**Collaborative Teams Pre/Post Knowledge Check Answer Key**

| Pre/Post Knowledge Check Questions | Answer and Rationale forCorrect and Incorrect | Which element of the Collaborative Teams Practice Profile does this question address? |
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| **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.** |  | * Build relational trust through modeling of mutual respect, transparency, and risk taking * Identify common purposes and goals to improve student outcomes for academics and behavior * Believe they are able to impact change * Engage in cycles of data-based decision making * Identify students needing varying levels of support * Align instructional practices to academic standards and behavioral expectations * Implement evidence-based instructional practices * Establish effective, consistent, and reciprocal communication amongst all stakeholders |
| 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  The team demonstrated mutual respect as they shared their successes and challenges. They also demonstrated risk-taking by deciding to implement peer observation. Each of these actions help to promote collective efficacy which will foster improved student outcomes. | * Building relational trust through modeling respect, transparency and risk taking. * Believe they are able to impact change |
| 2. 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 then together, develop an action plan. | Yes  The team uses data for decision making and maintains transparency regarding their practices and assessment results. They identify a common purpose and goal and commit to a shared responsibility for student success. | * Identifying common purposes and goals to improve student outcomes for academics and behavior * Engaging in cycles of data-based decision-making. * Believe they are able to impact change |
| 3. 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  The team identifies students needing additional support and align behavioral practices with expectations. They also establish effective communication among other stakeholders by involving parents and counselors. | * Identifying students who need varying levels of support * Identify common purposes and goals to improve student outcomes for academics and behavior * Establishing effective, consistent, and reciprocal communication among stakeholders |
| **For scenarios 4-6, does the action(s) taken by educator team ensure authentic and effective collaboration? Mark yes or no.** |  | * Collaborative Teams are configured multiple ways based on their purpose and goals (grade level, course-alike, vertical, intervention, leadership, behavior, text-book selection, CARE teams). * Teacher teams meet at least weekly for 45-60 minutes or more of dedicated/protected time for collaboration. * Leadership teams meet at least monthly for 60-90 minutes or more to guide, support, and monitor building-wide collaborative teams. * Team members agree on and accept roles that are purposeful, clearly described, and align with their skills. * Educators intentionally use collaborative skills during team meetings (problem solving and sharing; pausing; paraphrasing; posing questions; putting ideas on the table; providing data; paying attention to self and others; presuming positive intentions). * All members of the team are active participants, intentionally sharing resources, perspectives, and responsibilities to promote effective learning. |
| 4. 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. | No  Teacher teams need to meet at least weekly for 45-60 minutes. Team members should each have roles that are clearly defined and align with members’ skills. Promoting structured dialogue through the use of norms of collaboration is an essential component of effective group decision-making. | * Ensuring teacher teams meet at least weekly for 45–60 minutes of dedicated/protected collaboration time. * Team members agree and accept roles that are purposeful, clearly described and align with their skills. * Educators intentionally use collaborative skills during team meetings. |
| 5. 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  The leadership team’s actions reflect their purpose and goals. They meet to guide, support, and monitor their school’s collaborative teams. Preparation, roles, and norms are part of their regular practice to improve collaboration. | * Collaborative Teams are configured multiple ways based on their purpose and goals. * Ensuring leadership teams meet at least monthly for 60–90 minutes to guide, support, and monitor school-wide collaborative teams. * Team members agree and accept roles that are purposeful, clearly described and align with their skills. * Educators intentionally use collaborative skills during team meetings. |
| 6. 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  The team encourages active team participation by sharing resources and perspectives. They also provide constructive feedback to one another on practices. Collaboration is monitored through the use of a reflection tool. | * Educators intentionally use collaborative skills during team meetings. * All members of the team are active participants sharing resources, perspectives, and responsibilities to promote effective learning. |
| **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.** |  | * Teams use agendas which include the following.   + Team name, date, location   + Working agreements/norms   + Assigned roles   + Establish clear objectives   + Review past items   + Celebrations of accomplishments   + Next meeting date, time, and location   + Consistent template for easy reference * Team minutes and communication include the following.   + List of the attendees   + Tasks achieved   + Consensus and decisions made   + List of actions agreed upon including to whom it was assigned and the completion due date   + Centrally stored notes with easy access for all participants to provide updates and comments   + Minutes distributed to all stakeholders * Teams will effectively establish and use norms for effective and productive collaboration. |
| 7. 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  The coaching team uses norms for effective collaboration and protocols for careful examination of data and strategies. Team minutes are recorded and are thorough. | * Teams use agendas which include the following.   + Team name, date, location   + Working agreements/norms   + Assigned roles   + Establish clear objectives   + Review past items   + Celebrations of accomplishments   + Next meeting date, time, and location   + Consistent template for easy reference * Team minutes and communication include the following.   + List of the attendees   + Tasks achieved   + Consensus and decisions made   + List of actions agreed upon including to whom it was assigned and the completion due date   + Centrally stored notes with easy access for all participants to provide updates and comments   + Minutes distributed to all stakeholders * Teams will effectively establish and use norms for effective and productive collaboration. |
| 8. 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 at the time. Rather than assigning roles, each team member jots down meeting notes and makes a list of tasks they are individually hope to complete. | No  The use of a consistent template for agendas and minutes is a very important component for promoting effective team meetings and assuring tasks are completed. Structured group processes enhance collaboration and drive meaningful student outcomes | * Teams use agendas which include the following.   + Team name, date, location   + Working agreements/norms   + Assigned roles   + Establish clear objectives   + Review past items   + Celebrations of accomplishments   + Next meeting date, time, and location   + Consistent template for easy reference * Team minutes and communication include the following.   + List of the attendees   + Tasks achieved   + Consensus and decisions made   + List of actions agreed upon including to whom it was assigned and the completion due date   + Centrally stored notes with easy access for all participants to provide updates and comments   + Minutes distributed to all stakeholders * Teams will effectively establish and use norms for effective and productive collaboration. |
| 9. The middle school social studies team meets weekly to take turns discussing their individual 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. | No  Effective teams use agendas that include clear team objectives for meetings and assigned roles for team members. Teams should also record formal minutes that include tasks achieved and decisions made. Minutes should be stored in a central location with easy access for all participants. Protocols should be used when examining data. | * Teams use agendas which include the following.   + Team name, date, location   + Working agreements/norms   + Assigned roles   + Establish clear objectives   + Review past items   + Celebrations of accomplishments   + Next meeting date, time, and location   + Consistent template for easy reference * Team minutes and communication include the following.   + List of the attendees   + Tasks achieved   + Consensus and decisions made   + List of actions agreed upon including to whom it was assigned and the completion due date   + Centrally stored notes with easy access for all participants to provide updates and comments   + Minutes distributed to all stakeholders * Teams will effectively establish and use norms for effective and productive collaboration. |
| 10. 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.**  Group processes which include thorough agendas, minutes, and the use of protocols enhance team communication and promote successful outcomes. | * Teams use agendas which include the following.   + Team name, date, location   + Working agreements/norms   + Assigned roles   + Establish clear objectives   + Review past items   + Celebrations of accomplishments   + Next meeting date, time, and location   + Consistent template for easy reference * Team minutes and communication include the following.   + List of the attendees   + Tasks achieved   + Consensus and decisions made   + List of actions agreed upon including to whom it was assigned and the completion due date   + Centrally stored notes with easy access for all participants to provide updates and comments   + Minutes distributed to all stakeholders * Teams will effectively establish and use norms for effective and productive collaboration. |