

(Strongly Disagree) (Disagree). (Neither Agree or Disagree). (Agree). (Strongly Agree)

1. The purpose of our collaboration is to assess where we are and then prioritize where we need to be by analyzing assessment results.	SD	D	N	A	SA
2. The members of my team actively participate and attend all meetings.	SD	D	N	A	SA
3. Our team builds relational trust so collaboration can occur under the most positive conditions.	SD	D	N	A	SA
4. Team members select instructional strategies that have the greatest potential to improve student achievement.	SD	D	N	A	SA
5. The process of goal setting between pre/post assessment is a regular practice of our team.	SD	D	N	A	SA
6. The decisions our team makes about instructional practices consist of team dialogue and purposeful facilitation.	SD	D	N	A	SA
7. Every team member enters assessment results into the Achievement Team data collection template prior to the meeting.	SD	D	N	A	SA
8. As a team, we agree to discontinue ineffective instructional strategies and invest in pedagogically sound practice.	SD	D	N	A	SA
9. Our team follows the Achievement Team four step protocol consistently.	SD	D	N	A	SA
10. At the end of our meeting, team members know what learning actions to take before the next meeting.	SD	D	N	A	SA
11. Our team believes the data we collect is an assessment of our instruction and not just used to grade students.	SD	D	N	A	SA
12. Our team dialogue is focused on examining assessment results related to performance and the attainment of goals.	SD	D	N	A	SA
13. When our team meets, all intended actions are recorded based on thoughtful dialogue.	SD	D	N	A	SA

<b>Collaborative Dialogue Questions</b>		6, 12, 13	
<b>Action Planning Questions</b>		4, 8, 11	
<b>Results in Action Questions</b>		1, 2, 3, 5, 7, 9, 10	
<b>Degree Of Collaboration</b>	<b>Collaborative Dialogue</b>	<b>Action Planning</b>	<b>Results in Action</b>
4-5	Meeting dialogue opportunities are pre-planned, prioritized, and documented. Team members are fully engaged in collaborative conversations during Achievement Teams sessions. Teams use dialogue to examine assessment results, make sound instructional decisions, and analyze the group's impact on student outcomes. Group members have a shared purpose and collaborate to achieve essential outcomes.	All actions are informed by group conversation. The process for making decisions is clear to all participants. Group leaders are purposefully selected by school leadership and both active and visible within the team. Team members consistently make decisions about what actions they will initiate, change, and stop based on collaborative discussion and assessment review that occur during meetings. Decisions are directly related to teacher practice and student outcomes.	Team members consistently take specific actions as a result of group decisions. Member actions are meaningful and are directly related to teacher practice and student outcomes.
2-3	Meeting dialogue opportunities exist. Most team members regularly meet. Process for dialogue tends to be improvised or unplanned, but the focus is usually related to making sound instructional decisions and analyzing the group's impact on student outcomes. Group will occasionally discuss a shared purpose. Professional tension tends to go unrecognized or unresolved.	Decisions are usually informed by group conversation. The team's decision-making process might be unclear to many group members. A team leader exists but is not fulfilling the role of facilitator. The team occasionally makes decisions about what practices they will initiate, change, and stop. Decisions are generally related to teacher practice and student outcomes.	Team members may take specific actions but not always as a result of group decisions. Group actions might be coordinated and interdependent of other team members or actions. Some actions may lack complexity or deeper challenge, but are generally related to the teacher practice and student outcomes.
1-2	Team meeting attendance is rare, or the group meets sporadically. Agendas are unplanned or crafted at the last minute. Any dialogue process is improvised. Disagreements do not exist or are unrecognized. Team members may be uninterested or confused. Team members may discuss frustrations privately after the meetings.	A decision-making process is not clear to team members or does not exist. Decisions are rarely agreed upon via group dialogue. Group leaders are not purposefully chosen, do not exist, or may not be visible. Most decisions are unrelated to teacher practice and student outcomes.	Team members take minimal action. Group actions tend to be uncoordinated and unplanned and lack challenge. Actions are typically unrelated to teacher practice and student outcomes.