**Collaborative Teams**

**Pre/Post-Assessment**

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| District: |  | School: |  |

The pre- and post-test provided with this module can be used to measure the gains made in participants knowledge of the training content. They can also be used to guide the trainer in knowing which concepts were well taught and which concepts need additional time and/or revision in delivery.

**Directions: The following questions have only ONE right answer. Circle the correct answer.**

1. Educators may engage in all of the following during a Collaborative Data Team with their primary goal being to
2. Develop new teaching strategies to try in their classrooms
3. Discuss individual student goals and academic/behavioral progress
4. Develop common goals for improved student outcomes
5. Discuss the summative assessment results of their classes
6. Collaboration has the largest effect on which aspect of student learning?
7. Improving standardized assessment results
8. Improving behavioral and engagement data
9. Closing the achievement gap
10. Increasing access to general education curriculum
11. **Foundational** team tools for effective collaboration should include
12. Minutes and Communication, Norms, Roles, and Agendas
13. Agendas, Minutes, Meeting Protocols, and Consensus
14. Norms, Roles, Meeting Protocols, and Consensus
15. Norms, Agendas, Minutes, and Consensus
16. **Advanced collaborative processes** for teams include
17. Norms, Agendas, and Consensus
18. Seven Norms of Collaboration, Consensus, and Meeting Protocols
19. Seven Norms of Collaboration, Roles and Agendas
20. Minutes and Communication, Norms, and Roles
21. **Effective minutes include**
	* 1. an agenda that serves as the template for the minutes
		2. list of attendees and where/when the meeting was held
		3. actions agreed upon at the meeting, who is responsible, and the completion date
		4. All of the above

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