

Appendix D.3 • Learning Progression: Collaboration

Working interdependently and synergistically in teams with strong interpersonal and team-related skills, including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Working interdependently as a team	<p>Learners either work individually on learning tasks or collaborate informally in pairs or groups but do not really work together as a team.</p> <p>Learners may discuss some issues or content together but skip over important substantive decisions (such as how the process will be managed), which has significant adverse impacts on how well the collaboration works.</p>	<p>Learners work together in pairs or groups and are responsible for completing a task in order for the group to achieve its work. At this level, tasks may not be well matched to each individual's strengths and expertise, and group members' contributions may not be equitable.</p> <p>Learners are starting to make some decisions together but may still be leaving the most important substantive decisions to one or two members.</p>	<p>Learners decide together how to match tasks to the individual strengths and expertise of team members and then work effectively together in pairs or groups. Learners involve all members in making joint decisions about an important issue, problem, or process and developing a team solution.</p>	<p>Learners can articulate how they work together in a way that is interdependent and uses each person's strengths in the best possible way to make sound substantive decisions and develop ideas and solutions.</p> <p>Interdependent teamwork is clearly evident in that learners' contributions are woven together to communicate an overarching idea and/or create a product.</p>	<p>Learners demonstrate a highly effective and synergistic approach to working interdependently in a way that not only leverages each member's strengths but also provides opportunities for each to build on those strengths and learn new skills.</p> <p>This includes ensuring that substantive decisions are discussed at a deep level that draws on each team member's strengths and perspectives are infused to come to the best possible decision that benefits all.</p>
Interpersonal and team-related skills	<p>Although learners may help each other on tasks that contribute to a joint work product or outcome, interpersonal and team-related skills are not yet evident. Learners do not yet demonstrate a genuine sense of empathy or a shared purpose for working together.</p>	<p>Learners report and demonstrate a sense of collective ownership of the work and show some interpersonal and team-related skills. The focus is on achieving a common or joint outcome, product, design, response, or decision, but the key decisions may be taken or dominated by one or two members.</p>	<p>Learners demonstrate not only good interpersonal skills and collective ownership of the work; an active sense of shared responsibility is also evident. From beginning to end, the team listens effectively, negotiates, and agrees on the goals, content, process, design, and conclusions of their work.</p>	<p>Learners can clearly articulate how joint responsibility for the work and its product or outcome pervades the entire task. Strong skills in listening, facilitation, and effective teamwork ensure that all voices are heard and reflected in the ways of working or work product.</p>	<p>Learners take an active responsibility, both individually and collectively, for ensuring that the collaborative process works as effectively as possible, that each person's ideas and expertise are used to maximum advantage, and that each work product or outcome is of the highest possible quality or value.</p>

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Appendix D.3 • (Continued)

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Social, emotional, and intercultural skills	Learners have a basic awareness about themselves and how their behavior affects others. They tend to see things only from their own perspective. In some cases, this may inhibit their ability to form positive relationships.	Learners have a growing awareness of who they are, where they fit in the world, and how their behavior affects other people. This self-awareness is starting to provide a base for better understanding of how other people’s emotions and viewpoints differ from their own.	Learners have good awareness of who they are and where their own perspective comes from. Self-awareness and listening skills allow them to better understand and empathize with the emotions and viewpoints of others, moving beyond “tolerance” or “acceptance” to genuinely valuing perspectives quite different from their own.	Learners have a strong sense of self. They understand where their own perspective comes from and how it differs from others’. They listen carefully, empathize with the emotions and viewpoints of others, and use these to enrich their own learning. As a team member, they work effectively in ways that support, encourage, challenge, and grow not just themselves but others as well.	Learners have highly developed social and emotional skills, grounded in a clear sense of their individual and cultural identity. They communicate well across cultures and disciplines, work effectively in teams, and form positive relationships. The skills they have developed in perspective-taking and empathy, understanding someone else’s perspective, and changing their behavior as a result clearly enhance team functioning.
Leveraging digital	Although learners use some digital elements for the task, these were very “surface level” and did not substantially contribute to the quality or output of the collaboration.	Learners used digital opportunities to facilitate shared ways of working, in ways that could not have been done otherwise, although they are unlikely to have significantly deepened the collaborative process.	Learners used digital aspects effectively to encourage interdependent work, speed up feedback, accelerate innovation cycles, and deepen the nature of the collaboration among members.	Learners can clearly articulate how infusing a digital element has facilitated interdependence, deepened the nature of the collaboration, built a better sense of shared responsibility, and improved the team’s ability to make substantive decisions together.	Learners used digital elements ubiquitously throughout the task in powerful ways to deepen the quality of collaboration and encourage innovation. Learners can articulate in detail how each digital element has accelerated and enhanced the team’s learning and can apply that understanding to new and different contexts.

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Managing team dynamics and challenges	<p>Learners mishandle team challenges in one of two ways:</p> <p>(a) They get deeply invested in their own viewpoint, lack the empathy to hear or learn from others, and have difficulty suspending judgment to genuinely listen to others' views; or</p> <p>(b) They avoid conflict by deferring to others' views instead of sharing their own or will change their views quickly in the face of inappropriate peer pressure.</p> <p>As a result, the team gets "stuck" in conflict or may move forward in the wrong direction or one that the team does not share.</p>	<p>Learners still need guidance to forge and maintain positive working relationships and to resist inappropriate peer pressure. They are starting to take a more considered approach to dealing with disagreements, asking each member to share their perspective and discussing any differences. They are only just beginning to dig beneath those differences to identify what underpins them, which makes it difficult to resolve issues effectively and without unnecessary conflict.</p>	<p>Learners generally work quite effectively in a team, although they are likely to need help with conflict resolution, inappropriate peer pressure, and other challenging issues from time to time. They are developing the ability to identify what underpins their own and others' points of view. They are getting better at clearly and respectfully expressing their own viewpoints while listening to and learning from others. They still need to better "pick their battles" in order to ensure that in-depth discussion on relatively minor issues doesn't hold up team progress.</p>	<p>Learners are more skilled at identifying what underpins their own and others' points of view. They "pick their battles" in deciding what to debate. They are building both courage and clarity to express their own viewpoints while listening to and learning from others. They are becoming skilled at exploring different opinions in ways that contribute to the learning of others without holding up team progress.</p>	<p>Learners have a deep understanding of what underpins their own and others' points of view, the courage and clarity to effectively express their own viewpoints, and the empathy to hear and learn from others. They respectfully explore different opinions in ways that enrich both their own and others' learning and thinking and allow the team to move forward in the direction that the team identifies.</p>

Source: McEachen, J., & Quinn, J. *Collaboration Deep Learning Progression*. Copyright © 2014 by New Pedagogies for Deep Learning™ (NPDL)

Note: Learning Progressions for each of NPDL's 6Cs (character, citizenship, collaboration, communication, creativity, and critical thinking) are in use throughout the global partnership, but all but the collaboration progression are currently unpublished.

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