

## Assessing Collaborative Structure Effectiveness Checklist

Purpose: Use this checklist to evaluate the effectiveness of your collaborative team (frequency determined by team).

Always	Sometimes	Never	Collaborative Teams - Checklist of Characteristics and Behaviors
<b>DATA</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teams have the ability to collect, chart and analyze data, including data by subgroups.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone has ready access to data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student performance data (formative assessment) is gathered as an instructional strategy is implemented to determine its effectiveness.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher implementation of the change/instructional strategy is monitored.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data and information is well organized and easily maintained.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teams have easy access to technology to support their work.
<b>CLEAR COMMUNICATION</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone on the team feels communication is open, relevant, timely and equally shared.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone knows what to do if communication breaks down.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone receives ongoing analysis about student needs and findings regarding effective practices.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone exchanges information cognizant that individuals operate on different levels and hold different organizational perspectives.
<b>ATMOSPHERE AND RELATIONSHIPS</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone is open and friendly with each other and maintains positive working relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Processes allow individuals from different levels in the organization to relate to each other in a safe and meaningful manner in order to explore and work toward a shared goal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone trusts each other.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone has a sense of belonging and there is empathy among members.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are clear rules of conduct in times of conflict that everyone has agreed to.
<b>CLEAR ROLES AND RESPONSIBILITIES</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone knows their individual roles and responsibilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone is committed to a common purpose, performance expectations and common working approach.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone holds themselves and each other mutually accountable for student success or failure.
<b>DECISION-MAKING</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone on the team has agreed to the primary and backup decision-making method.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meetings end after the team reaches consensus (or appropriate decision-making method).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strategies to build consensus and commit to decisions are commonly used.
<b>FAIR WORK DISTRIBUTION</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work is perceived to be divided fairly and equitably.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Everyone is contributing equally to the conversations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evolving distribution of the tasks across team members is based on best fit and availability.

Always	Sometimes	Never	<b>Collaborative Teams - Checklist of Characteristics and Behaviors</b>
<b>EFFECTIVE AND APPROPRIATE LEADERSHIP</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The leadership style of the team leader is effective and appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support is available to teams, "just in time."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Administrators are present or available and have clearly defined roles and take actions to support team decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Administrators' model collaboration and an inquiry-based attitude.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Administrators monitor behaviors and practices consistent with the expected changes identified by the collaborative team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Administrators protect the collaborative structure time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Successes are celebrated.
<b>MEMBER PARTICIPATION AND PERFORMANCE</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teams include representatives from special education, gifted education and/or LEP.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All team members participate adequately, i.e., present, on-task and engaged.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All conversation is based on standards, curriculum, instruction and assessment as it relates to improved student achievement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Members appropriately use knowledge, skills and experience of individual members.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Underperformers are dealt with immediately.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each member receives sufficient performance feedback.
<b>ATTENTION TO PROCESS</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Team meetings are well-run and have established routines, e.g. start and end on time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are clear procedures to follow for reporting and documentation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Members solicit ideas, successes and challenges from each other.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Members assist each other in adhering to timeframes and the purpose of the meeting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agendas are developed for each meeting and include agreed upon norms.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Minutes are available to the team after the meeting and serves as a record of key discussion and decisions and assignments or next steps
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meetings are scheduled on a regular, consistent basis with dedicated, uninterrupted time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deadlines are met.