Discussion

Equal participation
Clear question being discussed
Discussion stays focused on issue
Order to the items discussed

I:isions made and number

Specific decisions made and written down
Adequate brainstorming and input from members
Types of decisions:
  related to student behavior, learning/academics,
  extracurricular, student well-being

Leadership

Organized use of time
Shows understanding of others
Clarifies needs and issues
Keeps discussion focused
Recalls goals when appropriate

Summary

12
INDIVIDUAL TEAM SURVEY

SCHOOL _____________________________________________

TEAM _____________________________________________

What positive accomplishments can be attributed to your team? Please address accomplishments as they relate to students, staff, parents, curriculum, instruction, etc. Be as specific as possible and indicate any evidence you have for these accomplishments.

INDIVIDUAL TEAM SURVEY

SCHOOL _____________________________________________

TEAM _____________________________________________

What aspects of teaming have you not accomplished to the extent that your team desired? Please address these items as they relate to students, staff, parents, curriculum, instruction, etc. Be as specific as possible and for each item, indicate the reason(s) they have not been accomplished.

INDIVIDUAL TEAM SURVEY

SCHOOL _____________________________________________

TEAM _____________________________________________

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.

NOTE: Each of these items are placed on separate sheets.
TEAM LEADERS METAPHORS

FEELINGS

1. Right now, I feel _____________________________ about the job of team leader.

2. If I had a magic wand, for my job as team leader, I would wish for _____________________________

3. My ideal team would include _____________________________

and right now my team is _____________________________

4. Our team is moving in this direction (circle one arrow):

   | ← | ← | ← |
   |   |   |   |
   |   |   |   |

   I, as team leader am trying to _____________________________ (continue, change, encourage, or your choice of words) this direction by doing _____________________________

   _____________________________ (describe your actions).

MEMORIES

5. The best thing our team has done was _____________________________

   The part I played as team leader was to _____________________________

6. The worst thing our team has done was _____________________________

   The part I played as team leader was to _____________________________

7. I became team leader because _____________________________

RATIONAL THOUGHTS

8. The hardest thing about being a team leader is _____________________________

9. I think a team leader should do the following (as his/her job of team leader)

   _____________________________

   _____________________________

   _____________________________
10. I see my team as ....
   ___ a flock of birds because ___ a horse because ___ a cat because ___ a zoo like a ___ (name an animal) because

   None of the above, I think of it as simply

11. If I look at my team as a ______ (question 1), I can also see myself (as team leader) playing the part of

12. If our team teachers' had a vehicle to drive, it would be a
   ___ a Ford Ranger truck because ___ a ZX19 (a racy car) because ___ a station wagon because ___ a MG because ___ your choice of a ___ because

13. Our team's fairy tale line would be
   ___ and they lived happily forever after ___ and they couldn't put humpty dumpty together again ___ the seven dwarfs each so different but with a job to do ___ the ugly duckling ___ Rapunzel, Rapunzel, let down your hair (so we may climb up) ___ the gallant prince(ss) cutting through the thicket ___ Cinderella doing all the work

   because

Developed By S. Trimble (1997), Georgia Southern University, Statesboro, GA 30460.
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<tr>
<td>Author(s)</td>
<td>Trimble, Susan + Rottier, Jerry</td>
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<tr>
<td>Corporate Source</td>
<td>Georgia Southern University</td>
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<td>Publication Date</td>
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