**Collaborative Teams Toolkit Self-Assessment**

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| **1. FOUNDATIONAL LEVEL: ESTABLISHING AND SUPPORTING COLLABORATIVE TEAMS** | | | | | | | |
| **1.1 Time for Collaboration** | | | | | | | |
| **4** | | **3** | | **2** | | **1** | **RATING** |
| Staff have regular collaborative planning time *daily or weekly, built in as part of the school schedule.* | | Staff have collaborative planning time *occasionally (monthly or less) over the course of the school year*. | | Staff have collaborative planning time *infrequently (PD days) or outside of the school day*. | | Staff *do not* *have collaborative planning time*. |  |
| ***Resources***  Scheduling Collaborative Team Time at Your School (p. 10-11 of [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf))  ***Next Steps*** | | | | | | | |
| **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 *all necessary materials and resources.* | Collaborative teams have access to *some materials and/or resources and know how to request additional from the school.* | | Collaborative teams have access to *some materials and/or resources but do not have a way to request additional from the school*. | | Collaborative teams *do not have access to any necessary materials or resources.* | |  |
| ***Resources***  [Common Core State Standards](http://www.state.nj.us/education/sca/)  [NJ Core Curriculum Content Standards](http://www.state.nj.us/education/cccs/)  [Partnership for the Assessment of Readiness for College and Career (PARCC)](http://www.state.nj.us/education/sca/parcc/)  [AchieveNJ](http://www.state.nj.us/education/AchieveNJ)  [NJ Model Curriculum](http://www.state.nj.us/education/modelcurriculum/)  Your school’s curriculum and curricular resources: *Access to all of your district’s available resources is critical to this work.*  ***Next Steps*** | | | | | | | |

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| **1.3 Clearly Articulated Roles and Responsibilities (team leader, facilitator, note-taker) Within Teams** | | | | |
| **4** | **3** | **2** | **1** | **RATING** |
| Collaborative teams have a *clearly established structure with defined functions, and staff play these roles effectively*. | Collaborative teams have a *clearly established structure with defined functions, but staff does not participate and/or fulfill these roles consistently*. | Collaborative team members have *informal roles and expectations are unclear for how staff should participate or fulfill these roles.* | Collaborative team members *do not have clearly defined roles.* |  |
| ***Resources***  Importance of Roles (p. 12 of [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf))  ***Next Steps*** | | | | |
| **1.4 Building Consensus Around Vision and Goals** | | | | |
| **4** | **3** | **2** | **1** | **RATING** |
| *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. | *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. | *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. | There is *little to no shared vision* of how collaboration supports improved instructional practice. |  |
| ***Resources***  Foundational Protocols and Norms for Collaborative Teams (p. 12-14 of [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf))  Foundational Meeting Facilitation(p. 15-18 of [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf))  ***Next Steps*** | | | | |

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| **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 *necessary competencies and tools for leading productive meetings and facilitating effective data-driven discussions* that result in clear actions for improvement. | Teams have *some competencies and tools for leading productive meetings and facilitating effective data-driven discussions* that result in clear actions for improvement, but *require additional training*. | | Teams have *received guidance for facilitating effective data-driven discussions but require additional guidance/tools* in implementation. | | Teams are *not knowledgeable or prepared* for facilitating effective data-driven discussions. |  |
| ***Resources*** Advanced Protocols for Collaborative Teams(p. 19-21 of [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf))  Advanced Meeting Facilitation(p. 22 of [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf))  ***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 *dedicated instructional expertise* to guide teams in developing improvement strategies for students, including *assessment specialists* who can help teachers create high-quality SGO assessments. | School has *some instructional expertise* on staff to guide teams in developing improvement strategies for students and who can provide *some assistance* to teachers in creating high-quality SGO assessments. | School has *limited instructional expertise* to guide teams in developing improvement strategies for students, with *limited resources for providing assistance* to teachers in developing high-quality SGO assessments. | | School has *no dedicated instructional expertise* to guide teams in developing improvement strategies for students or to help teachers design high-quality SGO assessments. | |  |
| ***Resources*** [Assessment Design Module](http://www.state.nj.us/education/AchieveNJ/achievementcoaches/)[Assessment Design Toolkit](http://www.csai-online.org/spotlight/assessment-design-toolkit)[SGO 2.1 Training and Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml)    ***Next Steps*** | | | | | | |

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| **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 *regularly review and analyze student data from multiple sources* (daily, weekly, monthly) to drive targeted improvements in instructional practice on an individual basis and school-wide and are *always engaged* in the process of continuous improvement. | | Teams *infrequently* *review and analyze student data from multiple sources* (less than monthly) but still attempt to use what they have to drive improvements in practice and are *sometimes engaged* in the process of continuous improvement. | | Teams *rarely or inconsistently review or analyze student data,* employing it on a summative basis (looking backwards) rather than formative, and are *working towards* a process for continuous improvement. | | T*eams do not review or analyze student data at all* and are *rarely engaged* in a process of continuous improvement. | |  |
| ***Resources*** Data Audit (p. 23-25 of [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf))  [SGO 2.1 Training and Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml)    ***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 *highly relevant to the instructional planning and improvement cycle* *for all educators.* | Content, data analysis, and improvement discussions in team meetings are *highly relevant to the instructional improvement cycle for some educators* (i.e. core content areas). | | Content, data analysis, and improvement discussions in team meetings are *relevant to the instructional improvement cycle for a small group of educators* in the school (i.e. teachers of tested grades/subjects). | | Content, data analysis, and improvement discussions in team meetings are *not relevant to the instructional improvement cycle* for any educators. | |  | |
| ***Resources*** SGO Integration Tool (p. 26-28 of [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf))  [Big Picture and Calendar Integration Activities](http://www.nj.gov/education/AchieveNJ/teams/strat24/BigPictureandCalendarIntegrationActivities.pdf)  [NJDOE School and Professional Development Planning Requirements and Templates](http://www.state.nj.us/education/profdev/sdpdp/)    ***Next Steps*** | | | | | | | | |