

Collaboration Survey*

Date (MM/DD/YY): _____

Team Member Completing Survey: _____

Other Team Members: _____

Subject Taught: _____ **Grade:** _____

School: _____ **Charter School / District:** _____

Directions: Each team member should fill out a survey independently, using a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). This survey evaluates the collaborative performance of your entire team.

Meeting roles unassigned	1 2 3 4 5	Multiple meeting roles assigned prior to the meeting (e.g., facilitator, note-taker)
Ever-changing start and stop times (e.g., members straggle in, waiting for leadership, meetings sometimes cancelled)	1 2 3 4 5	Meeting starts and ends on time as scheduled
Irregular attendance by team members	1 2 3 4 5	Nearly all team members attend regularly
Nonexistent or limited use of agendas	1 2 3 4 5	Agenda developed and available prior to meetings
Nonexistent or limited use of meeting minutes/notes	1 2 3 4 5	Minutes/notes taken during meeting and distributed to all team members after the meeting
Minimal team member engagement (e.g. members off-task, distracted)	1 2 3 4 5	High level of engagement from all team members (e.g., verbal input, attention, willingness to complete tasks)
Discussions disjointed (e.g., numerous interruptions, sidebar conversations)	1 2 3 4 5	Discussions stay on track; no sidebar conversations
Poor team member communication (e.g., aggressive tones, lack of listening, disrespect)	1 2 3 4 5	Team members communicate effectively (e.g., speak directly, ask questions, express support, restate ideas)

Disagreements/conflicts aren't addressed (e.g., disgruntled team members, talking behind backs)	1 2 3 4 5	Disagreements/conflicts are addressed (e.g., problem solving, respect, listening)
Some members are not valued as important to the team	1 2 3 4 5	Members value each other's roles and contributions
Members are not provided time/forum to share viewpoints; limited discussion time before a decision is made	1 2 3 4 5	All viewpoints shared and given adequate time prior to decision-making (e.g., discussion of options and consequences)
Final decision made with limited input by team (e.g., one person makes decision, limited influence, no voting)	1 2 3 4 5	Shared decision-making with balanced influence of team members (e.g., voting on decisions, discussion of options)
Lack of meeting purpose (e.g., meeting "for the sake of meeting")	1 2 3 4 5	Meeting has clear purpose, which is communicated in advance
Data does not drive decision-making	1 2 3 4 5	Data drives decision-making (i.e., relevant data is reviewed and discussed; decisions clearly influenced by data)
No reference to past goals/action items	1 2 3 4 5	Status of action items from last meeting is reviewed
Action items not identified, unclear responsibilities	1 2 3 4 5	Clear action items (e.g., deadlines, person responsible)
Meetings are not productive and do not result in progress	1 2 3 4 5	Meetings are productive; continual progress focused on purpose

* Erickson, A., G., Noonon, P., Carter, K. S., McGurn, L., & Purifoy, E. (2015). The Team Functioning Scale: Evaluating and improving effectiveness of school teams. *International Journal of Educational Research*, 69, 1-11.