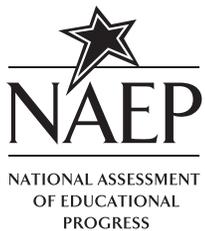




2011



Leadership

Building an Effective Team

Leadership

Leadership gives you practical information about supervising and communicating with your team and serving as a positive role model.

Managing a team is a challenge and an opportunity. It takes strong leadership and communication skills. With NAEP, you will not be working in a typical office setting. You'll be working in the field and on the road, and you'll be managing team members and critical materials. The decisions you make on the spot affect the integrity of the process and the data.

You'll be called on to use your training, patience, judgment, and communication skills when leading and mentoring your team.

Leadership gives you information about your role as a supervisor, including the principles of clear communication and leading and managing a group. In your supervisory role you're responsible for identifying; handling—and documenting—performance issues; overseeing the quality of your team's work; and resolving any conflicts that arise.

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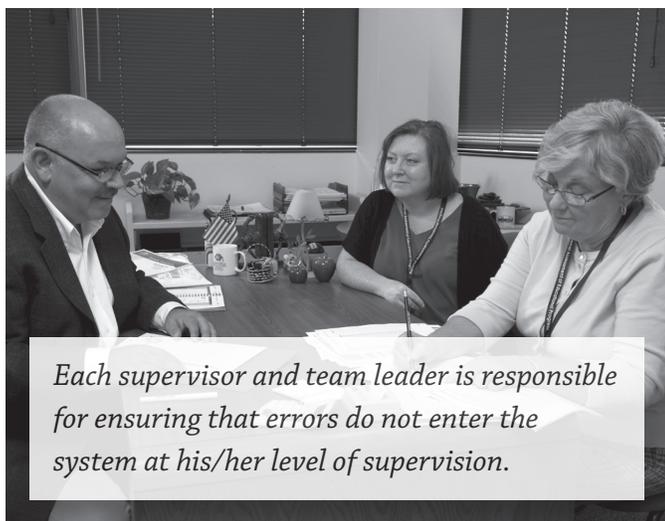
Supervision

The Cornerstone of Quality Control

Quality is an “indispensable and fundamental basis” of the NAEP assessment process. Your role in this process as a supervisor or team leader is vital in assuring quality control.

The “cornerstone” of quality in a research environment is uniformity of procedures, preciseness in adhering to those procedures, and elimination of errors that could affect the validity of the results. Errors at any stage of the process potentially compromise statistical validity.

An assessment of the magnitude of NAEP consists of a great many elements, including everything from the development of the test questions; to the selection of the student sample; to specifying and enforcing procedures within the testing environment; and the subsequent transfer, compilation, and analysis of data. While different groups perform these functions, each part of the assessment—from the planning, to the administration, to the compilation and uses of the data—is critical to the integrity of the data and the assessment.



Each supervisor and team leader is responsible for ensuring that errors do not enter the system at his/her level of supervision.

cor · ner · stone (kôr'ner-ston') n.
An indispensable and fundamental basis.

—The American Heritage® Dictionary of the English Language, Fourth Edition

The work you are doing is important.

Statistics play a central role in public policy debates, and the NAEP assessments contribute heavily to decisions about educational policy and funding that ultimately affect our schools and students. The data also are a rich resource for extended educational research.

Quality is a vital and indispensable concern in compiling this “snapshot” of educational progress.

Supervisors and team leaders play a vital role in quality control.

The supervisory hierarchy, by its very nature, functions as a system of quality control checks. Supervising in a research environment requires strict adherence to procedures.

Here's what you personally can do to contribute to the statistical validity of the NAEP assessments.

- *Be an exemplary role model.* As a supervisor or team leader, you set the tone. Maintain an air and spirit of accountability. Enforce attention to detail and strict adherence to policies and principles. When unexpected situations arise, don't improvise. Follow stated procedures to the letter to ensure uniform, accurate, and confidential data collection and reporting.
- *Don't shy away from checking the work of the people who report to you.* You are responsible for the work of your team. You and they should understand that quality control of their work is a critical part of your job. Remind colleagues that you are checking to validate the process.

This magazine will help you hone your supervisory skills to assure that quality is the “cornerstone” of the work of your team.

Basic Principles of Supervision

Lead Your Team to Success

Understanding six basic principles of supervision will help you to accomplish the goals that have been assigned to you.

Supervising others adds another dimension to your job. As a team member, you're responsible only for your own work. When you're a supervisor or team leader, though, you're responsible for the work that others complete as well.

A supervisor's "toolkit" consists of a set of goals and procedures, and a team to accomplish those goals. To this, supervisors bring a thorough knowledge of the job, dedication, and well-developed interpersonal skills. Good supervisors and team leaders have the following characteristics:

- good judgment,
- good organizational and people skills, and
- a solid knowledge of the procedures and goals of the organization.

Be Knowledgeable...

- As a supervisor or team leader, you're accountable for accomplishing certain tasks. Being a good supervisor is a state of mind. Align yourself with the mission of the project organization. Learn the processes and procedures "inside out" and know where to get the answers to something you don't know. Your supervisor and colleagues can be a major resource—don't be afraid to ask questions.
- Keep up to date on the procedures covered in training and in your

manuals, as these may change from year to year.

- Know when a decision or problem is "over your head," and where to go for help when questions arise on the job.
- Make the best use of resources. Learn the individual strengths of the people on your team and make the most of those strengths. Recognize differences in temperament and be aware of them in team interactions. Build a sense of community and collective accountability by pooling the skills



of your group and using the range of knowledge and skills people bring to the job to the team's best advantage.

Set High, Clear Expectations...



- Let team members know you expect them to check their own work and conduct quality control checks of

other team members' work, and that you will also verify their work for accuracy. In addition, your supervisor will be checking your work.

The idea of checking and rechecking work is integral to the process. Set the expectation that all errors must be found and corrected. Make this a common goal. Be wary of setting yourself up as a "safety net" by promoting the idea "if I don't catch the mistakes,

my supervisor will." Promote accountability for each task.

- Be clear with your team about daily work procedures, such as communication methods. If you have specific requests (e.g., telephone messages be returned the same day), write these down and distribute them to all team members.
- Be consistent.
- Give specific, unambiguous instructions.

Be a Good Role Model...



- As the supervisor or team leader, you're the person who sets the direction and controls the tone of the project. Communicate your respect for the importance of the task by example. Take your work seriously, project a positive attitude, maintain high ethical standards, and treat colleagues with respect and courtesy.
- Maintain a professional but friendly relationship with your team.
- Treat team members fairly and equally.
- Practice nondiscrimination.
- Consistently encourage teamwork.
- Do not allow personal problems to interfere with performance.
- Be well organized.
- Keep written records.

Lead with Confidence...

- Set and clearly communicate goals and priorities.
- Stay focused on the work.
- Be an effective decisionmaker and problem-solver. Define problems, decide on the criteria for making a decision, evaluate alternatives based on their outcomes, and then make the decision. Gather information from your supervisor and peers. When time allows, "sleep on" a problem before making a decision.
- Listen carefully to the people on your team. As you listen, be alert to subtleties, such as indications of

frustration or negativity, and follow up as soon as possible if you sense these feelings. Be genuinely interested in the people who report to you.

- Be predictable and consistent in your behavior with your team members.
- Stay calm under pressure.
- Be open to suggestions from your team about how to do things more efficiently.
- Recognize that being an excellent supervisor is a work in progress.



Communicate Openly and Often...



- Good communication is key to the success of your team. Make yourself accessible to your team and encourage communication between team members.
- Be responsive to team members when they contact you. Respond quickly even if you can't give them an answer right away.
- Make sure everyone on the team knows what they are responsible for, and what the roles and needs of other team members are.
- Have a set schedule for your reporting calls.
- If you don't hear from team members, don't assume everything is okay. Check in frequently about progress.
- Maintain open communication with your peers and your supervisor.
- Keep your sense of humor.

Stay On Schedule...

- One of your biggest jobs is to ensure your team is meeting the deadlines for its work. Constantly redefine priorities based on the current situation.
- Stay organized.
- Take charge of problems.
- Get your team members the tools they need to perform their jobs.
- Develop time management skills.



Supervising a successful team is a very rewarding experience. As you work day to day with your team, remember that ***shared accountability creates a feeling of real partnership.***

Think about it

How would you rate yourself on these ideal supervisory traits? How would your supervisor rate you?

1. I have good organizational skills.

Lowest 1 2 3 4 5 Highest

2. I follow procedures precisely and ask questions if I'm uncertain about how to handle something.

Lowest 1 2 3 4 5 Highest

3. I'm open to suggestions from team members about improving processes.

Lowest 1 2 3 4 5 Highest

4. I encourage team members to give their best effort by being a good role model.

Lowest 1 2 3 4 5 Highest

5. I communicate openly and am available when someone on my team needs me.

Lowest 1 2 3 4 5 Highest

6. I take my work seriously and maintain high ethical standards.

Lowest 1 2 3 4 5 Highest

7. I make sure work is completed on schedule.

Lowest 1 2 3 4 5 Highest

Did You Hear What I Heard?

Develop Good Communication Skills to Encourage Effective Teamwork

Ensuring effective communication as a supervisor or team leader requires the following components:

- *You must make your message understood.*
- *You must receive and understand messages sent to you.*
- *You must exert some control over the flow of the communication.*

Good communication skills are even more important when supervising at a distance.

A traditional office provides many opportunities for informal communication, camaraderie, and team building. In the few words exchanged as team members walk into each others' offices to clarify issues, meet in the hall, or run into each other at lunch, much valuable project information can be exchanged and informal bonds formed.

It's worthwhile to learn the art of communicating well. Here are some key communication techniques:

- Focus the discussion on the information needed.
- Use open-ended questions to expand the discussion.
- Use closed-ended questions to prompt for specifics.
- Encourage dialogue through eye contact and facial expression.
- State your understanding of what you are hearing.

When working from a distance, all communication must be initiated. With NAEP, the opportunity to get to know your team members in person is limited. Most of your interactions, outside of training and the actual assessments, are by telephone or e-mail. That means you have to make the most of every communication opportunity.

Fine-tune your communication skills.

Recognize that communication is more difficult when body language cues are absent. Body language is said to





account for as much as 90 percent of communication between people. When visual cues are removed, you must work harder to understand and clarify what is being communicated. Keep your voice tone neutral. Be alert to differences in communication styles and make sure communication is clear.

Resist making assumptions. If you are communicating with a colleague either by telephone or e-mail, be sure you understand that person's input. Clarify what you think you've heard by repeating it to the other person to assure you have it correct. Ask questions if you're unsure what has been said.

Don't assume that silence equals consent or progress. You should expect a reply to your questions or requests within 24 hours on weekdays. If a team member does not reply to your communication in a timely manner, check in with him/her again. If you haven't heard anything about work in progress for several days, check in for an update with that team member. Document communication problems with staff and report them to your supervisor.

Use a mixture of telephone and e-mail communication.

Be alert to the pros and cons of these methods of communication described below. Use them effectively to get the job done. When leaving a voice message or sending an e-mail, take the extra moment to be certain your message is clear, well organized, and courteous.

Use active listening.

Active listening involves listening with your entire being. This means that you remain fully focused on what the other person is saying. Be aware of his/her body language as well as your own. Learn to listen actively to improve your communication skills. Telephone calls give you the opportunity to connect personally with team members. Give team members time to express themselves during conversations. Clarify what you think was said by asking questions or by rephrasing what you think you heard. (For example, say: "Did I hear you correctly? You think..." or "Let me make sure I understand...") Ask questions if something the other person said is not clear to you.

Use e-mail effectively to connect your team.

E-mail has dramatically changed business, and it plays a vital role in connecting offsite team members. E-mail offers a number of advantages: it's reliable, extremely fast, and provides a written record of interactions. E-mail also affords people the opportunity to reflect on their response before replying and allows people to work with fewer interruptions. It can be ideal for communication with groups or individual team members, as long as everyone uses it wisely.

*Communication improves with practice!
Make it a habit to communicate often and
effectively with your team.*

Think about it...

Think back on times when e-mail messages you received did not relay information appropriately or were not professional. Which of the guidelines mentioned here were not followed? Are there additional guidelines you might apply? Keep in mind that e-mails are legal documents.

Here are guidelines to keep in mind if you communicate regularly by e-mail.

- *Use the subject line effectively.* For example, title your e-mail “Follow-up to the June 4th meeting” rather than “Hello again.” The subject line helps you retrieve and file documents and makes it easier to identify messages that are relevant to the topic you’re working on. Change the subject line on a reply e-mail if you change the subject.
- *Send copies of e-mail only to those who need it.* Be selective. Avoid the “reply all” function unless all of the recipients need the information.
- *Keep your supervisor in the loop by copying him/her on significant e-mails.*
- *Don’t assume your e-mail is confidential.* E-mail can easily be—and sometimes is—forwarded to others. Keep this in mind as you write.

- *Don’t type in capital letters or use excess punctuation.* USING CAPITAL LETTERS IMPLIES YOU ARE SHOUTING AT SOMEONE. So does using too many exclamation points!!! These are considered to be rude.
- *Give yourself time to reflect before sending an irate e-mail.* If you’re angry or upset, draft an e-mail that details your concerns, but don’t send it right away. Come back and review it later. You may want to change it before you hit the “Send” button.
- *Avoid “cute” Internet abbreviations or symbols.* These may be unfamiliar to your reader and should not be part of normal business correspondence.
- *Use humor and irony sparingly.* Tone does not translate well in cyberspace, because there are no vocal or body language cues for the reader. Keep business correspondence focused and professional. Be polite.
- *Establish acceptable turnaround time for your team.* Do you expect to have a return message from team members by close of business on the day your e-mail was sent or within 24 hours? Make your policy on turnaround time clear to all team members.
- *Send a “receipt” message if you are unable to respond to an e-mail message from someone in a timely manner.* Indicate that you’ve received the e-mail and tell the recipient when you expect to be able to reply to it.

Use an effective combination of e-mail, individual and group telephone calls, and take advantage of in-person meetings when the opportunity arises to establish maximum teamwork.

How To Conduct Effective Reporting Calls With Team Members...



You’ll conduct many reporting calls with your team. Here are some guidelines to maximize the effectiveness of these calls.

- Set the time for the call in advance.
- Ask for any topics your team members would like to discuss during the call.
- Prepare an agenda for the call and distribute it in advance.
- Start the call on time.
- Appoint a note-taker for group conference calls.
- Keep the discussion moving and on topic.
- Allow time for questions or discussion.
- Discuss any nonpersonal performance issues that may have come up with the team. (Appropriate next steps, if any are required, are discussed in this magazine.)
- Summarize and distribute outcomes of the call.
- Follow up on any action items after the call is completed.

Getting Results

Improving Performance Through Feedback



Regular feedback to team members reinforces what's expected of them. It enables them to repeat successful behaviors and work on skills where improvement is needed.

Giving feedback well is critical to your success as a supervisor or team leader.

You can build a positive team attitude through effective feedback. Use feedback to encourage the team's good work and improve individual performance, where necessary. Maintain a positive, respectful rela-

tionship with team members before, during, and after feedback sessions.

Clarify your expectations of job performance.

Giving feedback starts well before a feedback session. Carefully articulate the job requirements so each person on your team understands what you expect of their job performance. Unclear or unstated expectations may create problems when it's time to provide feedback; team members may become frustrated or defensive if your expectations weren't clear. Let team members know how their performance is impacting the project and other team members. Engage your team in setting performance and behavior guidelines. Use them to write a team charter to refer to when problems arise.

Voice of Experience

“A number of the ACs and AAs have been working with NAEP for years and find it difficult to accept that procedures change. I have found that giving them feedback that validates their abilities and recognizes their strengths helps them to adjust to the changes.”

Provide detail about professional behaviors.

When giving feedback, focus on the behaviors of your team members, not their personalities. It’s more effective to ask a team member to do something different than it is to ask him/her to change who they are. Offer specific details in your feedback. For example, say, “Please be sure to fully identify yourself when calling a school principal and make sure you emphasize the importance of the assessments in your introduction” rather than saying, “You still need work on your introductions when calling school principals.”

Team members need to understand specifically how to improve or maintain their performance; vague comments will not help.

Use positive feedback to promote and maintain good job performance.

Providing positive feedback is one of the most important ways of motivating your staff and building their confidence. Deliver positive feedback in a timely and consistent manner. When team members hear early and often that they are doing a good job, they’re more likely to perform consistently well.

Describe specifically how and why your team members’ performance was good so they can repeat successful behaviors. For example, say, “Your exact reading from the script assures that the assessment will be conducted uniformly across the country.” Positive feedback will motivate your team members and build their confidence.

Use constructive criticism to improve job performance.

Constructive criticism must be timely. When you notice performance problems, provide input as soon

as possible so team members can immediately start working to improve. Silence conveys the message that performance is acceptable. If team members receive your constructive criticism later on, they might feel “blind-sided,” which could damage morale. If you find yourself having to address the same problem more than once with the same individual, make sure that person is aware of the negative impact his/her behavior is having on the project and team.

Frame your corrections with positive observations about performance, if possible. Avoid using accusatory “you” statements, such as “The school coordinator from Belleview Elementary is very upset with you.” This type of statement can make team members defensive. Instead, open a dialogue between you and your team member. For example, say, “I received a call from the school coordinator at Belleview Elementary who said he received a Preassessment Packet but has not received a call. Remember, all schools must be called at least 2 weeks before the assessment. Would you like me to help you set up your preassessment call schedule?” Be a mentor: Show team members you will help them improve their performance.

*Apply the Golden Rule of feedback:
Praise in public, discipline in private.*

When team members perform well, make sure everyone knows it. Send an e-mail to the whole team describing what you liked in specific detail or begin your next meeting by commending their work.

Always provide negative feedback in private. It is inappropriate and unprofessional to criticize a person in public.

Giving feedback effectively is a learned skill. Follow these guidelines to conduct feedback sessions that are positive and productive.

Some feedback to team members must be documented.

As will be described later in this magazine, you will sometimes be responsible for recording information about poor job performance, and a team member’s response to your attempts to correct it, in the Documentation Log (see page 26).

Constructive/Corrective Feedback Given To Improve Performance

Providing feedback to team members to improve performance is a vital part of leadership. Here are some steps to improve performance through constructive/corrective feedback.

Constructive/Corrective Feedback Steps	Do	Do Not
1 Describe the situation from your perspective.	<ul style="list-style-type: none"> Use neutral tone and expression Use specifics and details Focus on the tasks and how they are carried out Include dates and number of times incident occurred Describe how others perceive the behavior Describe the result of the behavior on others (client, team member, etc.) Point out patterns 	<ul style="list-style-type: none"> Have this discussion in front of other people Emphasize the personal aspect of the issue Allow the employee to begin justifying behavior one incident at a time
2 Ask team member for perspective and information on possible extenuating circumstances.	<ul style="list-style-type: none"> Ask open-ended questions Listen carefully and actively Acknowledge team member's comments Recognize team member may need to "vent" 	<ul style="list-style-type: none"> Interrupt Discount or contest feelings Take comments personally
3 Get agreement (from team member) on existing problem.	<ul style="list-style-type: none"> Keep conversation focused on the problem Try alternative approach if no agreement on problem is reached Try to get acknowledgement of the consequences of the behavior Ignore attempts at extraneous or "deflecting" conversation Have team member take ownership of the problem 	<ul style="list-style-type: none"> Assume silence means agreement Continue the discussion if there is no agreement on the problem
4 Discuss why behavior is occurring or problem exists.	<ul style="list-style-type: none"> Make sure team member received needed information and understood it Recognize good performance by offering positive feedback Ensure that team members are properly trained for duties Motivate team members to improve performance Accommodate team members' preferences or style differences 	<ul style="list-style-type: none"> Make assumptions about the cause of the behavior Make generalizations, such as, "You always..."
5 Identify ways to remove obstacles to successful performance.	<ul style="list-style-type: none"> Ask for and consider team member's ideas and suggestions Provide any needed training or resources. Work with team member to clarify expectations Try to make the situation "win - win" Give suggestions on how you might have dealt with the situation 	<ul style="list-style-type: none"> Make decisions unilaterally Assume you know what is best for the team member

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Constructive/Corrective Feedback Given To Improve Performance		
Constructive/Corrective Feedback Steps	Do	Do Not
6 Set clear expectations and consequences.	<ul style="list-style-type: none"> Summarize problem Set clear expectations for improvement Set a definite timeline for improvement Explain consequences if no improvement occurs Follow up 	<ul style="list-style-type: none"> Set consequences that you can't or won't implement
7 Get commitment from team member on the solution.	<ul style="list-style-type: none"> Be sure team member understands your expectations and how to meet them Recognize the team member always has a choice 	<ul style="list-style-type: none"> Assume silence means agreement Assume the team member wants to work to improve the problem
8 Follow up promptly at the agreed-upon time.	<ul style="list-style-type: none"> Communicate with team member concerning progress or lack of progress Identify any future discussions to be held Get closure on the situation Praise his/her successes 	<ul style="list-style-type: none"> Let the process "fizzle out" or get lost in the shuffle

THINK ABOUT IT... Take a moment to think about how to phrase constructive criticism. Read the examples in the table, and then complete the table by writing your own examples: First of a poor way to give feedback, and then of a better way to give that feedback. It's all in how you say it.

Instead of saying...	Say...
"That's not very professional."	"Remember, it is important for us to maintain a professional appearance at all times. Wearing denim clothing is not an option during a school visit."
"Please don't just make up answers when students ask you questions."	"Our role is to follow the session scripts and respond to student questions with scripted NAEP answers. Remember that the scripts are included in the manual, and we must follow them at all times."
"Look. The top of the Administration Schedules you worked on are all messed up."	"Let's check the top section of the Administration Schedules together. You miscalculated the number of ineligible students; let's work out the numbers together."
"I don't want to hear you talking about conditions at the schools again."	"Sometimes we work in schools in less than ideal circumstances. We should never comment on the conditions at a school to the school staff, the students, or in conversations with other NAEP staff members."

Think It Through

Solve Problems Creatively

The steps you take as a supervisor or team leader to resolve problems will affect your success in this position.

By addressing problems proactively, creatively, and systematically, you create opportunities for your team to work more productively.

Address problems as soon as you identify them.

Every problem brings opportunities for a team to grow in a positive way. By acting quickly, you will gain the respect of your team members and bring a fresh perspective to the team's operations. As you work as a team to solve problems, realize that some team members may have very strong feelings about some issues. Keep the focus on the issues and encourage open discussion and evaluation of solutions. Prioritizing issues is a key to avoiding problems.

Focus your problem-solving capabilities on the issues that affect your team's work the most.

Here are questions to ask yourself to prioritize issues and determine your best course of action.

- *How critical is the problem?* If it's a minor issue that can be resolved by team members, encourage them to take the initiative and address it. If the problem is complicated, has longer-term implications for the team's work, and/or involves questions of policy, its criticality is higher, and you should get involved quickly.

For example, if an AA leaves the room to go to the restroom and leaves NAEP materials unsecured, the confidentiality and validity of NAEP data is being directly compromised and you must take action immediately to secure these materials and prevent this from occurring again. On the other hand, if an

AA is late for an assessment, you can wait to speak privately to the AA after the assessment has been completed. It's imperative for you to get immediately and directly involved when any issue affects the confidentiality and validity of NAEP data. If the issue does not affect the validity of NAEP data, you can wait for an appropriate time to resolve the issue, and/or involve other team members, as appropriate.

- *How urgent is the problem?* Ask yourself how quickly this problem must be resolved. Studies show that most of us spend most of our time solving problems that are urgent but not critical because we tend to react to what needs to be done now instead of looking at what needs to be done over the long haul. So

Solving problems: Where should I start?

Define the problem.

A well-stated problem may be, as the saying goes, half solved. Map out how you and others see the problem, and describe its impact on your work. Use this input to develop a simple description of the problem. Your statement of the problem may indicate possible solutions.

Identify and evaluate possible solutions.

Analyze examples of the problem to develop a list of possible solutions; ask colleagues and your supervisor to share their ideas if the situation warrants. Once you have a list, evaluate each solution taking into account the benefits and drawbacks of each.

Select a course of action and "sell" your decision.

Select the best alternative based on your analysis of the alternatives. Choose a decision you believe in and can defend. You may need to "sell" your decision to others. If so, take the time to explain how you arrived at your decision.

Implement the decision and evaluate the results.

Implement your solution to the problem and carefully monitor its results. Do this over an extended period of time, if necessary, but be sure to evaluate the impact regularly, so you can make adjustments as needed.

before you put out today's smaller fires, make sure that's the best use of your resources. Problems that are both critical and urgent require your attention first. In the administration of NAEP, tasks must be completed within specified timelines. Most assessment day tasks are urgent because they are squeezed into a tight timeline, but some of these tasks are not critical because they do not affect statistical validity. Ask yourself: What is my timeline for resolving this problem? Does it have to be resolved immediately to ensure the validity of NAEP data? Or, is there another opportunity in the process to solve this problem?

For example, during the preassessment visit, ACs verify that parents/guardians have been notified about NAEP. Although this task must be completed before the assessment can take place, it is not critical to the preassessment visit. The AC can follow up after the visit to verify that parents have been notified before assessment day without compromising the assessment. If, however, the AC arrives at the school on the day of the assessment and the school has not notified parents/guardians, then the assessment cannot take place.

- *Do I have the primary responsibility for completing this task?* Answers to this question can be found throughout your manual. If you do have the principle responsibility for a task, you're also responsible for developing and implementing a solution if a problem arises. You must also decide whether you need to consult your supervisor and ask for help.

Remember: In most instances, the earlier you do this, the better off you'll be.

For example, the AC is expected to help the supervisor prepare the Preassessment Packet. The supervisor has principle responsibility for completing this task. If this job hasn't been completed in a timely fashion, it is up to the supervisor to take responsibility to solve the problem, calling upon his/her field manager, if necessary.

- *What effects could this problem have? Who or what might be impacted by this problem?* Try to identify what could happen if a problem occurs or isn't corrected. This will help you focus on solutions.

For example, what could result from an AA incorrectly completing the top of the Administration Schedule? One effect could be that an unnecessary makeup session will be scheduled. This would impact the school—in finding space and time for another assessment session—as well as the team, because an AA will be tied up in administering the makeup session. Understanding the effects of a problem can help you determine how to address it.

- *Is this problem solvable?* Ask yourself if the solution you're considering is a breach of standard NAEP procedure. If so, take this problem to your supervisor right away. If your solution does not breach standard procedures, the problem is solvable. If it doesn't delay your efforts, discuss the problem/solution with others on your team to get as many perspectives as possible. Others may suggest solutions you haven't considered.

Systematically address problems once you've evaluated them using the criteria below.

Common decision-making mistakes

Experts report these mistakes often sabotage the problem-solving process:

- Failure to recognize a problem in a timely manner.
- Not learning from past experiences.
- Underestimating or overestimating the value of information received from others.
- Not asking for sufficient evidence of the problem.
- Hearing only what you want to hear or seeing only what you want to see.
- Taking too long to implement a solution.

Tricks of the Trade

Learning From Experience

As assessments are conducted throughout the country year after year, supervisors and team leaders encounter many situations on a recurring basis.

Here are some common challenges that NAEP supervisors and team leaders face on the job. Review the strategies below that describe what to do and say to address these challenges successfully. Ask yourself: How would I meet the challenge?

Scenario	What to Do	What to Say
An AA arrives at the school an hour after he/she was supposed to be there.	In private, ask the AA what caused him/her to arrive late. Explain the impact by describing the effect on the team and the school.	"NAEP procedure states that you must arrive at the school at least an hour before the assessment begins. Being late is unacceptable and compromised the time our team had to prepare for the sessions and could have inconvenienced the school by starting the sessions late."
An AC is not doing a procedure exactly as NAEP describes it in the manual. When you point this out, the AC becomes very defensive, saying he/she has worked on NAEP for 5 years, and this is the way it has always been done.	Be sympathetic but firm when you ask the AC to correct the problem immediately.	"I know it's hard to implement new procedures, especially when you have as much experience as you do. The procedure was changed, and it is imperative that you follow the procedure as it is written this year."
An AA leaves the completed assessment booklets sitting in an empty classroom.	Stay in the room until the AA returns, and then explain why leaving the booklets is unacceptable.	"I noticed the booklets were left unattended in the classroom. According to NAEP security and confidentiality guidelines, the booklets must remain within sight of a NAEP representative at all times. I stayed in the room until you returned, but this must not occur again."
An AC complains to his/her supervisor that there is not enough time to quality control check the rooms and assessment booklets.	In private, discuss with the AC the importance of quality control in the assessment process.	"In the 2011 assessment one of the emphases is a focus on quality control. It is paramount that you conduct quality control checks on the tasks performed by AAs. This is one of your most important responsibilities, and we're counting on you to make sure it's done right."
The AC arrives at the school unprepared, without having reviewed any of the essential documentation.	Immediately assist the AC in getting up to speed and prepared. In private, discuss the reasons why the AC was unprepared and explain how this behavior must change.	"As NAEP representatives, we must be prepared and efficient when we're at a school. We have a limited window of time to spend at the school and with the school coordinator. We must make the most of this and make good use of everyone's time."

Strengthening the Links

Improving Poor Job Performance

In the course of supervising your team members, you may occasionally work with people whose job performance does not meet expectations. With careful attention and documentation, you can help these team members improve and minimize any negative impact of their work on the team.



Voice of Experience

“Approach your work with the understanding that your mission is to help your team succeed.”

Performance problems can be stressful and challenging to resolve on your own. Don't hesitate to consult with your supervisor about what measures to take to improve team member performance. Your supervisor is a source of information, guidance, and support in this process.

The following tips will help you act swiftly. Your team has a very short time to accomplish a large amount of work.

Set high, clear expectations.

Team members need to understand their roles, responsibilities, and job tasks in order to perform successfully. Make sure you communicate your expectations to your team regularly. This will proactively deter most performance problems.

Document the performance of your team members consistently.

Complete performance checklists regularly. Document all individual performance issues and any actions you take to improve poor performance. The Documentation Log should be completed when providing corrective feedback. Make consistency your goal; treat all the members of your team fairly and equally. A full record of your supervisory activities might be necessary in the event of demotion or termination decisions.

Address performance problems immediately.

Poor performance can have a tremendous impact on your team, either by allowing bad morale to develop or by “dragging down” the team's performance through missed deadlines, inaccuracies, etc. When you address performance problems quickly, the rest of the team will benefit—and respect your leadership as well.

Try to determine the probable cause of poor performance.

Take time to examine the behavior of team members who are not performing well and discuss their perfor-

mance problems with them to identify the cause and determine how they can be corrected.

If team members demonstrate a lack of understanding of job tasks or have inefficient work habits, additional training may help them improve. Behavioral and attitude problems may require feedback and boundary setting.

When necessary, and if time permits, a Formal Action Plan (FAP) can be implemented to address performance problems (after reviewing this with your FM). The FAP establishes an agreement about what improvements are needed and specifies a timeframe for improvement. Set reasonable and measurable goals with the team member. Schedule a date for a follow-up session to review the team member's progress.

Reassign team members who are not performing well.

Team members who do not improve their performance after additional training or coaching may be overwhelmed by their responsibilities. If they still have the potential to contribute to the team, and you can restructure their work to get positive contributions from them, consider reassigning their job tasks. Explain how the new structure of their job will allow them to continue to contribute to team goals. *Use the Documentation Log to record your feedback to the team member and the results of that follow-up feedback that led to your reassigning that person's job tasks.*

Release members who fail to meet job requirements after training and/or reassignment.

Team members who cannot improve their performance after reassignment of job tasks or further attempts at training may be unable to make the changes necessary to function effectively on the job or may not be interested in maintaining their current responsibilities.

If you think removing an individual from his/her position may be necessary, discuss this situation thoroughly with your supervisor before proceeding. The Documentation Log should clearly show your feedback to the team member and the results of that followup feedback leading to your decision to release this person from his/her position with NAEP.

On Performing Your Role...

To accurately conduct the NAEP assessment in thousands of schools across the nation within a 6-week period, it is critical that procedures are understood and followed precisely at every level of the NAEP team.



This includes adherence to the system of checking and double-checking work that is mandated by NAEP standard procedures.

The responsibilities of each role are clearly defined by NAEP, and at each level, quality control is indispensable to assure statistical validity and the integrity of the data.

Your team members will often collaborate and will assist you in completing certain tasks and activities. When this occurs, you need to remember that as a supervisor or team leader you are directly responsible and will be held accountable for the accurate completion of these tasks.

There may be instances when you feel tempted or required to take over the work of one of the members of your team. Something may have interfered with that person's ability to perform the job or he/she may not be performing up to required standards. The thoughts that run through your mind at those times might be something like:

- I could do it better myself.
- I don't know whether I can trust him/her to do the work properly.
- I don't have the time to teach him/her (or someone else) how to do it properly.
- I'll have to do it myself.

In the rare situation when you must take over an assignment or task for one of the members of your team, it's your responsibility to see that the work you do is **checked by another team member.**

As a supervisor or team leader, you are responsible for the work of your team and function as a vital quality control checkpoint to assure that work is error-free and has been completed according to NAEP procedures. The occurrence of unforeseen circumstances does not negate the requirement that work associated with the assessment must be checked both by the person doing the work and by that person's supervisor or another responsible NAEP employee.

Getting Along Famously

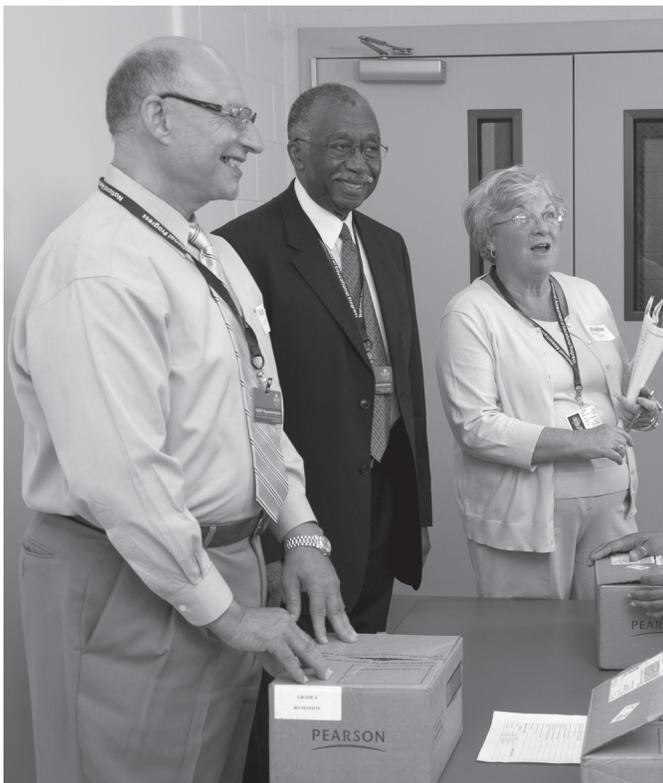
Effectively Manage Conflict on the Job

Follow these techniques to manage conflict successfully and improve your working relationships.

As a supervisor or team leader, you'll occasionally encounter situations when two or more people have different opinions or perspectives on the same issue. These differences can lead to conflict. Conflict also can be caused by sudden changes, poor communication, stress, or simply personality differences.

Conflict management skills are important for supervisors.

As a supervisor, you may be called upon to mediate disputes between your team members. You may also experience conflict between yourself and a team member.



Conflict is not always negative; it can help bring to light problems that need to be addressed. Conflict also can energize and motivate people to resolve their differences; however, it can become a problem when not managed properly. Here are some guidelines for managing conflict in a positive way.

Be proactive.

Communicate your expectations of how conflict should be managed within your team before conflict arises. Then deal with potential conflicts as soon as you sense tension or disagreement to keep them from turning into larger problems. When settling disputes between team members, encourage the team members to speak with each other first to resolve their problems, if possible.

Get the complete picture.

Conflicts can arise over inaccurate or incomplete information. Get all of the facts first to increase your chances of a positive outcome. Evaluating these possible sources of conflict will be important before you move on to a solution:

- Clear up any confusion over goals, roles, and priorities early to minimize conflict. Set limits and define the parameters of the job.
- Is the conflict due to ineffective or unacceptable methods? If so, correct the methods.
- Recognize emotions that could be contributing. Communicate about what is occurring below the surface and encourage others to do the same. Acknowledging others' feelings can help to remove barriers.
- Body language and side comments can reveal underlying feelings. Feedback from other parties may give you additional insight.

Look for a win-win solution.

A win-win solution is one that benefits all stakeholders. A win-lose approach often backfires. Team members

who “lose” by being out-maneuvered, overpowered, or simply ignored will have little interest in seeing your ideas work and may actually undermine them. Make sure everyone’s needs are represented to ensure the team’s commitment to the outcome.

Treat your team members equally and with respect.

When conflict occurs, maintain the dignity and self-respect of everyone involved, including yourself. While it’s easy to say something demeaning in a heated discussion, resist “flying off the handle” yourself, and rein in team members who become argumentative. You won’t get closer to resolving a dispute by embarrassing stubborn team members.

When mediating conflict involving employees who have worked on NAEP before, acknowledge their experience and contributions without allowing them to “run the show.” Maintain confidence in your own authority. If employees resist with an argument of “that’s not the way we did it in the past,” be ready to illustrate why change is necessary and beneficial: procedures may have changed, past methods may now be unsuccessful, different people are involved, etc.

Integrate new members into the team.

When a new person joins the team and is working with people who have worked together before, it can be difficult for him/her to feel like part of the team. Be sure to include the new member in all team activities, and reinforce this to the other team members. Be welcoming without making the new team member feel separate or out of place. Encourage collegial camaraderie and inclusion.

Focus on the problem at hand without getting personal.

Clearly state the issue and its impact: “When you bypass me and talk directly to others about this, I don’t have the opportunity to help.” Focusing on the problem will help to keep tempers cool. Concentrate on issues, not personalities. Rather than discussing what team members did or didn’t do, or what someone doesn’t like, talk about how individual actions affect you and the team.

Voice of Experience

“Probably the greatest challenge is that many of the people being supervised were themselves supervisors at one point, sometimes in higher positions. It is important to project authority and knowledge without being ‘bossy.’ I’ve always seen us as a team of professionals, each with different responsibilities.”

Resist blaming statements, such as “John, you’re always late.” Suggest solutions to the problem that avoid personal attacks, such as “John, did you bring your Assessment Information Form? The assessment time, the parking directions, and all other information is on this form. It’s important for you to be at the school at least 1 hour before the session begins.”

Don’t expect to change others’ behavioral styles.

It is rarely possible to change how others behave, especially in the heat of conflict. **Realize that the only behavior you can control is your own.** Focus on what you say and do when you are working with a difficult person. Changing your behavior may cause a shift in the other person’s pattern.

Listen carefully and with empathy.

When you listen to another’s views, try to see things from that person’s perspective. Notice whether you discount the speaker’s message when his/her ideas conflict with yours. Do you become defensive? The key to managing differences is gathering adequate information. To do this, you must listen objectively. This conveys the message that the speaker is respected whether or not you agree with his/her ideas.

Mediate fairly.

People in conflict are sometimes suspicious of each other’s motives. Begin with the premise that your team members have common goals but simply disagree on how to achieve them. If you need to mediate a conflict, give all parties equal “air time” to share their perspectives and concerns. Listen carefully to what each has to

Here are five basic ways in which people deal with conflict. Your challenge as a supervisor or team leader is to recognize these reactions and keep everyone working well together as a team by encouraging collaboration.

Avoidance: Team members withdraw or try not to get involved. They are unwilling to assert their own needs or opinions. Seek their input and involvement; encourage them to express their needs and take responsibility for getting them met.

Accommodation: Team members “bend over backwards” so others get what they want, even if it is detrimental to them. Encourage them to express their needs and prevent others from taking advantage of them.

Competition: Team members insist on getting their own way, convinced that their priorities or ways of viewing the problem are the most important. Keep team members focused on team needs and goals, and remind them that their individual success depends on the whole team’s success.

Compromise: Team members give up something in order to get something else they want. Make sure no one feels cheated by their compromises, and the end result fulfills team goals.

Collaboration: Team members seek solutions that meet everyone’s underlying needs as fully as possible.



say before committing to a course of action. While lone dissenters may give in to group consensus, independent points of view can contribute to the group’s success.

Be consistent.

When a conflict occurs that you have encountered before, follow the course of action you took previously as closely as possible. If you need to handle the conflict differently, explain why the actions you took then are different from the actions you are taking now. Team members may compare their experiences with each other, and you run the risk of creating a hostile environment if they perceive your treatment to be arbitrary, inconsistent, or unfair.

Manage manipulative behavior.

Flattery, sympathy, and guilt are subtle forms of intimidation that some people use to get their way. Be aware of when you’re being manipulated. Manage these behaviors by setting limits, remaining firm, and recognizing your choices. Make sure you are not the one using these tactics.

Use the Westat home office to resolve critical conflicts.

All forms of intimidation or threats, discrimination, harassment, and illegal acts violate company policy.

These situations are never acceptable and should not be tolerated by any employee. As supervisors, you are on the front line of personnel issues. Failing to take a complaint of this nature seriously can be a costly mistake for everyone. Any such complaints or observations must always be documented and reported to your field manager immediately.

Reward improvement.

When conflicts are resolved, praise the parties involved and give them public recognition if they’ve developed a creative solution that will have a positive impact on the team’s work.

By proactively and respectfully managing the conflicts that arise on your team, you will enhance the team’s ability to function successfully as a group and create a positive and rewarding work environment. Your ability to resolve conflict successfully may even enhance your career prospects.

Manage Your Space

Making Your Home Office Work for You

Set up your home office for maximum effectiveness.

Ease and efficiency are the most important factors in determining your home office needs. Your goal is to be comfortable and undisturbed and have your materials easily accessible.

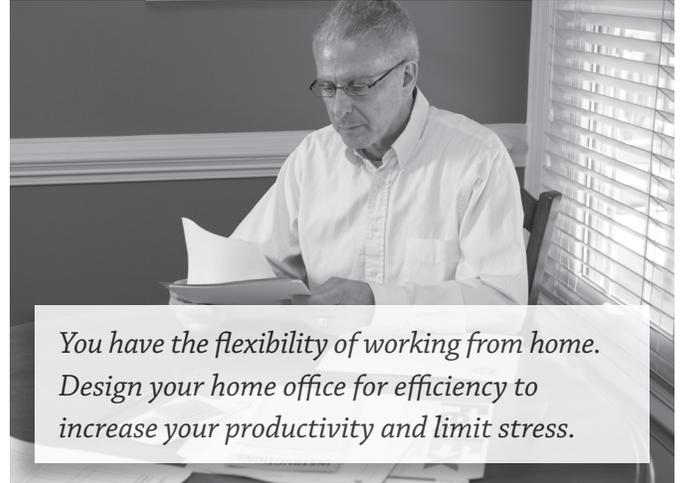
- Create boundaries for your workspace. While you don't need a separate room, you will need a permanent workspace dedicated to your job. This will both improve your efficiency and protect the integrity of the materials for which you're responsible.
- Make your work area comfortable. It should be a pleasant place to work, because that's where you'll spend a lot of your time. Choose a comfortable chair and an area in your home with the fewest possible distractions.
- Restrict your work area to work needs. If you can't limit your workspace to work-related items, separate your work area with a screen or cover the unrelated items in some way. This will help eliminate distractions so you can focus on your job.

Minimize interruptions.

It can be challenging to separate your personal life from your business life when you work at home. Prevent interruptions before they occur. Close the door to your work area or hang up a "Do Not Disturb" sign to let other household members know you are working and cannot be disturbed. Tell your friends and family what times of the day you are available to take personal calls and when you will be unavailable because you are working. Stick to that schedule as much as possible so it becomes natural for you and them.

Get organized.

In order to work efficiently, you must be well-organized. The only way to keep your many materials from becoming overwhelming is to effectively separate the



You have the flexibility of working from home. Design your home office for efficiency to increase your productivity and limit stress.

manuals, reports, and paperwork from your day-to-day home tasks.

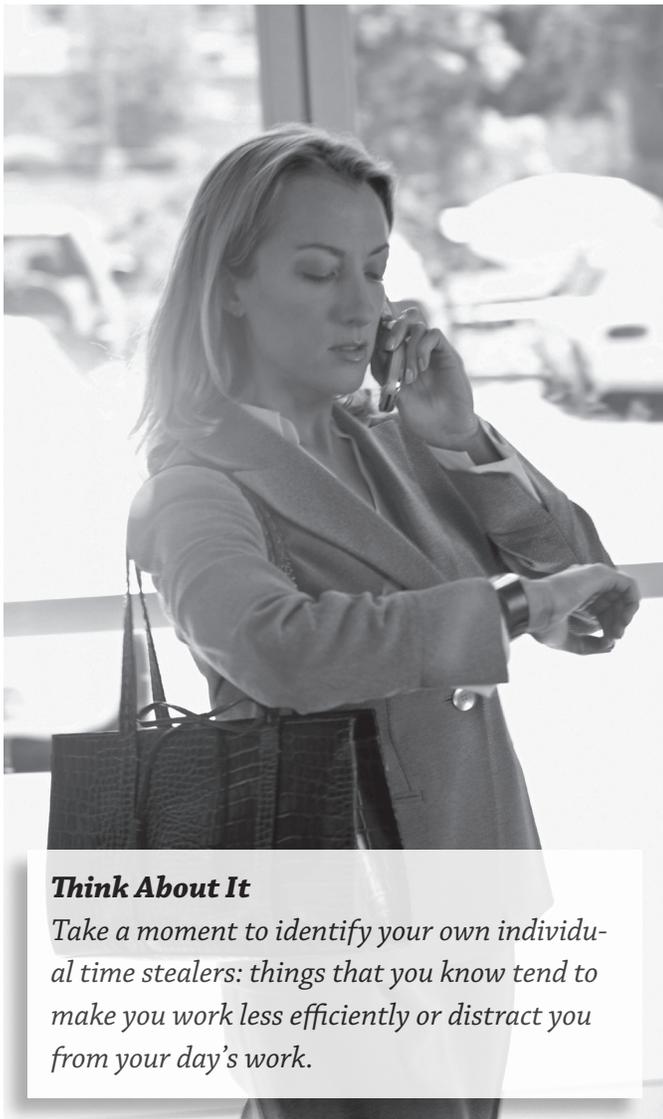
- Find a method for keeping materials, such as School Folders and bulk materials, organized by using a filing cabinet, bookshelves, or separate containers. Containers can be especially efficient because they are portable.
- Color-code to easily distinguish materials for different task items. Use a separate color to keep your NAEP documentation forms separate from your NAEP reference materials. Each school will have its own colored folder to include data collection forms, notes on the school or district, and other relevant materials.
- Keep a team personnel folder to hold doc logs and timesheets.
- Keep the contact information for each of your team members close at hand. Write important notes or details on the outside of file folders.
- Devise a system to make sure nothing falls "between the cracks." Use a calendar, a checklist, or a "To Do" list.
- As materials in your office become outdated, dispose of them in the proper manner. Determine whether outdated materials should be saved, returned, or properly destroyed.

Experiment with different organizational schemes to find the ones that work most effectively for you.

On the Clock

Using Effective Time Management Strategies

By managing your time effectively, you will accomplish more on a daily basis. The key to being a successful supervisor or team leader is staying organized and flexible, and that requires planning and organization.



Think About It

Take a moment to identify your own individual time stealers: things that you know tend to make you work less efficiently or distract you from your day's work.

Use time management techniques to improve your efficiency. Try various techniques to find out which ones work best for you. Efficient time management will likely reduce some of your stress and give you greater job satisfaction.

Keep a monthly calendar of important dates and goals.

As a supervisor or team leader, you will be juggling many tasks and deadlines for yourself and your team. Because you're responsible for your team meeting deadlines and accomplishing tasks, keep track of all activities in a single organized place. Consolidate all of your team's information into a master monthly calendar, including tasks, appointments, and schedules. The master calendar should show all of your deadlines at a glance. Include specific team goals, such as scheduling preassessment visits or telephone calls.

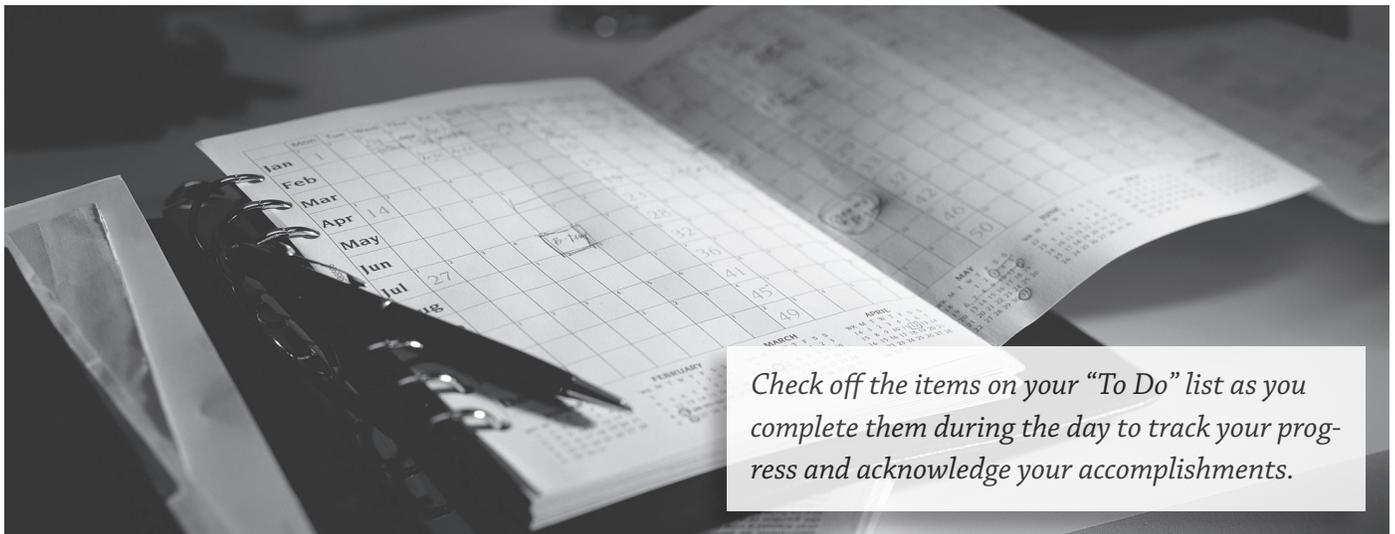
Monitor the deadlines on your calendar. Having a complete schedule in one place will help you to reprioritize quickly when unexpected events arise. It's a good idea to make your calendar entries in pencil, because changes are sure to occur.

Use a notebook to record notes throughout the day. Don't throw anything away until the end of the data collection activities in case you need to refer back to earlier notes.

Create a "To Do" list each day.

After you have broken down your responsibilities by month, make a "To Do" list of tasks that need to be accomplished each day. You can use your monthly calendar to help with this. Set aside a block of time at the beginning or end of each day and make it a habit to create your "To Do" list during this same time every day. During your busiest periods, making daily lists is essential. Look ahead on your calendar to identify the priority tasks you will work on each day.

To create your "To Do" list, set specific goals that you can reasonably accomplish by the end of the day. Start



Check off the items on your “To Do” list as you complete them during the day to track your progress and acknowledge your accomplishments.

with time-specific entries, such as activities that you’ll need to work other tasks around. Group similar tasks to improve your efficiency. For example, if you have several telephone calls to make, block off one period of time to complete all of them.

Make the tasks on your “To Do” list as specific and realistic as possible. Break large tasks down into smaller tasks whenever you can. Vague entries such as “make follow-up telephone calls” are more difficult to complete than “confirm assessment dates for Brighton School and Catebo Academy.”

Manage your time so it doesn't manage you.

Once you’ve made your “To Do” list, prioritize your entries by moving the most critical tasks to the top and/or flagging them in some way. For example, separate your tasks into A, B, and C priorities.

Leave yourself a block of time each day to deal with the unexpected. For example, if you get a call from a team member who needs your assistance in solving a crisis while you’re in the middle of assembling Preassessment Packets, you can complete that task during your unscheduled time block.

Schedule your tasks according to your peak work periods.

Are you a “morning person” or a “night owl”? Everyone has periods of high, medium, and low energy during the day. Keep track of how your personal energy level varies and schedule your work accordingly. When pos-

sible, tackle the toughest jobs when your energy level is highest. Plan easier tasks during periods when you tend to have a lower energy level.

Be available.

Whether it is a simple question that needs an answer or a major crisis to quell, your team is going to turn to you for assistance and guidance. It is critical that you make yourself available when your team members need help. You will occasionally need to put your own work aside to resolve team problems immediately, because your team members may not be able to complete their assignments until the issue is resolved. Make note of when these types of calls come during the day or week and try to make yourself available at those times.

Remember, however, that you don’t always have to be available. Set limits around your availability for calls (except in the case of emergencies). Communicate these limits to your team, and then do your best to stick to your schedule.

One-Minute Insight...
Beware of these “time stealers.” They could make off with some of your valuable time.

- Poor planning or a lack of planning
- Clutter and disorganization
- Interruptions (on the telephone or in person)
- Miscommunication
- Procrastination
- Fatigue

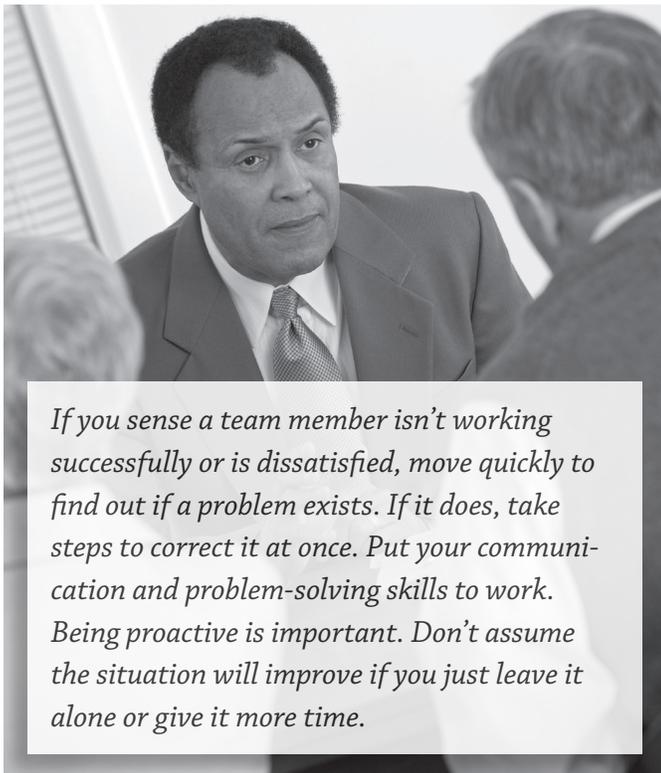
Putting It All Together

Making Your Team Successful

Teamwork unites the skills and energy of all of the members. Good teamwork leads to satisfying working relationships and, in data collection, results in achieving the highest levels of accuracy and consistency.

Develop a clear sense of each team member's performance.

As you work with each team member, get to know how well each one is doing. Identify areas where your team members may need improvement or coaching. Remember to apply standards consistently to assess the performance of your team members. Adapt your coaching style to the individual's learning style.



If you sense a team member isn't working successfully or is dissatisfied, move quickly to find out if a problem exists. If it does, take steps to correct it at once. Put your communication and problem-solving skills to work. Being proactive is important. Don't assume the situation will improve if you just leave it alone or give it more time.

Follow up immediately with your team members if you sense a problem.

As a supervisor or team leader, one of your tasks is to keep track of how the people who report to you are performing day-to-day. This is more difficult to do from a distance.

You're responsible for correcting problems that exist on your team.

Keep a record of problems you observe and every step you take to correct them. The Documentation Log exists for this purpose, and it's essential that it be current and accurate. A NAEP team member whose performance is not acceptable will not be invited or allowed to participate in NAEP in future assessments.

The Documentation Log is used to record the problem in job performance that was observed and how it was addressed. Entries should be quite specific. For example, if an AC talks with an AA about arriving late for assessments, record what happened, what was said to the AA, when and where the discussion took place, and how the AA responded. These details are important. Follow up on records on the Documentation Log. Was the problem behavior corrected immediately? Was it necessary to speak to the team member again about the same or other issues?

You'll learn more about use of the Documentation Log at your in-person training.

Documentation Log Page ____ of ____

Data collector: _____ WINS# _____

Project: _____

Description of Incident: _____

Please make a separate entry for each contact about a problem with a data collector.

Date	Time	Mode of Contact E/T/W/IP	Description of Situation/ Followup Action	Action Taken	Comments	Project Staff Involved Name/Project Position	Attachments Y/N
						1. 2. 3.	
						1. 2. 3.	
						1. 2. 3.	
						1. 2. 3.	

*Types of Contacts = E=email T=telephone W=written IP=in-person
**Attachments = Poor Performance/Problem Behavior Checklist, report, emails, letters, etc.

Check Your Knowledge

Are You Ready to Provide Leadership to Your Team?

Test your knowledge by answering the following questions. After you complete this exercise, check your responses at the bottom of the page.

1. What are the six basic principles of supervision described in this magazine?

2. When you manage conflict on the job, you should attempt to find a “win-win” solution. What is a win-win solution?

3. Which of the situations described below should be discussed with your supervisor and entered on the Documentation Log? These answers are not specified in this magazine. Think each situation through, put a check mark in the blank if it should be entered on the Documentation Log and provide an explanation. Then check your answers against the explanations given below.

An AA on your team:

- a. ___ Is excessively chatty while the group is setting up for the assessment.
- b. ___ Arrives 15 minutes late for an assessment.
- c. ___ Reacts rudely when you speak privately with him/her about a NAEP procedure he/she is not following precisely.
- d. ___ Raises his/her voice and becomes frustrated and angry when students refuse to settle down and focus on the assessment.
- e. ___ Arrives 1 hour late for an assessment, claiming to have gotten lost on the way because of poor directions to the school.
- f. ___ Leaves the room during the assessment while another AA is present to make two 5-minute calls on his/her cell phone.
- g. ___ Wakes a sleeping student by tapping him/her on the shoulder.
- h. ___ Makes remarks to another AA about the poor condition of the school. Students are in the room at the time but are talking in groups and appear to be preoccupied.

Answers:

- 1. Be knowledgeable; Set high, clear expectations; Be a good role model; Lead with confidence; Communicate openly and often; Stay on schedule;
- 2. A “win-win” solution is one that benefits everyone involved.
- 3. a. ___ Mention privately to the AA that it’s more difficult for everyone to concentrate on important details while setting up if there are distracting conversations going on. This should not be entered on the Documentation Log unless it becomes a constant problem.
- b. ___ Remind the AA that he/she must be on time for every assessment. Do not enter this reminder on the Documentation Log unless the AA is late repeatedly or the AA is late by more than 15 minutes.
- c. Note the details of this exchange on the Documentation Log because of the AA’s reaction. First indications of an AA’s resistance to correcting behaviors could signal problems ahead.
- d. Tell the AA as soon as possible that this reaction was unacceptable. Spend some time on this to make sure a similar situation does not recur. Discuss why this happened and how the AA reacted, and describe specific classroom management techniques the AA should use to avoid responding angrily to students. Note the incident in the Documentation Log along with the AA’s reaction to your discussion.

(See Answers continued on back cover)

(Answers continued from Page 27)

3. e. ✓ Note this on the Documentation Log, along with the AA's reason for being late. If this is the only occurrence, further steps will not be necessary.
- f. ___ Tell the AA that he/she is not to respond to or make personal calls during an assessment unless it is an emergency. It is not necessary to note this on the Documentation Log unless the situation recurs.
- g. ✓ Remind the AA that under no circumstances is he/she to touch a student. It should be documented for legal reasons.
- h. ✓ Speak with the AA as soon as possible about this situation. Such remarks reflect badly on NAEP, and he/she is NAEP's representative in the school. Note the incident and the AA's reaction to your discussion on the Documentation Log.

The 1, 2, 3s of Supervising

1. *Stay focused on the accuracy of the work and on meeting deadlines.*

Remember that the integrity of a data collection and research project is determined by the accumulation of many, many small steps and decisions. Procedures must be adhered to strictly and uniformly, and errors must be eliminated at each step of the process to ensure overall statistical validity. Accuracy is assured by vigilant monitoring at every level of input. Deadlines must be conscientiously observed.



2. *Invest in your team.*

Take the time to reinforce the principles of teamwork and cooperation with the people you supervise. Be a great role model and mentor. Work to improve communication skills. Get to know your team as individuals and be available for them when they need you. Be proactive in monitoring the quality of their work, their productivity, and their level of job satisfaction. Treat your team members equally and with respect and encourage everyone to commit to putting forth their best effort. Develop camaraderie and a team ethos of hard work.



3. *Take care of yourself.*

To get the most of the talents you bring to this project and to be able to maintain your pace and enthusiasm over time, learn to take care of your own needs as well as those of your team. Stay healthy, organize your time and materials, separate work and private time, and use your supervisor as a coach and resource.