	No	Sometimes	Yes
1. Do I openly share my ideas and thoughts with the team?	1	2 3 4	5
2. Do I present a clear and brief message when I communicate ideas in our team meetings?	1	2 3 4	5
3. Do I ask for clarification of another team member's ideas?	1	2 3 4	5
4. Do I stay focused on the agenda at meetings and not get off track with other topics?	1	2 3 4	5
5. Do I encourage other team members to share their ideas and opinions?	1	2 3 4	5
6. Do I ask other team members for feedback after I have presented a message?	1	2 3 4	5
7. Do I make sure that all feedback I give is constructive?	1	2 3 4	5

Any statements that you ranked 1 or 2 are improvement areas. A statement rated 3 also indicates that you may not be where you need to be in terms of effective communication. Complete this self-evaluation by answering the following questions and constructing a plan of action for effective communication in the future.

Question: *What communication skills do I need to develop? What area(s) should I address to increase my effectiveness in communicating with team members?*

Personal action plan:

_____

_____

_____

FROM: CREATING DYNAMIC TEACHER TEAMS IN SCHOOLS

Team Check 1: Assessing Team Consensus and Decision Making

As a team, evaluate how effectively you are making decisions and using consensus as the basis for decision making. Rate the team on a scale of 1 (never) to 5 (always) for each statement. As a minimum, this team check should be done on a quarterly basis.

	Never	Sometimes			Always
1. Teaching team discusses the possible outcomes of a decision on students, school, and community.	1	2	3	4	5
2. Teaching team explores the consequences of alternative solutions.	1	2	3	4	5
3. Agreement is reached without a hasty attempt to make the decision.	1	2	3	4	5
4. Teaching team follows ground rules for making decisions.	1	2	3	4	5
5. Teaching team uses consensus as the principal method for decision making.	1	2	3	4	5
6. Every member of the team has an opportunity to express his or her viewpoint.	1	2	3	4	5
7. Teaching team evaluates effects of a decision after it has been implemented.	1	2	3	4	5
8. Student impact remains the primary focus in team decision making.	1	2	3	4	5

If the team has a 1 or 2 in any statement, there is a good chance that effective decisions are not being made. Make sure that this a discussion item for your next team meeting.

Team Check 2: Performance Inventory

As a teaching team, you need to be able to evaluate the growth that you experience. This performance inventory serves as a check-up of sorts; it helps the team determine both its strengths and opportunities for improvement, as most check-ups do. Circle the answer that honestly reflects the way your team usually interacts.

1. The teaching team is abiding by the ground rules established by the team.	Yes	No	Sometimes
2. The teaching team uses an agenda during team meetings.	Yes	No	Sometimes
3. Teachers on the team share ideas and give input in team meetings.	Yes	No	Sometimes
4. Feedback is given and received constructively by all team members.	Yes	No	Sometimes
5. Members of the team perform and follow through on responsibilities assigned to their team role in a timely manner.	Yes	No	Sometimes
6. Individual and team concerns are reconciled in an efficient, productive manner.	Yes	No	Sometimes
7. Typical team problems and conflict are resolved using good feedback skills and conflict resolution strategies.	Yes	No	Sometimes

If your team answered no to any of the statements, that area is an opportunity for improvement. Formulate an action plan for improving in this area. If your team answered sometimes, there may be occasions where barriers are preventing the team from being fully effective. Examine what is causing the behavior to happen only occasionally, and plan to remedy the situation. If your team truthfully answered yes to the above statements, then it is well on its way to becoming a successful teaching team with high impact.