



Best Practices for CLT Assessments

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Storyboard
Version 1



Summary Page

Learning Objectives:

- Distinguish between the different types of collaboration in a CLT.
- Demonstrate practices on how to facilitate the CLT Self-Assessment.
- Compare two ways to analyze the data from the CLT Self-Assessment.
- Plan how to lead a team through setting a team intention.

Target Learners:

New administrators

Teacher leaders

Teaching staff

Instructional Strategies:

- Micro-learning: Participants will engage in short segments of learning focused on CLT best practices.
- Scenario-based learning: Participants will have the opportunity to apply their learning to different situations and receive feedback on their application of the learning.



Summary Page

Expected Learning Time: 45 minutes

Lesson Summary:

- For my work as a Coordinator of Staff Development in a large metro Atlanta school district, I want to develop a five-part series of eLearning modules showcasing the structures, characteristics, and benefits of Collaborative Learning Teams (CLTs) in a K-12 school setting
- I intend to create the first module that provides:
 - An overview of effective CLTs
 - The levels of team collaboration
 - The factors of team collaboration
 - An overview of how to facilitate and analyze the CLT Self-Assessment which schools can use to measure their levels of collaboration within their teams
 - Guidance on how to set team intentions using the results of the CLT Self-Assessment



Best Practices for CLT Self-Assessment

[START](#)



Objectives

By the end of this course, participants will be able to....

1

distinguish between the different types of collaboration in a CLT.

2

demonstrate practices on how to facilitate the CLT Self-Assessment.

3

compare two ways to analyze the data from the CLT Self-Assessment.

4

plan how to lead a team through setting a team intention.



1

CLT Language Level Setting



Levels of Collaboration

**Group of
Individuals**

**Collaborative
Working Group**

**Collaborative
Learning Team**



**Low
Collaboration**

**High
Collaboration**



Factors of Team Collaboration

Click on the factors below to learn more about them.

A diagram consisting of four overlapping green circles arranged in a horizontal row. Each circle has a thin light green outline and contains white text. The circles overlap such that the right side of one circle is partially covered by the left side of the next circle.

Structure

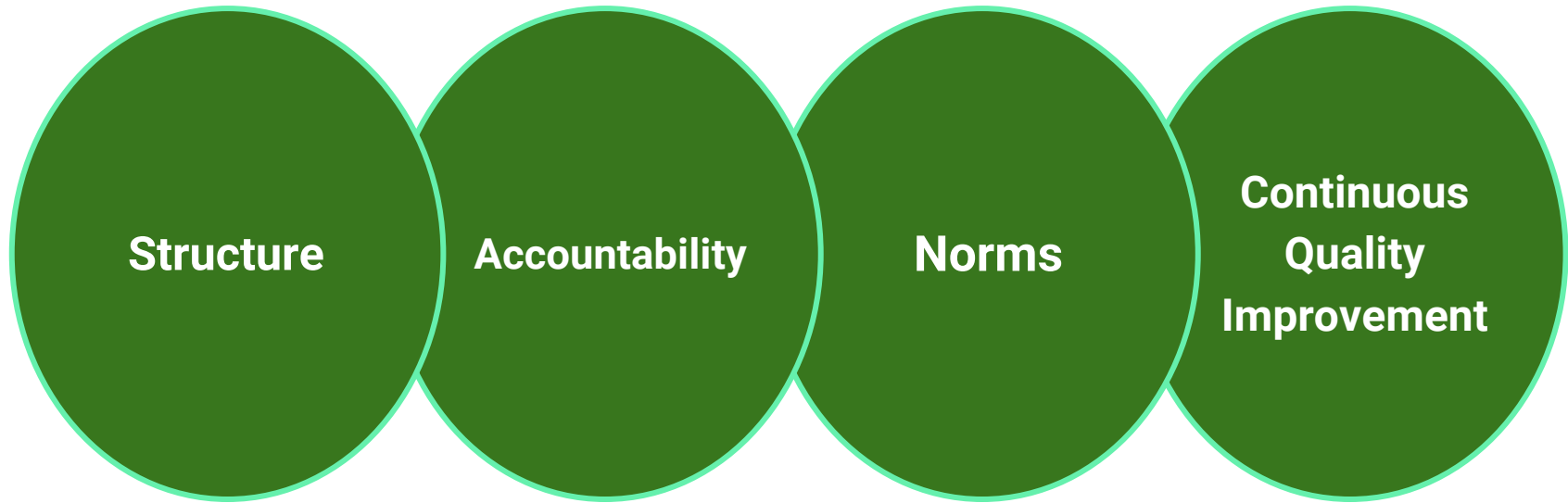
Accountability

Norms

**Continuous
Quality
Improvement**



Factors of Team Collaboration



**Reflection: When considering a team you work with, which of these four areas do you think the team does exceptionally well?
Where do they need the most support?**

Drag and drop

Match the definition with the correct CLT domain.

1

Responsibility of individual team members for the outcomes of their work

2

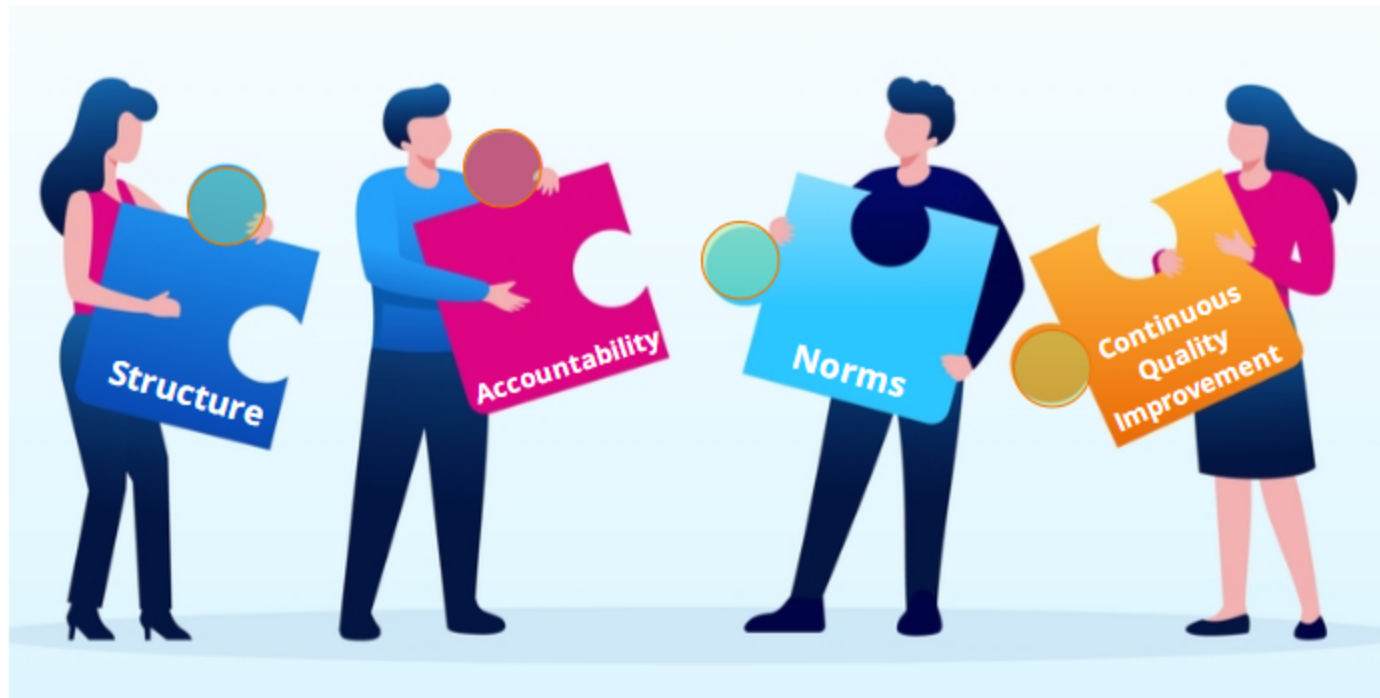
Effort to identify areas for improvement, make changes, and monitor the results over time.

3

Shared standards of behavior that guide how teams work together

4

The necessary frameworks and systems that lead teams to be focused and purposeful in their work



SUBMIT



Drag and drop

Match the definition with the correct CLT domain.

1

Responsibility of individual team members for the outcomes of their work

2

Effort to identify areas for improvement, make changes, and monitor results over time.

3

Shared standards of behavior that guide teams work together

4

The necessary frameworks and systems that lead teams to be focused and purposeful in their work



INCORRECT

Not quite! You're so close! Please try again.

TRY AGAIN

EXIT

4

Continuous Quality Improvement

SUBMIT



Drag and drop

Match the definition with the correct CLT domain:

1

Responsibility of individual team members for the outcomes of their work

2

Effort to identify areas for improvement, make changes, and monitor results over time.

3

Shared standards of behavior that guide how teams work together

4

The necessary frameworks and systems that lead teams to be focused and purposeful in their work



CORRECT

Well Done! It looks like you have a great understanding of the four domains of CLTs. We hope you enjoyed this interaction and will be able to apply this information to supporting high functioning Collaborative Learning Teams!

EXIT

SUBMIT





2

How to facilitate the CLT Self- Assessment





How to facilitate the CLT Self-Assessment



Prepare the “Why?”

Adult learners desire a purpose before engaging in work.



Prepare assessment materials

Make enough copies of the assessment for each person in the meeting.

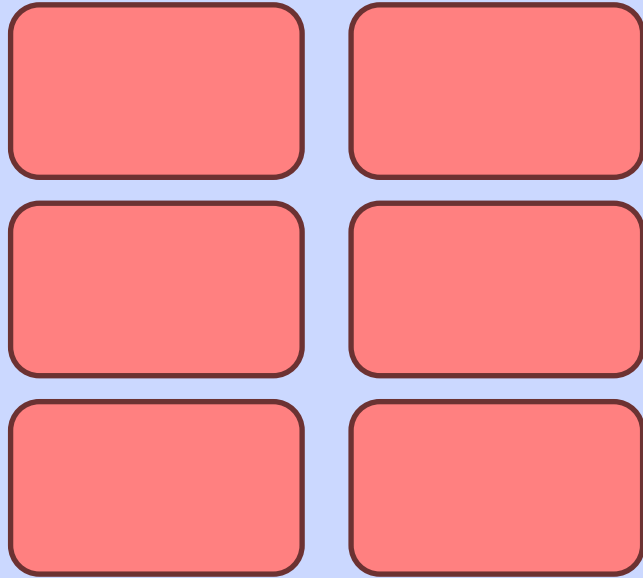


Consider all stakeholders

Ensure that all voices are heard: core team teachers, supporting teachers, administrators, instructional coaches, etc.



How to facilitate the CLT Self-Assessment



Administering the assessment (22 min.)

- Set the purpose.
- Walk them through the document
- Lean on a team agreement that will set the tone for honesty, confidentiality, or space to take their time.
- Encourage everyone to answer/score honestly.
- Give plenty of time - start with
- Take the assessment with the team, even if you've already done this before.
- As people are finishing:
 - Encourage team members to make sure each category in each domain is scored.
 - Ask them to be sure they have captured their data on the last page.



Let's Practice

	Team Structure "Look Fors"		
Indicators	Group of Individuals	Collaborative Group Getting Work Done	Collabi
Meeting Space	Team meets in a teacher's room <input type="checkbox"/>	Team rotates meeting places to different rooms <input type="checkbox"/>	Team meets i
Seating Arrangement	Team members spread out around the room <input type="checkbox"/>	Team seating focused around the facilitator <input type="checkbox"/>	Team sea



Options for the Assessment

When	How
Pre-planning/ Summer planning	Facilitate all 4 parts
Team meetings (45 min. or less)	Week 1: part 1 Week 2: part 2 Week 3: part 3 Week 4: part 4 This will allow for other agenda items to be covered
Team meetings (60-75 min.)	Week 1: part 1 & 2 Week 2: part 3 & 4 OR dedicate one team meeting for all 4 parts



3

How to analyze the data from the CLT Self-Assessment



Discussing the Data



Noticings

What do you notice about our data?



Surprises

What surprises you?



Strengths

What are we doing well?

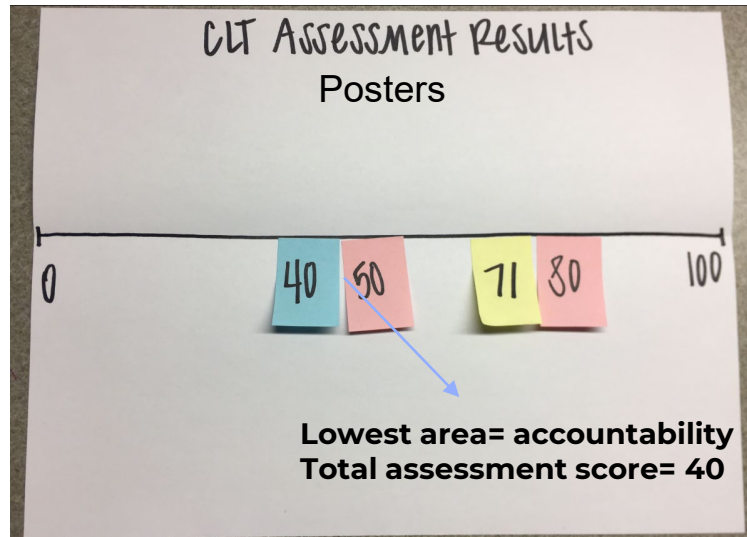


Growth

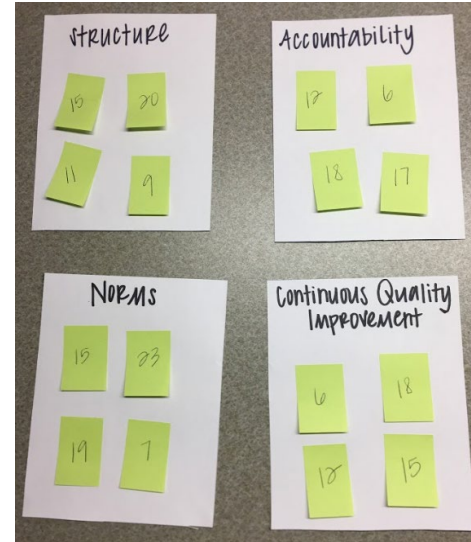
What is an area where we can grow?

Visually Display the Data

Number line Post its

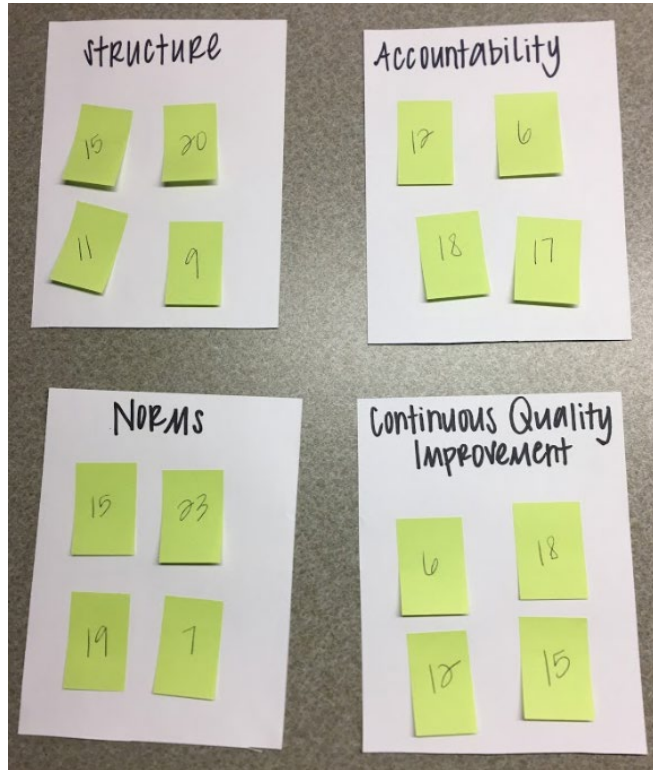


Posters





Visually Display the Data



Option 2: Posters

- Each team members write the total for each category

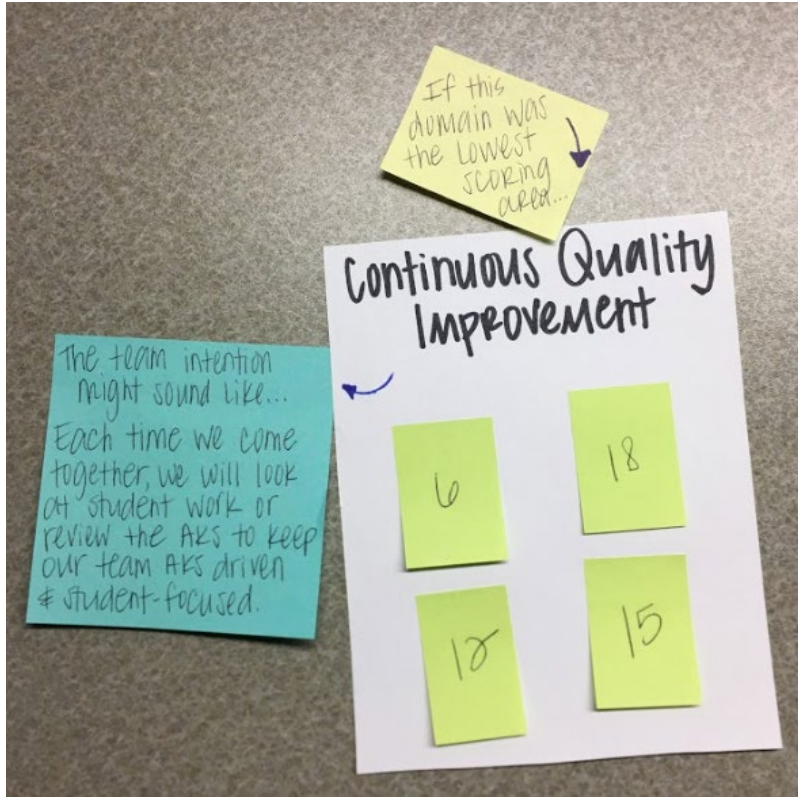
Reflection: How do you intend to display the data from your team's assessment results?



4

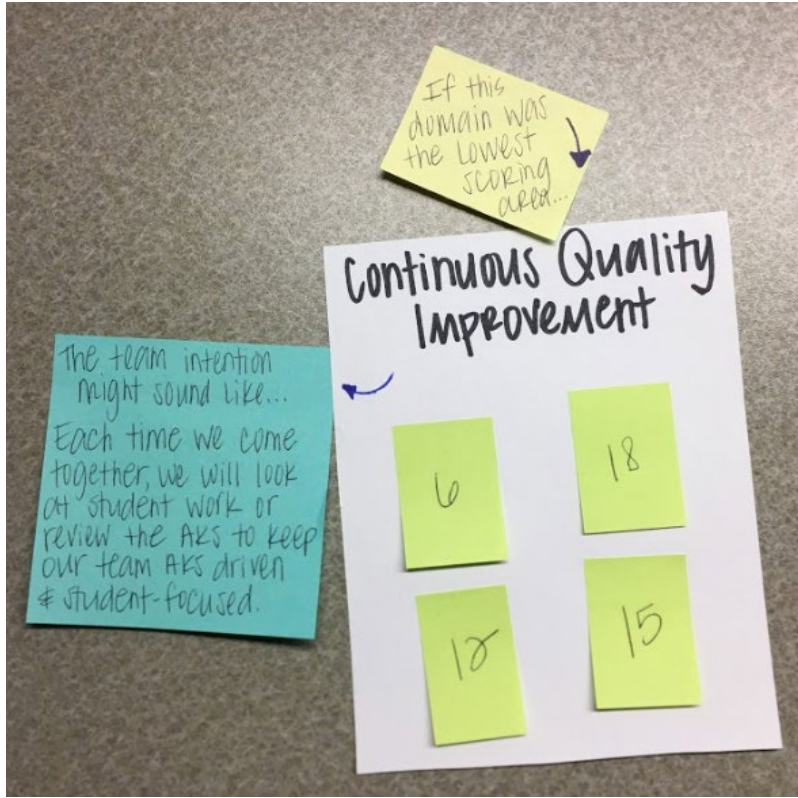
How to set a team intention





Team Intention

a determination to act in a certain way



Team Intention

1. Direct the team's attention back to the lowest domain.
2. Summarize all the shared ideas in a single sentence.
3. Post this intention on the team's agenda so that it is always in the forefront of their work.
4. Take time during each team meeting to revisit the intention.

CLT Resources

CLT Assessment Guide

This document is intended to support leaders in facilitating the CLT Assessment.

Contextual Narrative

Purpose

All teams are on a continuum of collaboration. Where a team is located at any given moment on this continuum depends on various factors such as team structure, accountability, norms, and how they navigate the process of continuous quality improvement. This assessment can be used by an outside observer to get a snapshot of where the team's actions and conversations reflect their current level of collaboration during any given meeting. Likewise, the team members themselves can take the assessment to reflect on and to engage in level setting around the team's collaboration. This assessment can also be used as a tool for goal setting on areas for growth. It can also inform how the team plans using the tool "Actions for Improved Student Achievement."

Continuum

The continuum is designed to reflect low levels of collaboration on the far left and high levels of collaboration on the far right. On the left, *Group of Individuals*, reflects a team that only comes together to give or receive information before they go back and focus on their individual classrooms. The middle, *Collaborative Group Getting Work Done*, reflects a team where individuals work together toward the shared purpose of being productive. On the right, *Collaborative Learning Team*, reflects a team that is both productive and engages in ongoing inquiry in order to continue learning for the purpose of getting better results in student achievement.

Assessment

When taking the assessment, look at how team members are seated, what team members are doing and saying, and how they use the meeting agenda. In many cases, you can make an inference of the level of team collaboration by conversations about previous actions or products that took place in an earlier meeting. For example, if a team member makes mention of a common summative assessment that they created two weeks ago and today they are not working on the summative assessment, it is safe to say that the team developed a common summative assessment which is a *Collaborative Group Getting Work Done* indicator in the *Continuous Quality Improvement* section of the assessment. Additionally, if the team shows no evidence of a particular indicator on the assessment do not leave that section blank but rather score them as a *Group of Individuals* for that specific indicator.

Collaborative Learning Team Implementation Self-Assessment

Place a check in the box that best represents your team for each indicator. Add totals for each column at the bottom.

	Team Structure "Look Fors"		
Indicators	Group of Individuals	Collaborative Group Getting Work Done	Collaborative Learning Team
Meeting Space	Team meets in a teacher's room <input type="checkbox"/>	Team rotates meeting places to different rooms <input type="checkbox"/>	Team meets in room that is dedicated to the team meetings <input type="checkbox"/>
Seating Arrangement	Team members spread out around the room <input type="checkbox"/>	Team seating focused around the facilitator <input type="checkbox"/>	Team seating supports collaboration <input type="checkbox"/>
Meeting Time	Inconsistent / Interrupted <input type="checkbox"/>	Sacred time but focused mainly on business and getting things done <input type="checkbox"/>	Sacred time that is focused on getting things done and learning <input type="checkbox"/>
Team Focus	Little team focus or ineffective use of time <input type="checkbox"/>	Clear focus on maximizing efficiency and getting collaborative work done <input type="checkbox"/>	Clear focus on improving teacher practice through new learning and improved implementation <input type="checkbox"/>
Members' Knowledge & Skills	Team members keep their expertise to themselves <input type="checkbox"/>	Team members share their knowledge and skills <input type="checkbox"/>	Team members leverage their expertise and engage in new learning to inform practice <input type="checkbox"/>
	Each box in this column is 1 point. Total= <u>0</u>	Each box in this column is 3 points. Total= <u>0</u>	Each box in this column is 5 points. Total= <u>0</u>

Reflection: What are your next steps with using this assessment with your teams?