

Beresford School District  
Collegial Team Process  
Option B

Team Members:

Team Goal: (Goals must be written in first person, present tense and specify exactly what the team intends to accomplish. Goals must be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.)

Resources: (People, materials, in-service, etc.)

Action Plan: (Create a workable plan that leads toward your goal.)

Timeline: (When does the team plan to start and end?)

Outcome: (Did the team accomplish their goal? How did the team measure their success in terms of meeting the goal?)

Signatures:

\_\_\_\_\_  
Team Member

\_\_\_\_\_  
Team Member

\_\_\_\_\_  
Team Member

\_\_\_\_\_  
Team Member

The purpose of the **Collegial Team Process** is to have educators work collegially on a team to pursue carefully written goals. This option emphasizes the importance of educators developing the ability to work in a team environment to increase student performance, rather than function as a solo performer. The major components of the Collegial Team Process are:

1. The ability to develop goals based on data;
2. The opportunity to implement professional research;
3. The ability to use data to determine needs in a school;
4. The opportunity to work with colleagues; and
5. The ability to develop measurement devices to determine progress.

Educators will join a team of two or more colleagues who are committed to the Goal Achievement Process (GAP). In this process the Educator Team will use family and community data, professional practices research, or student data to develop performance goals. All goals need to be aligned with district goals and the school improvement plan.

In this model, educators will demonstrate their ability to:

1. Analyze and disaggregate student data;
2. Develop instruments to collect family and community data;
3. Implement professional practice research;
4. Utilize data to identify needs;
5. Generate goals and action plans to meet identified needs;
6. Create a series of assessment and measurement devices to determine how much and how quickly the goals are being achieved; and
7. Communicate the results to the school and the school district.

The **Collegial Team Process** will be evaluated based on the following standards and indicators listed below. The Collegial Team Process Evaluation Instrument can be found in the appendix section on pages 68-71 of the 2012-13 BEA/Board Negotiated Agreement.

**STANDARD 1: The educator successfully develops the Goal Achievement Process (GAP).**

**INDICATORS:**

- 1.1 Follows the GAP to set individual goal(s)
- 1.2 Follows the GAP to develop team goal(s)
- 1.3 Demonstrates the ability to write goal statements and action plans
- 1.4 Incorporates the goals into his/her professional life

**STANDARD 2: The educator utilizes professional practices research to identify goal areas.**

**INDICATORS:**

- 2.1 Understands the importance of research based practices to improve student learning
- 2.2 Engages in study to understand current research
- 2.3 Keeps current with subject-based research findings
- 2.4 Incorporates the goals into his/her professional life
- 2.5 Keeps current with practice-based research findings
- 2.6 Utilizes research to identify goals

**STANDARD 3: The educator functions effectively as a team member.**

**INDICATORS:**

- 3.1 Demonstrates leadership skills
- 3.2 Participates well as a team member
- 3.3 Incorporates listening skills in team meetings
- 3.4 Follows the priorities of the team
- 3.5 Demonstrates commitment and dedication to the team goals and action plans

**STANDARD 4: The educator is able to analyze and disaggregate student data.**

**INDICATORS:**

- 4.1 Understands the importance of data interpretation to make decisions
- 4.2 Demonstrates the ability to analyze data
- 4.3 Demonstrates the ability to disaggregate data using demographic indicators
- 4.4 Correctly interprets data to colleagues and community
- 4.5 Realizes the importance of developing process data to identify needs