**Collaboration Survey**

**for Course-Alike Teams**

1. My team discusses a common assignment, performance task, quiz, or test at least once (a) .

Week Semimonthly Monthly Quarterly Annually Never

Using a scale of 1–6, with 6 being the highest, circle your rating for the following items:

2. My team routinely focuses our discussions on the Questions of a PLC.

6

5

4

3

2

1

3. My team shares and examines student results student-by-student, teacher-by-teacher.

6

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2

1

4. In each collaboration, my team discusses a highly targeted set of items (or a performance) that assess(es) student learning on an essential, enduring, high- leverage skill, skill set, or competency.

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5. My team routinely examines student work—papers, products, performances (e.g., video clips) to augment numeric scores.

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1

6. Team members routinely ask each other to describe the strategies they used to attain strong student learning, based on teacher-by-teacher results, and these strategies are incorporated by all members in plans for upcoming instruction.

6

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7. My team is comfortable with members’ visiting each other during instruction.

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8. We regard all the students in our team as “our students.”

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9. My team routinely seeks out other resources for instructional strategies when none of our members had strong student success on the common assignment/ assessment/performance task.

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10. My team routinely identifies students at risk of failing and collaboratively designs interventions/reteaching loops, as well as scaffolding and pre-teaching strategies for students who need them.

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11. My team routinely previews upcoming instruction, selects or designs common assessments to measure the most essential, enduring, high-leverage skills and competencies, and agrees on strategies we all will try with our students.

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2

1

12. My team’s student results are steadily improving.

6

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1

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