

## Learning With Others: Study of Collaboration Teacher Survey

The following tables show the teacher survey items that can be used as item sets to measure desired underlying constructs as indicated. For a copy of the teacher survey instrument please see [Collaboration Study Measures](#). To obtain information regarding the technical properties of the teacher survey item sets, please refer to the [Technical Appendix](#).

## Section I. Teacher Beliefs and Perspectives on Collaboration and Contextual Factors

Domain	Construct or Measurement Area	Proposed Items
<p style="text-align: center;"><b>Teacher perceptions and beliefs about collaborative group experiences (27 items)</b></p>	<p><b>Perceived benefits of collaboration (5 items)</b></p>	<p>This survey is part of a study that focuses on student collaboration.</p> <p><b>1. 10_a 1-5</b> Teachers differ in their perspectives about the intended purpose and benefits of offering collaborative group work to students. Think about the reasons why you offer collaborative group work to students. Please rate your level of agreement with the statements describing potential reasons why you might offer students collaborative group work in your classes. (Don't agree, agree a little, mostly agree, agree a lot)</p> <p><i>I offer collaborative group work in order to ...</i></p> <ul style="list-style-type: none"> <li>a. Build students' collaboration and social skills.</li> <li>b. Enhance students' interest and engagement in a subject/lesson.</li> <li>c. Deepen students' learning of core academic concepts and skills.</li> <li>d. Build students' capacity to apply what they have learned to a new problem or context.</li> <li>e. Better meet the learning needs of individual students.</li> </ul>
	<p><b>Perceived challenges associated with collaboration and balancing collaboration with personalization (7 items)</b></p>	<p><b>2. 11_a_1-7</b> Teachers differ in their experiences assigning collaborative group work to students. Tell us how much you agree with the following statements. (Don't agree, agree a little, mostly agree, agree a lot) (Reverse score all items)</p> <ul style="list-style-type: none"> <li>a. Some students are just not able to learn effectively in collaborative groups.</li> <li>b. For many students, working in a group makes it harder for them to stay on task.</li> <li>c. Students who are struggling academically usually benefit more from individualized teacher help, than from working in a collaborative group.</li> <li>d. It is hard to find time for student collaboration when I am trying to personalize learning for each of my students.</li> <li>e. I would offer my students more opportunities for collaboration but there is simply too much content I have to cover in this class.</li> <li>f. Most students can learn more working on their own than they do working in a group.</li> <li>g. If given the choice, most students would prefer to work on their own rather than in a group.</li> </ul>

Domain	Construct or Measurement Area	Proposed Items
	<p><b>Teacher perceptions of beliefs of school leaders related to value and importance of personalization and collaboration (7 items)</b></p>	<p><b>3. 9_a_1-7</b> How much do you agree with the following statements in describing the policies, practices and perspectives of your school leaders? (Don't agree, agree a little, mostly agree, agree a lot)</p> <p><i>Our school leaders ...</i></p> <ul style="list-style-type: none"> <li>a. Believe that student collaboration is an important schoolwide priority.</li> <li>b. Offer me professional development or coaching support to help me design high-quality <i>collaborative learning</i> experiences for my students.</li> <li>c. Support me as a teacher in adapting curriculum and approaches to be able to fit collaborative group work into my class time.</li> <li>d. Identify collaboration skills as an explicit learning goal for students.</li> <li>e. Believe that personalized learning for students is an important schoolwide priority.</li> <li>f. Offer me professional development or coaching support to help provide <i>personalized learning</i> experiences for my students.</li> <li>g. Support me as a teacher in adapting curriculum and approaches to be able to personalize learning for all students.</li> </ul>
	<p><b>School contextual factors helping and hindering opportunities for high-quality collaboration (8 items)</b></p>	<p><b>4. Q12_a_1-8</b> To what extent do the following schoolwide policies and practices help or hinder your ability to provide <b><i>collaborative learning opportunities</i></b> for students? (Presents major obstacles, presents some challenges, neither helps nor hinders, is helpful)</p> <ul style="list-style-type: none"> <li>a. Our class schedule/length of class periods.</li> <li>b. The number/length of planning periods I am given each week.</li> <li>c. Size of my classes (i.e., number of students enrolled in my class).</li> <li>d. Composition of my classes (e.g., range of student abilities, numbers of students who have IEPs, LEP, or other learning challenges).</li> <li>e. Amount of content I am expected to cover in my classes.</li> <li>f. Required student assessments.</li> <li>g. Autonomy I am given by school leaders/department heads.</li> <li>h. Amount of time I am given to collaborate with my fellow teachers to plan high quality collaborative group activities.</li> </ul>

## Section II. Teacher Course-Specific Questions

### Nature of Collaborative Experiences Offered

Domain	Construct or Measurement Area	Proposed Items
Structural quality features of high-quality collaboration (19 items)	Group composition (3 items) (descriptive)	<p>1. <b>Q25_a_1-4</b> How often do student groups in your selected class have the following characteristics? (Rarely/never, some of the time, most of the time, every time)</p> <ul style="list-style-type: none"> <li>a. At least two students who share the same race or ethnicity.</li> <li>b. At least two students of different races/ethnicities.</li> <li>c. A mix of students with more and less knowledge and skill in the activity topical area.</li> </ul>
	Established group norms and task clarity (5 items)	<p>2. <b>Q26_a_1-5</b> Before students begin working in their groups, how often do you explain, review or provide written information on the following? (Never/rarely, some of the time, most of the time, every time)</p> <ul style="list-style-type: none"> <li>a. The purpose or goal for the group project, activity or assignment.</li> <li>b. What steps they are supposed to take to go about their work.</li> <li>c. How students are supposed to share responsibility for getting the work done.</li> <li>d. What students are supposed to do when members of the group disagree.</li> <li>e. What criteria you will use to determine students' individual or group grade.</li> </ul>
	Interdependence: task requires collective and productive effort (4 items)	<p>3. <b>Q29_a_1-4</b> How often are the following statements true in describing how students in your class must work together in order to function effectively within their groups? (Never/rarely, some of the time, most of the time, every time)</p> <p><i>When students work together in groups (of 3 or more students) ...</i></p> <ul style="list-style-type: none"> <li>a. Students can only successfully complete the group project or task when everyone fulfills their varying roles and responsibilities.</li> <li>b. A wide range of perspectives, ideas and work styles are needed for students to effectively solve the group problem or task.</li> <li>c. Students' grade/credit for their group work is based on a combination of their individual work and their group's work.</li> <li>d. Students are expected to engage in a structured reflection time or evaluation of their group work.</li> </ul>
	Task is student-centered, culturally responsive, non-routine, authentic, and problem focused (7 items)	<p>4. <b>Q30_a_1-3</b> How often do the assigned group problems, projects/activities in your class have the following characteristics? (Never/rarely, some of the time, most of the time, every time)</p> <p><i>Group projects/activities/assignments ...</i></p> <ul style="list-style-type: none"> <li>a. Have more than one possible solution or answer.</li> <li>b. Are connected to an ongoing unit or theme students have been studying in class.</li> <li>c. Require that students apply what they have learned to a real-life problem or challenge.</li> </ul> <p>5. <b>Q30_a_4-7</b> How often do the assigned group projects/activities/assignments in your class have the following characteristics? (Rarely/never, some of the time, most of the time, every time)</p> <ul style="list-style-type: none"> <li>a. Include topics students already know something about.</li> <li>b. Are focused on a topic that was determined by the students themselves.</li> </ul>

Domain	Construct or Measurement Area	Proposed Items
		<ul style="list-style-type: none"> <li>c. Have an explicit connection with students' family traditions or culture (e.g., in topical focus or modes of learning—such as oral traditions).</li> <li>d. Have an explicit connection with students' lives outside of school (e.g. related to students' interests, hobbies, work).</li> </ul>
<b>Dynamic quality features of high-quality collaboration (13 items)</b>	<b>Interactions are responsive, respectful, and inclusive (5 items)</b>	<p>6. <b>Q32_a_1-5</b> Students differ in how they interact with one another when they are working in groups. Please rate how often the following statements are true for your students. (Not sure/cannot answer, never/rarely, some of the time, most of the time, every time/all of the time)</p> <ul style="list-style-type: none"> <li>a. Students carefully listen to each other's points of view.</li> <li>b. Students compliment each other on their ideas or solutions.</li> <li>c. Students of differing races get along well together.</li> <li>d. Students are able to stand up for themselves without putting others down.</li> <li>e. Students are able to disagree with others in their group without getting angry or upset.</li> </ul>
	<b>Constructive exchange (4 items)</b>	<p>7. <b>Q31_a_1-4</b> We recognize that student groups vary in how well they work together. Thinking in general about the students in your class, please rate how often do the following statements describe the students in your class when they are working in groups? (not sure/can't answer, never/rarely, some of the time, most of the time, every time/all of the time)</p> <ul style="list-style-type: none"> <li>a. Students build off each other's ideas.</li> <li>b. Students talk about different solutions or points of view.</li> <li>c. Students appear comfortable disagreeing with each other.</li> <li>d. When students share their ideas or answers, other students ask them questions or give them feedback.</li> </ul>
	<b>Shared leadership and decision making (4 items)</b>	<p>8. <b>Q31_a_5-8</b> We recognize that student groups vary in how well they work together. Thinking in general about the students in your class, please rate how often do the following statement describe the students in your class when they are working in groups? (not sure/can't answer, never/rarely, some of the time, most of the time, every time/all of the time)</p> <ul style="list-style-type: none"> <li>a. All students have a say in group decisions.</li> <li>b. All students work as a team to plan out the approach to the group's work (e.g. what tasks will need to be done and in what order).</li> <li>c. Students ask one another for their opinion.</li> <li>d. Students work together to decide how they will divide up the work (i.e., roles and responsibilities) among the team members.</li> </ul>

## Teacher Facilitation of Collaborative Group Work

Domain	Construct or Measurement Area	Proposed Items
<p><b>Teacher facilitation of collaborative group work (14 items)</b></p>	<p><b>Preparation for group work (8 items)</b></p>	<p>1. <b>Q28_a_1-8</b> How much have you discussed and practiced the following group work skills with your students? <i>Students have discussed and practiced how to...</i></p> <ul style="list-style-type: none"> <li>a. Listen carefully when another student is talking.</li> <li>b. Give constructive feedback to another student.</li> <li>c. Listen patiently when someone is giving them feedback on his/her work.</li> <li>d. Disagree with someone in a respectful way.</li> <li>e. Reach agreement as a group.</li> <li>f. Divide up group work fairly among group members.</li> <li>g. Question and address one another respectfully.</li> <li>h. Clearly communicate their point of view.</li> </ul>
	<p><b>Facilitation of group dynamics to promote constructive exchange and respectful peer interactions (6 items)</b></p>	<p>2. <b>Q33_a_1-3</b> Teachers use a range of strategies to facilitate group work within their classrooms. How often do you use the following practices to facilitate students' group work? (Never/rarely, some of the time, most of the time, every time)</p> <ul style="list-style-type: none"> <li>a. I verbally acknowledge prosocial behaviors I observe in groups.</li> <li>b. If I see students who are not fully participating, I encourage them to share their ideas or opinion with the group.</li> <li>c. If student disagreements are not constructively resolved and escalate, I help group members talk through their differences and devise their own solution.</li> </ul>
		<p>3. <b>Q33_a_4-6</b> Teachers often use a range of strategies to facilitate group work within their classrooms. How often do you use the following practices to facilitate students' group work? (Never/rarely, some of the time, most of the time, every time)</p> <ul style="list-style-type: none"> <li>a. I encourage students to ask questions, critique and give each other feedback on their ideas and work.</li> <li>b. I encourage students to explain their thinking to each other, "why" they think or believe what they do.</li> <li>c. I encourage students to share when they have a different opinion, perspective, or idea, even when it might directly contradict what someone else has just said.</li> </ul>

## Teacher Perceptions of the Classroom Environment

Domain	Construct or Measurement Area	Proposed Items
Social-emotional support and connection (8 items)	Teacher perception of the social-emotional climate (8 items)	<p>1. <b>Q34_a_1-8</b> Every classroom is different. How often do the following statements true for the students in your class? (Never/rarely, some of the time, most of the time, all the time)</p> <ul style="list-style-type: none"> <li>a. Students seem to really care about each other.</li> <li>b. Students quiet down and listen when someone has something to say.</li> <li>c. Students ask each other for their opinion.</li> <li>d. Students include each other in conversations, even if they are not friends.</li> <li>e. A student would help another student to feel better if he/she was upset.</li> <li>f. A student would give a compliment to another student if he/she thought the student was good at something.</li> <li>g. Students of different races choose to work together.</li> <li>h. Students celebrate each other's successes.</li> </ul>
	Teacher expectations for student learning (3 items)	<p>2. <b>Q36_a_5-7</b> How often do you use the following practices in this class? (Never/rarely, some of the time, most of the time, all the time)</p> <ul style="list-style-type: none"> <li>a. I expect all students to do well in my course, regardless of their prior achievement.</li> <li>b. I don't let any of my students give up, even when the work gets challenging.</li> <li>c. I push all of my students to work harder than they thought they could.</li> </ul>
Opportunities and expectations for learning (10 items)	Peer support for learning (7 items)	<p>3. <b>Q35_a_1-7</b> Every classroom is different. How often do the following statements sound like the students in your class? (Never/rarely, some of the time, most of the time, all the time)</p> <ul style="list-style-type: none"> <li>a. Students will help explain a concept or skill to another student who is struggling.</li> <li>b. Students give each other feedback on their work.</li> <li>c. Students present or formally share their work with other students.</li> <li>d. Students ask questions or give feedback to students who are presenting or sharing their work.</li> <li>e. Students give each other help with coursework.</li> <li>f. Students encourage each other to keep trying when they are struggling with coursework.</li> <li>g. Students volunteer to call or give another student information on what they have missed when they miss a class.</li> </ul>
	Varied and flexible activities and supports to help personalize learning (4 items)	<p>4. <b>Q36_a_1-4</b> How often are the following statements true in this class? (Never/rarely, some of the time, most of the time, all of the time)</p> <ul style="list-style-type: none"> <li>a. I let students modify assignments to better match their individual interests.</li> <li>b. I give students the option of moving through course material faster or slower than other students.</li> <li>c. I let students decide which skills or tasks they will work on during class time.</li> <li>d. I let students work on differing assignments, skills, or topics all at the same time.</li> </ul>
Personalization (24 items)	Teacher/class technology use to personalize learning (3 items)	<p>5. <b>Q37_a_1-3</b> How often do students use technology in your class to support their learning? (never/once per year, less than once per month, at least once per month, at least once per week, more than once per week, every day) <i>Students use technology (e.g., software, devices) to ...</i></p> <ul style="list-style-type: none"> <li>a. Learn new topics, material, or skills (e.g., watch an educational video on-line).</li> <li>b. Work on a topic, unit or learning target they haven't met or finished yet.</li> <li>c. Move ahead to the next topic, unit, or learning target before other students.</li> </ul>

Domain	Construct or Measurement Area	Proposed Items
	<b>Teacher understanding of individual learning needs and family/cultural background (6 items)</b>	<p><b>6. Q38_a_1-6</b> As a teacher, what practices do you use to get to know the individual students in your class? Please indicate for what proportion of your students you have engaged in the following practices. (Very few or none of my students, less than half of my students, about half of my students, half to three quarters of my students, all of my students)</p> <ul style="list-style-type: none"> <li>a. I have met with small groups of students to discuss their work and progress (e.g., advisory or workshop).</li> <li>b. I have met individually with students to discuss their work and progress.</li> <li>c. I have discussed with the student his/her interests and strengths related to this course.</li> <li>d. I have discussed with the student his/her challenges and areas for growth in this course.</li> <li>e. I have given individual academic attention and support.</li> <li>f. I have helped individual students figure out how they learn best (e.g., discussed preferences, such as whether they work better in a quiet room, work better alone or with others).</li> </ul>
	<b>Teacher understanding of students' background and culture (5 items)</b>	<p><b>7. Q38_a_7-10, Q39_a_1</b> As a teacher, what practices do you use to get to know the individual students in your class? Please indicate for what proportion of your students you have engaged in the following practices. (Very few or none of my students, less than half of my students, about half of my students, half to three quarters of my students, all of my students)</p> <ul style="list-style-type: none"> <li>a. I have asked students questions about their life outside of school.</li> <li>b. I have talked to students about where they live (e.g., about their neighborhood).</li> <li>c. I have met the students' parents or other family members, such as siblings.</li> <li>d. I have helped students connect coursework with their personal life experiences.</li> <li>e. I know something about the students' family, religion or culture.</li> </ul>
	<b>Teacher belief that they meet individual learning needs (6 items)</b>	<p><b>8. Q39_a_2-7</b> How well do you feel you understand the individual learning needs of each of the students in your class? Please indicate for what proportion of your students the following statements are true. (Very few or none of my students, less than half of my students, about half of my students, half to three quarters of my students, all of my students)</p> <ul style="list-style-type: none"> <li>a. I understand how the student's family, culture, or religion may influence his/her learning in this class.</li> <li>b. I understand which things in this course are easy for him/her to understand and do.</li> <li>c. I understand which things in this course are more difficult for him/her to understand and do.</li> <li>d. I know when to give him/her more challenging material.</li> <li>e. I know how to motivate him/her to invest more effort into their work.</li> <li>f. I know how to adapt coursework to meet their individual learning needs, interests, and preferences.</li> </ul>