



PROFICIENCY SCALE FOR ACTIONABLE TEAM LEARNING

Senge (1990) characterized the learning organization as one where “people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (p. 3). He continued that the learning organization is “continually expanding its capacity to create its future” (Journal of Invitational Theory and Practice, p. 14).

Unproductive Teamwork	Productive Teamwork	Transformational Teamwork
Learning is fragmented and idiosyncratic	Focusing on coherence making	Continuously looking for congruence by closing gaps between thought and action or knowing and doing.
Workshops are treated as events and disconnected to continuous collaborative learning	Seeking collective understandings to build actionable learning and build coherence	Taking responsibility for changing school culture to one of collective efficacy
Collaboration does not inform teaching and learning	Building collective knowledge, which reinforces, expands, and shifts thinking toward actionable knowledge	Speaking with one voice to describe how “this team” produces actionable knowledge
Leaving new staff alone to teach on their own	Collaborative learning informs teaching and produces identifiable results	Demonstrating ability to pass on knowledge legacies to new staff
Group work contributes to burnout	Inspiring teamwork builds capacity and is renewing	Expanding capacity to create results that sustain adult learning and impact student achievement