

# Why Teaming at CMS?

## 1. What is the philosophy behind teaming?

Teaming is the organizational structure that creates opportunities for core teachers (Language Arts, Math, Science, Social Studies) to work with a common set of students, allowing for collaboration among teachers, integration of the curriculum, and coordination of activities to best promote learning for every child. Each team is designed as a learning community within the larger middle school (school within a school) helping to reduce student isolation. Only core teachers have a "team" planning period, electives do not; however teaming allows for greater communication with all teachers.

## 2. Why is teaming better for middle school students?

Teams create a social and academic climate that promotes developmentally appropriate activities for adolescents with a core area group of teachers. A team has been compared to a small neighborhood in a big city, enabling educators and adolescents to interact daily. This allows teachers to better meet the needs of teams of students as a whole as well as their individual needs. Teaming allows teachers time to assist students with the transition from intermediate school, as well as to high school. This is a critical time in an adolescent's life, and we want to continue to provide open communication with parents regarding their child. Team time provides the opportunity for parents to meet with all core teachers at one time, rather than four separate conferences.

## 3. How are teams of teachers and students created?

The building administration assigns teachers to teams based on their areas of specialization. Core area teachers serving on the team also consult with support staff, such as special education staff, gifted and talented personnel, and the grade-level guidance counselor and administrator.



## 4. What decisions about my child's academic and social life in the middle school are made at the team level?

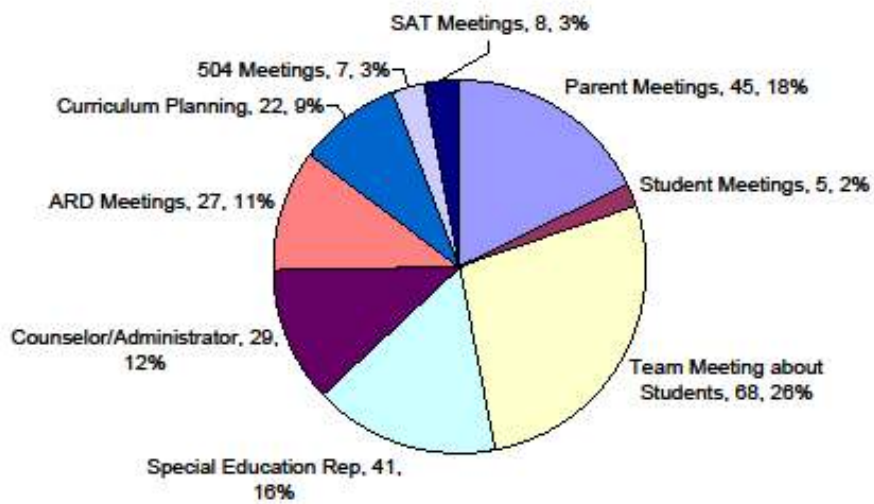
Your child's team teachers meet regularly to discuss team issues and plan social and academic activities to enhance his or her middle school experience. Teams set common goals, monitor individual student progress, coordinate communication with parents, plan curriculum integrations, coordinate homework, and plan special team activities.

Middle School students that begin to struggle can be identified earlier and interventions can be put into place earlier because of better communication within the team. Without teaming, identifying these students is much harder due to decreased communication (i.e. the opportunity to discuss academic, social, emotional needs of common students is removed without teaming).

## 5. How do CMS teams spend their time?

See chart below

**CMS Team Planning Usage  
1st 6 Weeks of 2010-11 School Year**



- Parent Meetings
- Student Meetings
- Team Meeting about Students
- Special Education Rep
- Counselor/Administrator
- ARD Meetings
- Curriculum Planning
- 504 Meetings
- SAT Meetings