**Collaborative Teams**

**Pre/Post-Knowledge Check**

District: \_\_\_\_\_\_\_ School:­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The pre- and post-knowledge check 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 taught well and which concepts need additional time and/or revision in delivery.

**NOTE:** The questions within this pre/post-knowledge check have different direction stems that are bolded and interspersed among the questions as appropriate. Please make sure to refer to the appropriate question stem when responding to questions.

**For scenarios 1-3, does the action(s) taken by educator team exhibit a culture of shared responsibility focused on student impact? Mark yes or no.**

1. During a professional development workshop, collaborative teams were asked to discuss their classroom practices. Each member of the high school math team shared their successes and challenges, fostering an environment of mutual respect. They collectively decided to implement a peer observation process to learn from one another's strategies.

Yes No

1. After analyzing student assessment data, a team of second-grade teachers identify a significant gap in literacy skills among their students. They openly discuss both their individual classroom results and their grade level collective scores. The team members then collaboratively set a goal to improve literacy rates. They share, discuss, and determine effective instructional strategies to implement and together, develop an action plan.

Yes No

1. A high school teacher team works together to analyze discipline data. They notice that certain students are receiving referrals more frequently and identify classroom-level practices that may contribute. They update their behavior expectations to ensure consistency and develop strategies to teach replacement behaviors and ways to better support the students. They involve parents and counselors in the process.

Yes No

**For scenarios 4-6, does the action(s) taken by educator team ensure authentic and effective collaboration? Mark yes or no.**

1. The middle school language arts teacher team usually meets for 45 minutes every other week before school to review student data. Rather than assigning roles, team members informally agree to complete necessary tasks as they come up during the meeting. A fixed set of norms were introduced at the start of the year and are kept in the team notebook. Team members prefer that most decisions are made by the capable team leader to save time, rather than engage in structured dialogue to make decisions.

Yes No

1. Every month, the Benton Elementary School leadership team meets for 75 minutes to analyze school-wide data and monitor the progress of collaborative teacher teams. Members come prepared with notes from their department meetings, and roles such as facilitator and timekeeper are rotated based on expertise. Meetings begin with a norm review and intentional use of paraphrasing to clarify input.

Yes No

1. The fourth-grade teacher team, special educators, and general education teachers collaborate to plan inclusive lessons. Team members bring different instructional materials to the meeting, offer input from their classroom experiences, and take turns leading the conversation. They give one another specific feedback on lesson strategies and use a shared reflection tool at the end of each month to evaluate and adjust their collaborative efforts.

Yes No

**For scenarios 7-10, does the action(s) taken by educator team promote structured group processes to enhance collaboration and drive meaningful outcomes? Mark yes or no.**

1. The instructional coaching team meets twice a month using established norms and a consistent agenda. They examine instructional strategies and data using effective protocols aligned with purpose. Team minutes include a list of attendees, tasks achieved, decisions made, as well as action items assigned to specific individuals with deadlines.

Yes No

1. The fifth-grade team at Westwood Elementary meets regularly to discuss student progress. Although a structured agenda/minute template is not used, teachers use the time to discuss items they believe are a priority. Rather than assigning roles, each team member jots down meeting notes and makes a list of tasks they are individually responsible for completing.

Yes No

1. The middle school social studies team meets weekly to take turns discussing classroom challenges. When looking at data, they each share their opinions and suggestions. A notetaker volunteers each meeting to take informal notes and keep the notes until the following meeting.

Yes No

1. The Tier 2 intervention team utilizes a recurring agenda format which includes assigned roles, review of past items, clear objectives, celebration items, and next meeting details. Each session includes a review of academic data using a protocol aligned with the purpose and type data. Detailed minutes along with a meeting summary are emailed to all stakeholders and stored in a shared folder.

Yes No