

Collaborative Culture Survey

Overview



This Collaborative Culture Survey is a reflective tool to foster a collaborative culture within your professional learning community. The items have been identified by NCTAF and NCLE research as conditions that support teacher collaboration that make a difference for student learning. The survey is adapted from a similar survey and discussion protocol developed by NCLE. This self-assessment will help your team identify strengths and areas where your collaborative practice could be strengthened.

Team members will individually respond to the survey items using a rating scale with brief open-ended questions. Items are divided into several categories: collaborative culture, instructional improvement focus, and organizational supports. This tool provides baseline and interim ratings of collaborative practice that can document evidence of improvement. The results can be used to identify areas of strength and weaknesses, as well as inform improvement goals and collaborative strategies to try. This tool is most useful for gathering baseline and summative scores. The survey can be used to gather early data for a solid baseline. An interim (mid-year) and summative (end-of-year) administration can provide multiple data points across a school year, as well as check-in points for your PLC to inform strategic decisions about what strategies you have tried and what you should try next.

The survey takes about 15 minutes to administer. A coach or team leader can use a spreadsheet to calculate the average team scores for each item (approximately 15 minutes). The administration of this tool can be done as a team or individually. Preferably, everyone on the team should participate in taking the survey to get a more accurate team score. Having team members take it outside of your PLC meeting will save on team planning time, as well as allow the coach or team leader to prepare the team scores and focused questions to guide the discussion around the findings. The results can then be used to inform a discussion of goals and strategies using the Collaborative Culture Discussion Protocol. You can do this process using a paper survey, but an online survey or digital form that can be exported to a spreadsheet will expedite the data entry, aggregation, sharing, and use of the findings.

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* Survey items were adapted with permission from NCLE. The NCLE inventory was developed by Catherine A. Nelson, Robert Hill, Michael Palmisano, Lara Hebert, and Sharon Roth on behalf of the National Center for Literacy Education (NCLE). Copyright © 2012 by the National Center for Literacy Education/National Council of Teachers of English. All rights reserved.

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Collaborative Culture

Shared Agreements: How much do you agree with the following statements about the group with whom you are collaborating?

	1-Strongly Disagree	2-Disagree	3-Agree	4-Strongly Agree
We agree about the most important STEM outcomes for our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We agree about how to assess those outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We agree about effective STEM instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have a common understanding of and emphasis on STEM across disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our shared agreements about STEM drive our decisions and our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We hold each other accountable for acting on our shared agreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes have you successfully made on shared agreements?

Creating Collaborative Culture: How often are the following things true about the group with whom you are collaborating?

	0-Never	1-Rarely	2-Sometimes	3-Often	4-Almost Always
We can share successes and failures without being judged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our meetings are productive and purposeful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group members follow through on things between meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We feel responsible for working together to address student learning problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We challenge each other and engage in hard conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We share leadership for our collaborative work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes have you successfully made in creating a collaborative culture?

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Deprivatizing Practice: How often are the following things true about the group with whom you are collaborating?

	0-Never	1-Rarely	2-Sometimes	3-Often	4-Almost Always
We observe each other in the classroom and provide feedback to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All members of the group stay engaged and accountable to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We make commitments to try things in our classrooms and report back on the results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are comfortable sharing evidence about what is happening in our classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We share what we learn with others beyond our group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our group's work connects to the broader goals of the system in which we work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes have you successfully made in deprivatizing practice?

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Instructional Improvement Focus

Maintaining an Inquiry Stance: How much do you agree with the following statements about the group with whom you are collaborating?

	1-Strongly Disagree	2-Disagree	3-Agree	4-Strongly Agree
We have a clear purpose that focuses our collaborative work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our collaboration focuses on core issues of student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are clear about the student outcomes we are working toward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We work through a cycle of planning, acting, and reflecting on evidence about our practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We routinely monitor our progress toward our goals for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We incorporate expertise and research evidence into our inquiry as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes have you successfully made in maintaining an inquiry stance?

Using Evidence Effectively: How often are the following things true about the group with whom you are collaborating?

	0-Never	1-Rarely	2-Sometimes	3-Often	4-Almost Always
Our collaboration stays grounded in evidence of student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We use a wide range of data sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have the skills in our group to use data effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we try something, we analyze the impact on student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We examine and discuss student work with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes have you successfully made in using evidence effectively?

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Supporting Collaboration Systemically

The final domain asks about supports for collaboration in the broader system or organization in which you work.

How much do you agree with the following statements about the organization in which you work?

	1-Strongly Disagree	2-Disagree	3-Agree	4-Strongly Agree
Teachers, administrators, and other professionals trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration is a routine part of how we do our jobs here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has provided us with useful training and/or tools to help us collaborate more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization provides timely data that sheds light on our shared question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New learning about effective practice is shared across the system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated time is built into the work week for professional collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our leadership supports and promotes our collaborative work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our leadership engages in collaborative work with us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are encouraged to experiment with our practice and try new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What barriers still exist?

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