

The following items have been identified by research as conditions that support teacher collaboration that makes a difference for student learning. Think honestly about to what extent each is true of your own collaborative team. This self-assessment will help your team identify strengths to build on and areas where your collaboration could be strengthened.

## I. Deprivatizing Practice

| How often are the following things true about <u>the group you are collaborating with?</u> |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Rarely or<br>Never       | Sometimes                | Often                    | Almost<br>Always         |
| We observe and provide feedback to each other.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| All members of the group stay engaged and accountable to each other.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We make commitments to try new things and report back on the results.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We are comfortable sharing evidence related to our individual and collective efforts.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We share what we learn with others beyond our group.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our group's work connects to the broader goals of the system in which we work.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## II. Creating Collaborative Culture

| How often are the following things true about <u>the group you are collaborating with?</u> |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Rarely or<br>Never       | Sometimes                | Often                    | Almost<br>Always         |
| We can share successes and failures without being judged.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our meetings are productive and purposeful.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Group members follow through on things between meetings.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We feel responsible for working together to address student learning problems.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We challenge each other and engage in hard conversations.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We share leadership for our collaborative work.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### III. Maintaining an Inquiry Stance

| How much do you agree with the following statements about <u>the group you are collaborating with?</u> |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           |
| We have a clear purpose that focuses our collaborative work.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our collaboration focuses on core issues of student learning.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We are clear about the student outcomes we are working toward.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We work through a cycle of planning, acting, and reflecting on evidence about our practice.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We routinely monitor our progress towards our goals for students.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We incorporate expertise and research evidence into our inquiry as appropriate.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### IV. Using Evidence Effectively

| How often are the following things true about <u>the group you are collaborating with?</u> |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Rarely or Never          | Sometimes                | Often                    | Almost Always            |
| Our collaboration stays grounded in evidence of student learning.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We use a wide range of data sources.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We have the skills in our group to use data effectively.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When we try something, we analyze the impact on student learning.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We examine and discuss student work with each other.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## V. Shared Agreements

| How much do you agree with the following statements about <u>the group you are collaborating with?</u> |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           |
| We agree about the most important outcomes for our students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We agree about how to assess those outcomes.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We agree about effective instructional practices.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We have a common understanding of and emphasis on literacy across disciplines.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our shared agreements drive our decisions and our work.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We hold each other accountable for acting on our shared agreements.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The final domain asks about supports for collaboration in the broader system or organization in which you work.

## VI. Supporting Collaboration Systemically

| How much do you agree with the following statements about <u>the organization in which you work?</u>        |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
|   | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           |
| Teachers, administrators, and other professionals trust each other.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaboration is a routine part of how we do our jobs here.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The organization has provided us with useful training and/or tools to help us collaborate more effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The organization provides timely data that sheds light on our shared question.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New learning about effective practice is shared across the system.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dedicated time is built into the work week for professional collaboration.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our leadership supports and promotes our collaborative work.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our leadership engages in collaborative work with us.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We are encouraged to experiment with our practice and try new ideas.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

This inventory was developed by Catherine A. Nelson, Robert Hill, Michael Palmisano, Lara Hebert, and Sharon Roth on behalf of the National Center for Literacy Education (NCLE). NCLE brings together leading education associations, policy organizations, and foundations to support powerful learning about literacy in every discipline and sustained school improvement.

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