

## PLCs: Rate Yourself As A Team Player<sup>1</sup>

Effective school improvement teams are made up of individuals who respect each other and work well together. Your behavior has an enormous impact on the team's ability to do its work efficiently and effectively. The following is a series of questions about your behavior in your work group. Answer each question honestly. There are no right or wrong answers. Describe your behavior as accurately as possible.

1. I offer facts, opinions, ideas, suggestions, and relevant information during my team's discussions.  
Never    1    2    3    4    5    6    7    Always
2. I express my willingness to cooperate with other group members and my expectation is that they will also be cooperative.  
Never    1    2    3    4    5    6    7    Always
3. I am open and candid in my dealings with the entire group.  
Never    1    2    3    4    5    6    7    Always
4. I support team members who are on the spot and struggling to express themselves intellectually or emotionally.  
Never    1    2    3    4    5    6    7    Always
5. I take risks in expressing new ideas and current feelings during a team discussion.  
Never    1    2    3    4    5    6    7    Always
6. I communicate to other team members that I am aware of and appreciate their abilities, talents, capabilities, skills, and resources.  
Never    1    2    3    4    5    6    7    Always
7. I offer help and assistance to anyone on the team in order to improve the team's performance.

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<sup>1</sup> From Collaborative Professional Learning in School and Beyond: A Tool Kit for New Jersey Educators. Adapted with permission from the South Carolina State Department of Education.

Never 1 2 3 4 5 6 7 Always  
8. I accept and support the openness of other team members, supporting them for taking risks and encouraging individuality.

Never 1 2 3 4 5 6 7 Always  
9. I share materials, books, sources of information, and other resources with team members in order to promote the success of all members and the team as a whole.

Never 1 2 3 4 5 6 7 Always  
10. Three things I might do to increase the effectiveness of our team include:

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# PLCs: Learning Team Survey<sup>2</sup>

School \_\_\_\_\_ Subject/grade level \_\_\_\_\_

- How many times have you met with your learning team?  
 \_\_\_ 1-3    \_\_\_ 4-6    \_\_\_ 7+    \_\_\_ Have not met
- What rating best describes your feelings about these meetings? Scale: 1 (most negative) to 10 (most positive).

Most Negative (-)	1	2	3	4	5	6	7	8	9	10	Most positive (+)
Unproductive											Productive
Non-task oriented											Task oriented
Not well facilitated											Well facilitated
Incompatible group members											Compatible group members
Less than honest communication											Honest communication

- What, if any, are the positive impacts of these meetings on you personally?

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- What, if any, are the negative impacts or concerns you have had with the learning team meetings?

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- Rate the benefit of participating on a learning team. Scale: 1 (not much benefit) to 5 (a great deal of benefit)

**To what extent have you gained. . .**

**Circle Choice**

<sup>2</sup> From Collaborative Professional Learning in School and Beyond: A Tool Kit for New Jersey Educators. From SERVE, Atlanta,

New knowledge about teaching and learning?	1	2	3	4	5
New insights about how to reach certain students?	1	2	3	4	5
New ideas about how to improve the way you teach?	1	2	3	4	5
New perspectives on your strengths and weaknesses in teaching?	1	2	3	4	5
A new outlet for expressing and sharing frustrations concerns, problems with teaching?	1	2	3	4	5
Greater confidence in using a wider range of instructional and assessment methods?	1	2	3	4	5
A stronger sense of connection or support from other Educators?	1	2	3	4	5
A greater sense of yourself as a professional?	1	2	3	4	5

6. With regard to your selected team focus, how successful has your group been with each activity listed here? Scale: 1 (not at all successful) to 5 (extremely successful)

<b>How successful has your learning team been with. . . .</b>	<b>Circle Choice</b>				
Analyzing and discussing student needs?	1	2	3	4	5
Reading research and studying successful strategies for addressing student needs, and discussing applications of what we've studied?	1	2	3	4	5
Discussing similarities and differences in Educators' approaches and beliefs about teaching?	1	2	3	4	5
Investigating programs, strategies, and materials that might help motivate students?	1	2	3	4	5
Designing new materials, lessons, or assessments for students?	1	2	3	4	5
Trying out new techniques, materials, approaches in teaching and assessing students?	1	2	3	4	5
Assessing and sharing results of new approaches to teaching with the learning team?	1	2	3	4	5

7. Of the Educators on your learning team, how many do you think believe the learning team approach has significant potential to help Educators improve students' motivation and performance? \_\_\_\_\_ of \_\_\_\_\_ (give number out of total)

8. Below is a list of activities that support teacher growth and development. Try to assess the activities in terms of whether they were practiced effectively at the school before the learning teams began. Scale: 1(not very effectively practiced) to 5 (very effectively practiced before the learning teams began)

<b>Effectively practiced before the learning teams began. . .</b>	<b>Circle Choice</b>				
Educators talked to each other about how they taught and the results they got?	1	2	3	4	5
Educators learned from each other by watching each other work?	1	2	3	4	5
Educators designed lessons, assessments, or units together?	1	2	3	4	5
Educators critiqued lessons, assessments, or units with each other?	1	2	3	4	5
Educators reviewed the curriculum across grade levels in a particular subject?	1	2	3	4	5
Educators developed interdisciplinary strategies to increase student interest and learning?	1	2	3	4	5
Educators shared articles and other professional resources and read and discussed books?	1	2	3	4	5
Educators asked each other for advice and help with particular students and topics?	1	2	3	4	5
Educators visited other schools to examine instructional approaches in other settings?	1	2	3	4	5
Educators worked together to examine student classroom tests and other student work samples to better understand student strengths and weaknesses?	1	2	3	4	5
Educators provided moral support and encouragement to each other in trying new ideas?	1	2	3	4	5
Educators helped each other implement ideas from workshops they attended?	1	2	3	4	5

9. In your opinion, what percent of your students have benefited from your learning team participation?

\_\_\_\_\_ Less than 25%      \_\_\_\_\_ 26-50%      \_\_\_\_\_ 51-75%      \_\_\_\_\_ 76%+

10. Indicate your level of agreement with each of the following statement based on your experiences so far with the learning team. Scale 1 (not at all) to 5 (a great deal).

<b>I think my participation on the learning team will . . .</b>	<b>Circle Choice</b>				
Improve my overall teaching effectiveness.	1	2	3	4	5
Improve my skills in helping student learning.	1	2	3	4	5
Change my perceptions about some students' learning abilities.	1	2	3	4	5
Increase my understanding of how to motivate students to work better?	1	2	3	4	5

Significantly change how I teach.	1	2	3	4	5
Significantly change how I work with other Educators.	1	2	3	4	5

11. Indicate your level of agreement with each of the following statements. Scale 1 (strongly disagree) to 5 (strongly agree)

<b>I agree with these statements. . .</b>	<b>Circle Choice</b>				
I am enthusiastic about my participation on a Learning team.	1	2	3	4	5
I feel a lot of stress during the weekday.	1	2	3	4	5
I need more time for learning team participation.	1	2	3	4	5
I am satisfied with my work environment here.	1	2	3	4	5
I am excited by my students' accomplishments This year.	1	2	3	4	5
Student motivation is a major problem here.	1	2	3	4	5
Educators here tend to do their own thing in the classroom with little coordination.	1	2	3	4	5
I often feel unsure of my teaching.	1	2	3	4	5
Educators here get along well.	1	2	3	4	5

