

## Collaborative Teams Toolkit Self-Assessment

1. FOUNDATIONAL LEVEL: ESTABLISHING AND SUPPORTING COLLABORATIVE TEAMS				
1.1 Time for Collaboration				
4	3	2	1	RATING
Staff have regular collaborative planning time <i>daily or weekly, built in as part of the school schedule.</i>	Staff have collaborative planning time <i>occasionally (monthly or less) over the course of the school year.</i>	Staff have collaborative planning time <i>infrequently (PD days) or outside of the school day.</i>	Staff <i>do not have collaborative planning time.</i>	
<p><b>Resources</b> Scheduling Collaborative Team Time at Your School (p. 10-11 of <a href="#">Collaborative Teams Toolkit</a>)</p> <p><b>Next Steps</b></p>				
1.2 Adequate Materials and Resources (content standards, curriculum resources, assessment materials, meeting space, etc.).				
4	3	2	1	RATING
Collaborative teams have access to <i>all necessary materials and resources.</i>	Collaborative teams have access to <i>some materials and/or resources and know how to request additional from the school.</i>	Collaborative teams have access to <i>some materials and/or resources but do not have a way to request additional from the school.</i>	Collaborative teams <i>do not have access to any necessary materials or resources.</i>	
<p><b>Resources</b>  <a href="#">Common Core State Standards</a>  <a href="#">NJ Core Curriculum Content Standards</a>  <a href="#">Partnership for the Assessment of Readiness for College and Career (PARCC)</a>  <a href="#">AchieveNJ</a>  <a href="#">NJ Model Curriculum</a>            Your school's curriculum and curricular resources: <i>Access to all of your district's available resources is critical to this work.</i></p> <p><b>Next Steps</b></p>				

1.3 Clearly Articulated Roles and Responsibilities (team leader, facilitator, note-taker) Within Teams				
4	3	2	1	RATING
Collaborative teams have a <i>clearly established structure with defined functions, and staff play these roles effectively.</i>	Collaborative teams have a <i>clearly established structure with defined functions, but staff does not participate and/or fulfill these roles consistently.</i>	Collaborative team members have <i>informal roles and expectations are unclear for how staff should participate or fulfill these roles.</i>	Collaborative team members <i>do not have clearly defined roles.</i>	
<p><b>Resources</b> Importance of Roles (p. 12 of <a href="#">Collaborative Teams Toolkit</a>)</p> <p><b>Next Steps</b></p>				
1.4 Building Consensus Around Vision and Goals				
4	3	2	1	RATING
<i>All participating staff have a shared vision for how collaboration supports improved instructional practice and can articulate a set of clear learning goals that will help them achieve this vision.</i>	<i>Most participating staff have a shared vision for how collaboration supports improved instructional practice but less can articulate a set of clear learning goals that will help them achieve this vision.</i>	<i>Less than half of participating staff have a shared vision of how collaboration supports improved instructional practice, and there is little consensus around how this vision translates into learning goals.</i>	<i>There is little to no shared vision of how collaboration supports improved instructional practice.</i>	
<p><b>Resources</b> Foundational Protocols and Norms for Collaborative Teams (p. 12-14 of <a href="#">Collaborative Teams Toolkit</a>) Foundational Meeting Facilitation (p. 15-18 of <a href="#">Collaborative Teams Toolkit</a>)</p> <p><b>Next Steps</b></p>				

**2. ADVANCED LEVEL: ALIGNMENT, INTEGRATION AND RELEVANCE**

**2.1 Mechanisms in Place for Making Effective Data-driven Decisions**

4	3	2	1	RATING
Teams have <i>necessary competencies and tools for leading productive meetings and facilitating effective data-driven discussions</i> that result in clear actions for improvement.	Teams have <i>some competencies and tools for leading productive meetings and facilitating effective data-driven discussions</i> that result in clear actions for improvement, but <i>require additional training</i> .	Teams have <i>received guidance for facilitating effective data-driven discussions but require additional guidance/tools</i> in implementation.	Teams are <i>not knowledgeable or prepared</i> for facilitating effective data-driven discussions.	

**Resources**

Advanced Protocols for Collaborative Teams (p. 19-21 of [Collaborative Teams Toolkit](#))

Advanced Meeting Facilitation (p. 22 of [Collaborative Teams Toolkit](#))

**Next Steps**

**2.2 Instructional Expertise to Guide Improvement** (i.e. experts within the school community who can help unpack the standards; subject area specialists to deepen content knowledge; and assessment specialists to support reliability and validity)

4	3	2	1	RATING
School has <i>dedicated instructional expertise</i> to guide teams in developing improvement strategies for students, including <i>assessment specialists</i> who can help teachers create high-quality SGO assessments.	School has <i>some instructional expertise</i> on staff to guide teams in developing improvement strategies for students and who can provide <i>some assistance</i> to teachers in creating high-quality SGO assessments.	School has <i>limited instructional expertise</i> to guide teams in developing improvement strategies for students, with <i>limited resources for providing assistance</i> to teachers in developing high-quality SGO assessments.	School has <i>no dedicated instructional expertise</i> to guide teams in developing improvement strategies for students or to help teachers design high-quality SGO assessments.	

**Resources**

[Assessment Design Module](#)

[Assessment Design Toolkit](#)

[SGO 2.1 Training and Guidebook](#)

**Next Steps**

**2.3 Engaging in Practices for Continuous Improvement** (gathering evidence of current levels of student learning; developing strategies and ideas to build on strengths and address weaknesses in that learning; implementing those strategies and ideas; analyzing the impact of the changes to discover what was effective; applying new knowledge in the next cycle of continuous improvement)

4	3	2	1	RATING
Teams <i>regularly review and analyze student data from multiple sources</i> (daily, weekly, monthly) to drive targeted improvements in instructional practice on an individual basis and school-wide and are <i>always engaged</i> in the process of continuous improvement.	Teams <i>infrequently review and analyze student data from multiple sources</i> (less than monthly) but still attempt to use what they have to drive improvements in practice and are <i>sometimes engaged</i> in the process of continuous improvement.	Teams <i>rarely or inconsistently review or analyze student data</i> , employing it on a summative basis (looking backwards) rather than formative, and are <i>working towards</i> a process for continuous improvement.	Teams <i>do not review or analyze student data at all</i> and are <i>rarely engaged</i> in a process of continuous improvement.	

**Resources**  
 Data Audit (p. 23-25 of [Collaborative Teams Toolkit](#))  
[SGO 2.1 Training and Guidebook](#)

**Next Steps**

**2.4 Alignment with Key Instructional Deadlines and Activities**

4	3	2	1	RATING
Content, data analysis, and improvement discussions in team meetings are <i>highly relevant to the instructional planning and improvement cycle for all educators</i> .	Content, data analysis, and improvement discussions in team meetings are <i>highly relevant to the instructional improvement cycle for some educators</i> (i.e. core content areas).	Content, data analysis, and improvement discussions in team meetings are <i>relevant to the instructional improvement cycle for a small group of educators</i> in the school (i.e. teachers of tested grades/subjects).	Content, data analysis, and improvement discussions in team meetings are <i>not relevant to the instructional improvement cycle</i> for any educators.	

**Resources**  
 SGO Integration Tool (p. 26-28 of [Collaborative Teams Toolkit](#))  
[Big Picture and Calendar Integration Activities](#)  
[NJDOE School and Professional Development Planning Requirements and Templates](#)

**Next Steps**