

## Team Strengths and Growth Survey

Use the following six-step process to reach consensus on your team’s strengths and areas for growth.

1. Independently rate each of the following twenty-two items.
2. Once all members of the team have completed their ratings, set a team meeting time to discuss the variations.
3. Develop a way for all members to share their ratings and rationale for their ratings on each item. Encourage them not to change their responses on an item until all members’ scores on that item have been discussed.
4. After everyone on the team has been heard, collaboratively reach an agreement for each item’s rating.
5. Celebrate the team’s strengths.
6. Use results to identify a team action plan for growth.

| The rating scale is 1–5:<br>1—Not true<br>2—Somewhat true<br>3—Pretty good—average<br>4—Above average<br>5—Great! Could be a model for others to see  | <b>Your Score</b> | <b>Team Score</b> |
|---|-------------------|-------------------|
| <b>Collaboration</b>  |                   |                   |
| 1. Our team collaboratively developed a statement of purpose for the team’s existence and collaboration time.   |                   |                   |
| 2. Our team develops and lives by our team norms and protocols to guide our collaboration time.   |                   |                   |
| 3. Our team formally evaluates our adherence to team norms and the effectiveness of our team at least twice each year.                                |                   |                   |
| 4. Our team identifies SMART goals that require interdependency to achieve.   |                   |                   |
| 5. Our team analyzes student achievement results to build our strengths and address our weaknesses to continuously improve our professional practice. |                   |                   |
| <b>Curriculum</b>   |                   |                   |
| 1. Each member on our team identifies the essential learnings lesson by lesson and unit by unit.  |                   |                   |
| 2. The essential learning outcomes identified by our team align with high-stakes assessments and certification requirements of our students.          |                   |                   |
| 3. Our members have identified essential learning outcomes that overlap with one another.   |                   |                   |

**REPRODUCIBLE**

|  |  |  |
|--|--|--|
| 4. Our team has agreed how to best sequence the content for students to achieve the intended essential learnings.              |  |  |
| 5. Our team identifies content and topics we can eliminate to devote more time to the essential curriculum.                    |  |  |
| <b>Assessment</b>  |  |  |
| 1. Our team creates assessments for prerequisite skills.   |  |  |
| 2. Our team agrees on assessment format types.   |  |  |
| 3. Our team agrees on assessment protocols before teaching the common essential learnings to be assessed.                      |  |  |
| 4. Our team agrees how they will judge student learning and assessment results before teaching the essential skills.           |  |  |
| 5. Our team agrees on the frequency to administer team- developed assessments.   |  |  |
| 6. Our team creates blueprints for our common assessments.   |  |  |
| 7. Our team teaches students the criteria we use in judging the quality of their work and provides them with quality examples. |  |  |
| <b>Intervention</b>  |  |  |
| 1. Our team has developed strategies and systems to assist students lacking prerequisite knowledge and skills.                 |  |  |
| 2. Our assessment results are used to identify students needing additional support and extension.                              |  |  |
| 3. Our team shares and commits to in-class intervention systems.   |  |  |
| 4. To benefit students, our team shares students to focus on essential learnings.  |  |  |
| 5. Our team sets up intentional tutorial sessions and centers to help struggling students.                                     |  |  |

*Source: Adapted from DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for Professional Learning Communities at Work (3rd ed.). Bloomington, IN: Solution Tree Press.*