

# **Spackenkill Site-Based Teams (SBTs): Assessment**

## **1. Clearly defines its goals:**

A team requires a clearly stated purpose: not just an understanding of what needs to be done at the moment, but an understanding of the overall focus. Shared objectives lead to commitment. SBT members understand our district's objective with respect to Shared Decision Making as well as the objective of their shared decision making team at the building level. SBT members are involved in the goal setting process for the building they represent, and feel ownership to help support and carry out actions.

## **2. Addresses educational topics:**

With every stakeholder group represented in decisions that impact our schools and working on key initiatives, the more fiscally and educationally sound our schools will be. SBTs are expected to work on issues that are meaningful and impact the educational process.

## **3. Is well organized:**

Site-Based Teams define protocol, procedures and policies from the beginning. Structure allows a team to meet the demands of any task it must handle. How meetings are run is defined and followed consistently.

## **4. Clarifies roles and responsibilities:**

Site-Based Teams clarify the roles and responsibilities of its members. Each member is given a copy of the *Spackenkill USFD Shared Decision Making: A Framework for Our School and Community* or informed where it can be found on the district website. Each member is expected to understand his/her responsibilities according to this document and from clear action items identified at the meetings. The team decides on a SBT chair, not necessarily the principal of the school, at the first meeting, as well as a member who will take the minutes.

## **5. Develops a team climate and openly communicates:**

Members of a Site-Based Team talk to each other directly and honestly. Each member on a SBT Team should feel his/her contribution is listened to, valued and that he/she has "a voice."

## **6. Makes objective decisions:**

Site-Based Teams have proactive approaches to solving problems and making decisions. Members feel free to express their feelings about any decision. The team members clearly understand and accept all decisions and come up with contingency plans where appropriate.

## **7. Builds upon individual strengths:**

Site-Based Teams understand that individuals have their own knowledge base, skills and talents and work to effectively draw upon individual competencies. Individual members on a SBT should feel his/her contributions are valued.

## **8. Operates creatively:**

Members of Site-Based Teams are encouraged to brainstorm ideas, think outside the box, and take calculated risks by trying different ways of doing things. They don't let a fear of failure stop them from trying new processes or techniques. They are flexible and creative when dealing with problems and making decisions.

## **9. Assumes accountability:**

It is imperative to the success of SBTs that each member recognizes his or her impact on our district's effectiveness and our students' success. Each member also recognizes the responsibility that comes with that role by being prepared for meetings, on time; putting students first; showing respect toward others; researching topics; studying data; communicating to

stakeholders whom he/she represents; and explaining and supporting the rationale behind consensus shared decisions. Team members continually meet time, budget, and quality commitments.

**10. Focuses on results:**

Our Site-Based Teams are capable of achieving results beyond the sum of its individual members. Results are clearly defined and measurable so the SBT knows when its decisions and actions are successful.

**11. Builds consensus:**

Disagreements occur in all teams. It's not necessarily bad or destructive. Site-Based Teams openly work to create decisions that everyone feels comfortable with and can "live with" and be willing to support even if it's not his/her first choice. If/when conflict arises, SBT members use techniques such as the Consensus Building Tips and Phrases in *Spackenkill USFD Shared Decision Making* or they recognize the conflict and try to resolve it through honest discussions tapered by mutual trust.

**12. Evaluates its own effectiveness:**

A Site-Based Team needs to routinely evaluate itself to see how it is doing. "Continuous improvement" is an operating philosophy of Site-Based Teams. If performance problems arise, they can be resolved before they become serious.

## Spackenkill Site-Based Teams (SBTs): Assessment

Rating your team:     5 = Exceptional (consistent implementation and success)  
                               4 = Good (moderate implementation and success)  
                               3 = Mediocre (minimum implementation and success)  
                               2 = Not Good (inconsistent implementation and success)  
                               1 = Deficient (not addressed or not implemented)

COMMENTS:					
1. Clearly defines its goals.	1	2	3	4	5
2. Addresses educational topics.	1	2	3	4	5
3. Is well organized.	1	2	3	4	5
4. Clarifies roles and responsibilities.	1	2	3	4	5
5. Develops a team climate and openly communicates.	1	2	3	4	5
6. Makes objective decisions.	1	2	3	4	5
7. Builds upon individual strengths.	1	2	3	4	5
8. Operates creatively.	1	2	3	4	5
9. Assumes accountability.	1	2	3	4	5
10. Focuses on results.	1	2	3	4	5
11. Builds consensus.	1	2	3	4	5
12. Evaluates its own effectiveness.	1	2	3	4	5
Did your team have the required stakeholders represented?	Yes		No		
Would you serve on a SBT again if given the opportunity?	Yes		No		
Did you find this assessment useful?	Yes		No		
<p>51 – 60: Congratulations! Your team is at or near optimum performance. Maintaining your team at this level should be your goal.</p> <p>41 – 50: Not bad! Your team's in pretty good shape, although there is room for improvement.</p> <p>31 – 40: Your team has some problems, some of which may be serious. To rectify them, your team needs to focus on improving its lowest-scoring characteristics.</p> <p>Below 30: Your members are not functioning as a team. Your team needs to work on the basics of team building and shared decision making.</p>					

# **Spackenkill: Biennial Review of Shared Decision Making**

The Site-Based Team Assessment has been designed to assist us, in a valuable way, with our internal process and implementation of our Site-Based Teams; however, we recognize that 100.11 Commissioner's Regulations require districts to submit information about the view of our process to the New York State Education Department.

The information from our individual Site-Based Teams corresponds to the form required by NYSED as follows:

## **EDUCATIONAL ISSUES SUBJECT TO SHARED DECISION MAKING**

1. Clearly states its goals
2. Addresses educational topics.

## **INVOLVEMENT OF ALL PARTIES**

4. Clarifies roles and responsibilities.
5. Develops a team climate and openly communicates.

## **MEANS AND STANDARDS USED TO EVALUATE IMPROVEMENT OF STUDENT ACHIEVEMENT:**

6. Makes objective decisions
10. Focuses on results.

## **ACCOUNTABILITY OF DECISIONS:**

9. Assumes accountability.

## **DISPUTE RESOLUTION PROCESS**

11. Builds consensus.

## **COORDINATION OF STATE AND FEDERAL REQUIREMENTS FOR PARENTAL INVOLVEMENT**

Annual review of our Title I plan as per Policy 1115 Parental Involvement.

Note: #3: Is well organized; #7: Builds upon individual strengths; #8: Operates creatively; and #12: Evaluates its own effectiveness are valuable to us internally at Spackenkill but do not correspond to the evaluation form required by NYSED.

Assessment Values: 5 = (Exceptional) Consistent implementation and success.  
4 = (Good) Moderate implementation and success.  
3 = (Mediocre) Minimum implementation and success.  
2 = (Not good) Inconsistent implementation and success.  
1 = (Deficient) Not addressed or not implemented)