



Collaboration Team Checklist Middle School

The Team Collaboration Checklist is intended to serve as a useful reminder on the important aspects of team dynamics. It is not a rubric for grading purposes, but rather a reminder for student and adult teams about the key conditions for good collaboration. Teams might regularly refer to the collaboration checklist throughout a project, revisit it in moments when their progress is stuck, or use it to reflect on successes and challenges.

We intend these to be two separate docs that serve different purposes. While the Collaboration rubric would feature regularly in project design, facilitation, and assessment, the checklist is more of a supplemental tool to be used as needed to boost team performance. Given the differences between individual and group behaviors it is best to think of these two resources as complimenting each other rather than being aligned to one another.

Middle School Note: The indicators in the collaboration rubric are intended to be broadly applicable and student-friendly. While there are similar, sometimes identical, indicators for middle school and high school, the assumption is as students progress projects become more complex and scaffolding is progressively removed. Twelfth graders ought to be engaged in collaboration about far more complex issues with far less scaffolding than 6th graders, though the language used to describe that might be similar.



New Tech Network Team Collaboration Checklist

Behavior	Description
Equal Participation	Each member is equally engaged in the work of team, as represented by the role each member plays in accomplishing the task and how well each voice is heard during discussion. Established roles allow for equal participation.
Project Management	The team has collaboratively developed a context-specific plan for task completion that is regularly updated to reflect needed adjustments throughout the timeline.
Making Decisions	The team uses a transparent process, or set of processes, for making decisions that impact the entire group.
Physical Disposition	The team members exhibit physical cues that suggest active listening, engagement, and an openness to new ideas. In addition, team meetings are physically organized in ways that best support collaborative and cooperative work.
Creating / Using Norms	The team has established and is using a set of norms that guide the behavior of the team. The team regularly revisits the norms to assess their effectiveness and to determine whether they are an accurate reflection of the team's behavior.
Intellectual Discourse	The team regularly engages in constructive intellectual discourse aimed at deepening the team's understanding of key ideas and individual perspectives related to the task at hand.
Passionate Ownership	The team exhibits shared and passionate ownership over the successful completion of the task. All group members are made to feel valuable, that their contributions are meaningful, and their accomplishments are celebrated.
Conflict Resolution	The team anticipates that conflict may happen, and has a plan for addressing it directly. Group members engage constructively and reference both the plan and their norms when conflict occurs.