

Team Building in the Workplace

Team building is very important if you wish to extract the best out of your workforce. Employees are urged to work smarter and not just harder, in an effort to deliver the desired results. Though it definitely contributes in its own way, individual brilliance does not singlehandedly decide the fate of an entire project.

Team building activities and icebreakers are fun ways to start the process of building a strong team based on positive relationships. They can allow group members to get to know each other, practice different styles of communication, make group decisions, solve problems, work with people they wouldn't ordinarily, test leadership skills, and laugh together.

We are inviting everyone to take part in our school's team building activities.

Please find below the list of dates that we will have Professional Development on half days. On those days, we would like for the assigned teams to come up with a team building activity. This is supposed to build community while having fun and getting to know each other. Team building activities don't have to take long - 20 minutes should be enough. ☺

Date	Content Team in Charge
November 8, 2013	ELA Team
December 13, 2013	Science Team
January 10, 2014	Social Studies Team
February 28, 2014	Math Team
April 11, 2014	Electives Team
May 9, 2013	Special Education Team
June and October 2013/2014	One - on - One and Instructional Aids

Once you have identified your activity, kindly email/print a rough outline. We will compile these activities to use in the future.

Here are some websites that may help you with some ideas for activities:

http://www.deca.org/_docs/chapter-resources/DECA-teambuildinggames.pdf

<http://caeyc.org/main/caeyc/proposals/pdfs/Pieper.pdf>

Thanks and Have Fun!!!

Kapeka and Aurelia



César Chávez Academy Staff Survey

- Touch Base
w/ KVK
- explain motive
for conducting

Instructions

The purpose of this survey is to find out your opinions about your school. Read each statement and choose the response that most closely matches your opinion. Record your response on the answer sheet provided. Open-ended responses should be recorded on this survey document. Please answer each item honestly. Your responses will be completely confidential. Please return both this survey and the answer sheet.

Information About Me

1	Gender	
	01= Male	02=Female
2	Race	
	01 = American Indian or Alaska Native	02 = Asian
	04 = Native Hawaiian or Other Pacific Islander	03 = Black or African American
		05 = White
		06 = Two or more races
3	Ethnicity	
	01 = Hispanic	02 = Not Hispanic or Latino
4	Role	
	01 = Support Staff	02 = Teacher
	04 = Other	03 = Administrator
5	Experience Level	
	01 = Less than 1 year	02 = 1-3 years
	04 = Other	03 = 4-10 years
		05 = More than 20 years

Purpose and Direction

	5 = Strongly Agree	4 = Agree	3 = Neutral	2 = Disagree	1 = Strongly Agree	0 = Not Applicable
1	Our school's purpose statement is clearly focused on student success.					
2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.					
3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.					
4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.					
5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.					

Governance and Leadership

	5 = Strongly Agree	4 = Agree	3 = Neutral	2 = Disagree	1 = Strongly Agree	0 = Not Applicable
6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.					
7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.					
8	Our school's leaders support an innovative and collaborative culture.					
9	Our school's leaders expect staff members to hold all students to high academic standards.					
10	Our school's leaders hold themselves accountable for student learning.					
30	Our school's leaders hold staff members accountable for student learning.					
12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.					
13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.					
14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.					
15	Our school's leaders provide opportunities for stakeholders to be involved in the school.					

Teaching and Assessing for Learning

	5 = Strongly Agree	4 = Agree	3 = Neutral	2 = Disagree	1 = Strongly Agree	0 = Not Applicable
16	All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice.					
17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.					
18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.					
19	All teachers in our school use a variety of technologies as instructional resources.					
20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.					
21	All teachers in our school provide students with specific and timely feedback about their learning.					
22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.					
23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.					
24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.					
25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams and peer coaching.)					
26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.					
27	In our school, related learning support services are provided for all students based on their needs.					
28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.					
29	In our school, all staff members use student data to address the unique learning needs of all students.					
30	In our school, staff members provide peer coaching to teachers.					
31	In our school, a formal process is in place to support new staff members in their professional practice.					
32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.					
33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.					

- 34 In our school, all school personnel regularly engage families in their children's learning progress.
- 35 In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

Resources and Support Systems

- | | 5 = Strongly Agree | 4 = Agree | 3 = Neutral | 2 = Disagree | 1 = Strongly Agree | 0 = Not Applicable |
|----|--|-----------|-------------|--------------|--------------------|--------------------|
| 36 | Our school provides qualified staff members to support student learning. | | | | | |
| 37 | Our school provides instructional time and resources to support our school's goals and priorities. | | | | | |
| 38 | Our school provides sufficient material resources to meet student needs. | | | | | |
| 39 | Our school provides protected instructional time. | | | | | |
| 40 | Our school provides a variety of information resources to support student learning. | | | | | |
| 41 | Our school provides a plan for the acquisition and support of technology to support student learning. | | | | | |
| 42 | Our school provides a plan for the acquisition and support of technology to support the school's operational needs. | | | | | |
| 43 | Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). | | | | | |
| 44 | Our school provides opportunities for students to participate in activities that interest them. | | | | | |
| 45 | Our school maintains facilities that support student learning. | | | | | |
| 46 | Our school maintains facilities that contribute to a safe environment. | | | | | |

Using Results for Continuous Improvement

- | | 5 = Strongly Agree | 4 = Agree | 3 = Neutral | 2 = Disagree | 1 = Strongly Agree | 0 = Not Applicable |
|----|---|-----------|-------------|--------------|--------------------|--------------------|
| 47 | Our school uses multiple assessment measures to determine student learning and school performance. | | | | | |
| 48 | Our school employs consistent assessment measures across classrooms and courses. | | | | | |
| 49 | Our school has a systematic process for collecting, analyzing, and using data. | | | | | |
| 50 | Our school ensures all staff members are trained in the evaluation, interpretation and use of data. | | | | | |
| 51 | Our school uses data to monitor student readiness and success at the next level. | | | | | |
| 52 | Our school leaders monitor data related to student achievement. | | | | | |
| 53 | Our school leaders monitor data related to school continuous improvement goals. | | | | | |

Open-Ended Questions

Please write your responses below.

1 What do you like best about your school?

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2 What do you like least about your school?

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3 What is one suggestion you would like to offer to improve our school?

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