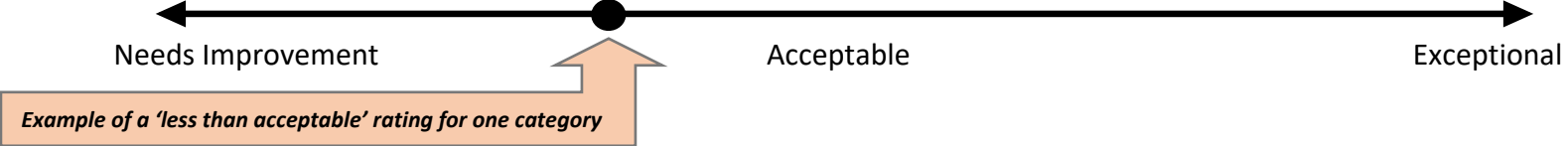## Professional Collaboration Index:
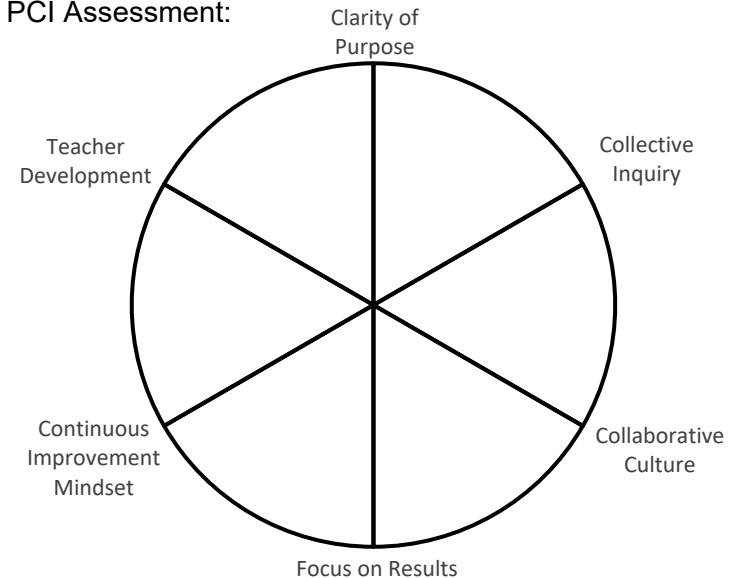*a decision-making tool for evaluating the professional educator mindset and practice of collaboration and learning in your school community.*

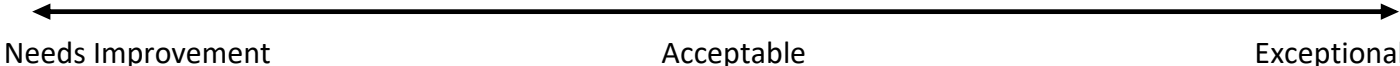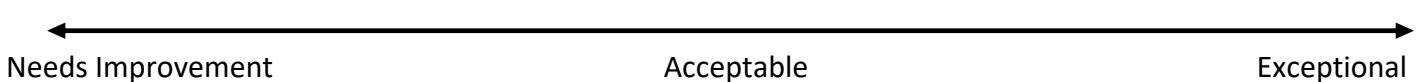|	
Step 1: Interviews and Initial Ratings (33 minutes)	Assign a timekeeper to monitor the time and plan to spend **5 minutes on each category**. Read these directions before beginning. • **GROUP INTERVIEW PROTOCOL** (Work in groups of 6 or less. If more than 6 on your team, break up into smaller teams.) a) Select an interviewer who will begin with the first of six categories. The remaining team members will be interviewees ▪ **Interviewer** • **READ** questions aloud from the first category, listening carefully to volunteer answers and taking notes. ○ **ASK** clarifying questions, if necessary, to better understand the answer. Clarifying question stems include: ▪ *Is this what you said…?* ▪ *Did I understand you when you said…?* ▪ *What's another way you might…?* • Interviewer does <u>not</u> engage in conversation or provide opinions/feedback at this point • Interviewer uses the rubric provided to **CHOOSE A RATING** for this category and records it on their own workbook as a point on the line graph for this category (Do not share the rating at this point. The team will have an opportunity to work toward rating consensus for each category in Step 2.) ▪ **Interviewees** • **LISTEN** carefully and volunteer to provide answers to any questions from the Interviewer. • **AVOID** engaging in conversations or providing opinions about other answers. • **TAKE NOTES** for each category so you can contribute to the consensus group rating activity in Step 2. b) **ROTATE** the role of interviewer to another team member and follow the same procedure. Continue rotating and conducting interviews until all six categories have been engaged. ***The APPENDIX includes guidelines for team members, activity NORMS and a glossary for terms used throughout the PCI.***
Step 2: Rating Consensus (12 minutes)	The interviewer for each category shares their rating, briefly explaining why they made their decision and asks for any input or requested adjustments. Once all team members agree on the rating, these are recorded in all workbooks as a point on the line graph for each category. **Monitor the time and plan to spend 2 minutes on each category.** Needs Improvement Acceptable Exceptional *Example of a 'less than acceptable' rating for one category*

Step 3: Create the Wheel (10 minutes)	Create a visual that represents "how your school rolls" with professional collaboration. The line graph ratings for your school recorded in Step 2 will become the 'spokes' on a wheel. (use paper on tables or chart paper provided with markers)
	• Draw a large circle on a white board or chart paper to represent a wheel.
	• Draw 6 'spokes' on the wheel, evenly spaced, that connect to a common center point.
	• Label each line outside of the circle as shown.
	• Transfer the points you graphed (rating) for each category considering the center point as "needs improvement" and the outside edge of the circle is "exceptional"
	• Connect the points to generate your school's wheel as a visual representation of your Professional Collaboration Index.

	• Use the following reflection questions to discuss the results of your PCI Assessment:
	    o If this were an actual wheel, how easily would it roll?
	    o Is the wheel smaller than it should be?
	    o What categories are your PCI strengths?
	    o What categories are the most challenging for your school?

Wheel labels: Clarity of Purpose, Collective Inquiry, Collaborative Culture, Focus on Results, Continuous Improvement Mindset, Teacher Development
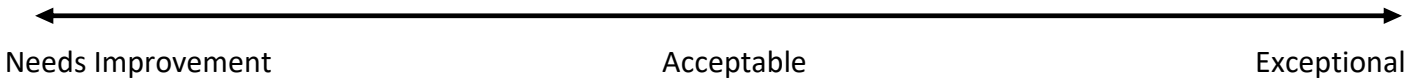
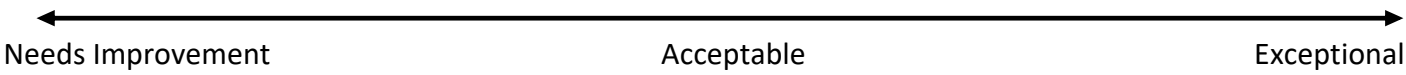| |
|---|
| **HaysCISD: Capture notes from your team's discussion of the reflection questions above. Add a file to the shared campus folder that includes your results (the wheel) and the reflection question discussion notes so your team can access those during Virtual Workshop #2.** |

			My Notes
Clarity of Purpose *clear and focused on the mission and vision*	Guiding Questions	1. Describe the fundamental purpose of the school. 2. What staff behaviors/actions are demonstrated that reflect the belief that all students can learn? 3. What staff behaviors/actions serve as barriers to the belief that all students can learn? 4. How is the focus of the campus narrowed so stakeholders can commit to campus goals? 5. What is the mission statement of the school? How is it shared? 6. How do collective commitments guide the work to accomplish the mission? 7. How are goals set and monitored to ensure student growth? 8. How does staff participation in collaboration impact instructional efficacy*?	

Category Rating	←———————————————————————————→
	Needs Improvement　　　　　Acceptable　　　　　Exceptional

Category Rating Guide	**Needs Improvement:** *Interviewees are unable to articulate answers for the questions in this category and/or the answers reflect misalignment among school community members or lack of clarity.*	**Acceptable:** *Interviewees are somewhat able to articulate answers for most questions in this category, although the answers reflect some level of misalignment among school community members or lack of clarity.*	**Exceptional:** *Interviewees are able to articulate detailed, thorough answers for most or all of the questions in this category and the answers reflect alignment among school community members.*

			My Notes
Collective Inquiry colleagues jointly build shared knowledge	Guiding Questions	9. *How are school/student strengths and weaknesses identified? Describe how teams study this evidence.* 10. *How and when are essential academic standards determined?* 11. *What is the process and evidence for reaching consensus regarding essential standards?* 12. *How do teacher teams engage in collective study to ensure the achievement of essential standards?* 13. *Describe the process for how instructional strategies are selected to effectively* align the content and the student performance outcome?* 14. *How are teachers provided with feedback and support for learning plans?* 15. *How is effective* professional discourse* engaged when educators ask reflective questions about their processes and practices?*	

	Category Rating	Needs Improvement ←————————————————— Acceptable —————————————————→ Exceptional

	Category Rating Guide	**Needs Improvement:** *Interviewees are unable to articulate answers for the questions in this category and/or the answers reflect misalignment among school community members or lack of clarity.*	**Acceptable:** *Interviewees are somewhat able to articulate answers for most questions in this category, although the answers reflect some level of misalignment among school community members or lack of clarity.*	**Exceptional:** *Interviewees are able to articulate detailed, thorough answers for most or all of the questions in this category and the answers reflect alignment among school community members.*

			My Notes
Collaborative Culture behaviors and structures that value working together	Guiding Questions	16. Describe the schedule that promotes teacher teams routinely working collaboratively. 17. What serves as evidence that teachers are committed to working collaboratively so that each child achieves his/her potential? 18. What role does professional discourse* and inquiry* play during collaboration? 19. What protocols are used to ensure individual team member knowledge is accessible to colleagues during collaboration? 20. How are teachers encouraged to compare their individual student outcomes to those of their colleagues and use that comparison for professional growth? 21. What process has been established for teams to create and interact with group norms during collaboration? 22. How is adherence to norms monitored?	

		Category Rating		
	Category Rating	←——————————————————————————————→ Needs Improvement　　　　　　　Acceptable　　　　　　　Exceptional		
	Category Rating Guide	**Needs Improvement:** *Interviewees are unable to articulate answers for the questions in this category and/or the answers reflect misalignment among school community members or lack of clarity.*	**Acceptable:** *Interviewees are somewhat able to articulate answers for most questions in this category, although the answers reflect some level of misalignment among school community members or lack of clarity.*	**Exceptional:** *Interviewees are able to articulate detailed, thorough answers for most or all of the questions in this category and the answers reflect alignment among school community members.*

			My Notes
Focus on Results *using outcomes to make changes*	Guiding Questions	23. *Explain the system in place to ensure that student performance assessment data is valid and reliable.* 24. *Describe the role common assessments serve in an effort to assess student learning.* 25. *What ongoing informal assessment methods are used to reflect on student performance throughout the instructional cycle?* 26. *How do you ensure that higher level questions are integrated into instruction?* 27. *How are the results used to help staff understand areas of strength and weakness in the learning of their students?* 28. *How are the results analyzed so that instructional strengths are identified and shared with the team?* 29. *How is data continuously used to improve planning for Tier 1 instruction that anticipates how students will struggle?* 30. *How are interventions of additional time and support for learning provided to students experiencing difficulty?* 31. *What systems are in place that allow students who have met expectations to extend their learning?*	

		Category Rating		
	Category Rating	←— Needs Improvement	Acceptable	Exceptional —→
	Category Rating Guide	**Needs Improvement:** *Interviewees are unable to articulate answers for the questions in this category and/or the answers reflect misalignment among school community members or lack of clarity.*	**Acceptable:** *Interviewees are somewhat able to articulate answers for most questions in this category, although the answers reflect some level of misalignment among school community members or lack of clarity.*	**Exceptional:** *Interviewees are able to articulate detailed, thorough answers for most or all of the questions in this category and the answers reflect alignment among school community members.*

			My Notes
Continuous Improvement Mindset *instructional practice can be developed through specific efforts*	Guiding Questions	32. *Describe the routine practices which allow for continuous improvement.* 33. *How is the sense of urgency* for this improvement connected to the mission of the campus?* 34. *What systems are in place so that every team and teacher can identify and take action on areas for improvement?* 35. *When efforts are successful, how do teams celebrate?* 36. *What evidence exists that suggest collaboration has moved from a checklist of tasks to a process of continuous improvement?* 37. *What positive outcomes resulting from collaboration serve to energize teacher teams?* 38. *How do teachers demonstrate a sense of purpose and self-efficacy*?*	
	Category Rating	← Needs Improvement ——————— Acceptable ——————— Exceptional →	
	Category Rating Guide	**Needs Improvement:** *Interviewees are unable to articulate answers for the questions in this category and/or the answers reflect misalignment among school community members or lack of clarity.* **Acceptable:** *Interviewees are somewhat able to articulate answers for most questions in this category, although the answers reflect some level of misalignment among school community members or lack of clarity.* **Exceptional:** *Interviewees are able to articulate detailed, thorough answers for most or all of the questions in this category and the answers reflect alignment among school community members.*	

			My Notes
Teacher Development *teachers can and will grow their practice*	Guiding Questions	39. *What opportunities do staff have to reflect on their practice and improve their craft?* 40. *How does collaboration support teachers with individual problems to gain insight and feedback from peers?* 41. *What structures create an environment where staff can express their need for help?* 42. *When data reflect student struggle, how do teachers accept responsibility for the outcomes and use as an opportunity for growth?* 43. *What evidence is there that teachers on your campus have self-efficacy*?* 44. *Describe the processes for teachers to work interdependently to analyze and impact their practice in order to improve results for individual teachers, the team and the school.*	
	Category Rating	←————————————————————————————————→ Needs Improvement Acceptable Exceptional		
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Appendix:

Guidelines for choosing teams to participate in PCI: Convene a guiding coalition, a group of administrators, coaches and/or teacher leaders who will provide input for and contribute to positive change initiatives for your school. These individuals align with the mission, vision, values and beliefs of the school and commit to work as a team to authentically evaluate the current campus reality and plan for success.

PCI GLOSSARY	
efficacy	*the ability or power to produce a desired result or effect*
self-efficacy	*one's belief in their own ability or power to produce a desired result or effect*
collective efficacy	*a group's shared belief in their ability or power to produce a desired result or effect*
effective	*successful in producing a desired result or effect*
discourse	*focused conversation on a specific topic*
Inquiry	*Questioning driven by a purpose*
Sense of urgency	*Acting as if something is vitally important; driven by a compelling reason*

PCI NORMS
Follow protocol directions to hear all voices
Stay within time limits
Ground statements in evidence
Be present & focus on topic / task