

# Collaborative Learning Team Self-Assessment Protocol

## Part 1: Contextual Narrative

### Purpose

All teams are on a continuum of collaboration. Where a team is located at any given moment on this continuum depends on various factors such as team structure, accountability, norms, and how they navigate the process of continuous quality improvement. This assessment can be used by an outside observer to get a snapshot of where the team's actions and conversations reflect their current level of collaboration during any given meeting. Likewise, the team members themselves can take the assessment to reflect on and to engage in level setting around the team's collaboration. This assessment can also be used as a tool for goal setting on areas for growth.

### Continuum

The continuum is designed to reflect low levels of collaboration on the far left and high levels of collaboration on the far right.

- On the left, *Group of Individuals*, reflects a team that only comes together to give or receive information before they go back and focus on their individual classrooms.
- The middle, *Collaborative Group Getting Work Done*, reflects a team where individuals work together toward the shared purpose of being productive.
- On the right, *Collaborative Learning Team*, reflects a team that is both productive and engages in ongoing inquiry in order to continue learning for the purpose of getting better results in student achievement.

### Assessment

When taking the assessment, look at how team members are seated, what team members are doing and saying, and how they use the meeting agenda. In many cases, you can make an inference of the level of team collaboration by conversations about previous actions or products that took place in an earlier meeting. For example, if a team member makes mention of a common summative assessment that they created two weeks ago and today they are not working on the summative assessment, it is safe to say that the team developed a common summative assessment which is a *Collaborative Group Getting Work Done* indicator in the *Continuous Quality Improvement* section of the assessment. Additionally, if the team shows no evidence of a particular indicator on the assessment do not leave that section blank but rather score them as a *Group of Individuals* for that specific indicator.

### Scoring

Each column in the continuum is assigned a score.

- Group of Individuals = 1
- Collaborative Group Getting Work Done = 3
- Collaborative Learning Team = 5

If you feel that a team is somewhere between two areas on the continuum then you may choose to give them a score that reflects your perception. For example, if a team is somewhere between a *Group of Individuals* and *Collaborative Group Getting Work Done* you can score them a 2.

<b>Scoring for Collaborative Learning Team Self-Assessment</b>	
Team Structure	Subtotal score of all 3 columns= _____/25
Team Accountability	Subtotal score of all 3 columns= _____/25
Team Norms	Subtotal score of all 3 columns= _____/25
Team Continuous Quality Improvement	Subtotal score of all 3 columns= _____/25
	<b>Total score= _____/100</b>

## **Part 2: Assessment Protocol**

### **Preparation**

1. Obtain sticky notes that match the colors of assessment
  - Yellow = Team Structure
  - Blue = Team Accountability
  - Green = Team Norms
  - Pink = Team Continuous Quality Improvement
2. Prepare a long piece of butcher paper with a number line marked from 0 to 100 in intervals of 10. You can create the number line on a dry erase board as an alternative.
3. Make sure that each team member has one sticky note of each color
4. Have the team review and discuss the contextual narrative above. Be sure to define or elaborate on

any terms or concepts in the context of your school and team.

5. Have the team members individually take the assessment. Give the team 10-15 minutes to complete the assessment.

Note: If you find it is difficult for the team to find time to complete the assessment, have the team complete the assessment outside of the meeting and bring their results to the meeting.

### **Data collection** (5 minutes)

5. When they have completed the assessment, have everyone write the score for each category as well as the total score.

6. The assessment has four categories: structure, accountability, norms, continuous quality improvement. Have each team member choose the lowest score and choose the sticky note that matches the color of the lowest category. In the event two of the lowest categories have the lowest score, have the members choose the one that concerns them the most.

7. Have the members write the total score (not the category score) on the sticky note they chose. This is often a bit confusing to a team so make sure to reiterate this part in the process.

*Example:*

- *Team structure 25*
- *Team accountability: 15*
- *Team norms: 7*
- *Team continuous quality improvement: 15*
- *Total score: 62*

*The lowest category is 7, so this team member would write the total score of 62 on a green sticky note*

8. Have each team member go up to the number line and place their sticky note on the appropriate place on the line.

*Example: In the above example, this team member would take their green sticky note and place it to the right of the 60 mark on the number line.*

### **Data analysis**

9. Now that all the sticky notes are on the number line ask the team to take a moment and describe the data by asking “What do you notice?” (5 minutes)

10. After a few team members have shared out and exhausted all the not-icings, ask the team to interpret the data by asking “What does the data suggest?” and “What assumptions can we make?” (5-10 minutes)

11. Finally, transition the team to implications this might have on team collaboration (10 minutes)

- “What beliefs do you hold about our team?”
- “What new perspective do you have?”
- “What steps could be taken next?”

### **Goal setting** (10-15 minutes)

12. Have the team choose an area of focus (structure, accountability, norms, or continuous quality improvement) and co-construct a team goal for the team to work towards for improved collaboration.

13. Ensure the team also take the time to discuss how the goal will be measured and monitored and how the team will engage in new learning on this goal.

14. Identify key next steps the team can take to get started on their goal.