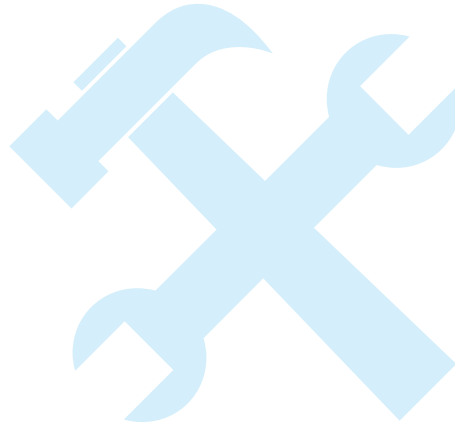


TEAM TUNE-UP

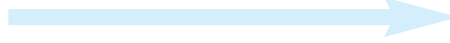


Examining team transcripts

Purpose	Use this worksheet to examine documentation of team meetings in light of goals the team has established.
Materials	Copies of team transcripts, yellow and pink highlighters, pencils.
Time	45-60 minutes.

DIRECTIONS

1	<ul style="list-style-type: none"> On the copies of the transcripts, draw a line between the major portions of the meeting (whenever the group turned its attention to a new subject). On the right for each section, record the core content being discussed (e.g. announcements, math assessment, reading lesson, writing strategy).
2	<ul style="list-style-type: none"> Use a yellow highlighter to highlight questions that were raised during the meeting. Use a pink highlighter to note when concerns were raised. To the right of the text, use a pencil to draw an arrow to the text where the question or concern was answered (if there was a response). <ul style="list-style-type: none"> What do you notice about the kinds of questions that people asked? _____ Did the group tend to pick up and respond to questions or bypass questions? Any thoughts about why? _____ How did people tend to respond to questions and concerns (e.g. provide strategies, direct to resources, put on next agenda, empathetic response, etc.)? _____

3	<ul style="list-style-type: none"> • Overall, what kinds of talk do you notice in this meeting? • Here are some possibilities in the blue box at right.  • Put a check mark next to those you find in evidence. • What other types of talk can be added to the list? 	<ul style="list-style-type: none"> Clarifying comments and questions <input type="checkbox"/> Coordinating work across classes <input type="checkbox"/> Directions (this is how you do something) <input type="checkbox"/> Announcements/updates <input type="checkbox"/> Planning/organizing <input type="checkbox"/> Directive (you need to do this) <input type="checkbox"/> Making connections <input type="checkbox"/> Providing background/history <input type="checkbox"/> Explaining/providing rationale <input type="checkbox"/> Sharing <input type="checkbox"/> Generating ideas, alternatives <input type="checkbox"/> Observational comments <input type="checkbox"/> Humorous comments/jokes <input type="checkbox"/> Other: _____
4	<ul style="list-style-type: none"> • When and how are students being discussed (i.e. generic references — ELLs, special education students; specific references — individual students; positive or negative references)? • What came before and caused teachers to introduce students into the conversation? 	
5	<ul style="list-style-type: none"> • When are documents, resources, or other artifacts being distributed? • Are they actually being discussed by the group, just referenced, or just distributed? • How are they being used? Are they advancing the group discussion and learning during the team meeting? 	
6	<ul style="list-style-type: none"> • Who is leading the conversation? • Circle the name of the person leading/facilitating the conversation. • Circle the names of others as/if this role shifts during the meeting. 	
7	<ul style="list-style-type: none"> • Who is talking, and who is not? • What do you notice about taking turns and the length of people’s contributions? 	
8	<ul style="list-style-type: none"> • Is there evidence in the transcript of a facilitator, a timekeeper, a note-taker, or a norms process observer? • Do they appear to influence the team’s work in any way? 	

Source: Adapted with permission from Boles, K., Henry, S., & Troen, V. (2007). *Examining team transcripts. The transformative power of teacher teams*. Unpublished manuscript.