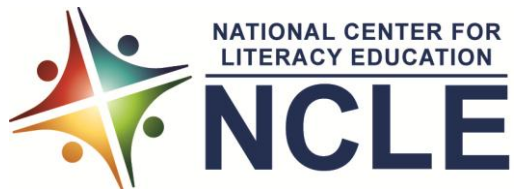National Center for Literacy Education

Asset Inventory Results

Washington Middle School Instructional Leadership Team

NATIONAL CENTER FOR
LITERACY EDUCATION
NCLE

Understanding This Report

The Asset Inventory is a self-assessment tool developed by NCLE for examining the degree to which a collaborative group experiences the conditions and practices that support effective professional learning and make a difference in student learning.

The conditions and structures assessed within the Asset Inventory fall within six domains of the Framework for Capacity Building:

- Domain I: Deprivatizing practice
- Domain II: Enacting shared agreements
- Domain III: Creating collaborative culture
- Domain IV: Maintaining an inquiry stance
- Domain V: Using evidence effectively
- Domain VI: Supporting collaboration systemically

The research basis for the Asset Inventory, the Framework for Capacity Building, and other NCLE supports can be found in the NCLE literature review, *Building Capacity to Transform Literacy Learning* (Nelson, 2012).

This report provides your group with a set of data for formative assessment and discussion about these research-based conditions and structures for effective professional learning. It will help you identify specific strengths you want to build on, as well as areas in which you want to strengthen your collaborative practice.

Interpreting Your Results

This report is not intended to do the interpretation for you, because these data speak to your group's own context and experiences. Instead, the report provides discussion prompts for your group to consider as you review and process the results together. Consider using the *Interpretation and Application Discussion Guide* to document the group's responses for future reference and for sharing electronically.

Your group's results from the Asset Inventory are depicted in two ways:

(a) an overall bar graph representing the averaged ratings for each of the six domains, and
(b) 6 separate, domain-specific bar graphs representing the averaged ratings for each question within the domain.

Overall Results

- Notice the proportion of group members who completed the Asset Inventory. Better response rate means more reliable results.
- Each bar represents the average rating across all responses to all questions that fall within the designated domain. The questions in each domain have a 1–4 rating scale.
- A patterned bar (as opposed to solid) represents differing perceptions of group members, where responses varied by 2 points or more.

"Our highest average rating was in the domain of Supporting Collaboration Systemically. This makes sense since our principal provides time and resources for us to do this work. We might want to work on the domain of Enacting Shared Agreements. We wondered why this one was so much lower."

"Group discussion revealed that our differing perceptions about Using Evidence Effectively occurred because only one member of the team was conducting the data analysis to then share with the rest of us. As a result, those not used to data analysis felt less adept in this area."

Figure 1: Example Team's Overall Results
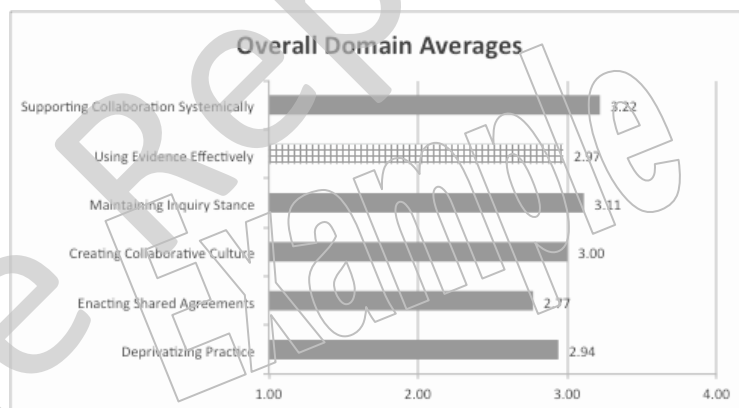
Domain-Specific Results

In addition to overall results, your group will be provided with a bar chart for each of the six domains. These charts also represent the average ratings across all responses to each survey question within a single domain.
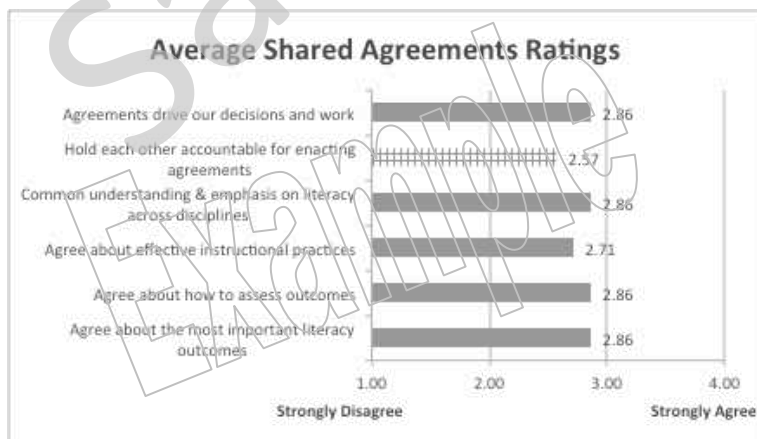
"Our group membership included classroom teachers, department chairs, and the building principal. Seeing our data associated with holding each other accountable helped us to acknowledge issues associated with power and hierarchy—hard conversations that might not have surfaced otherwise."

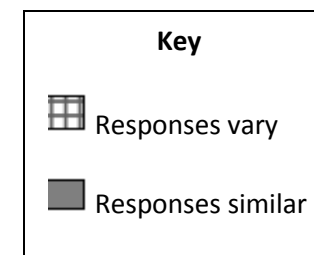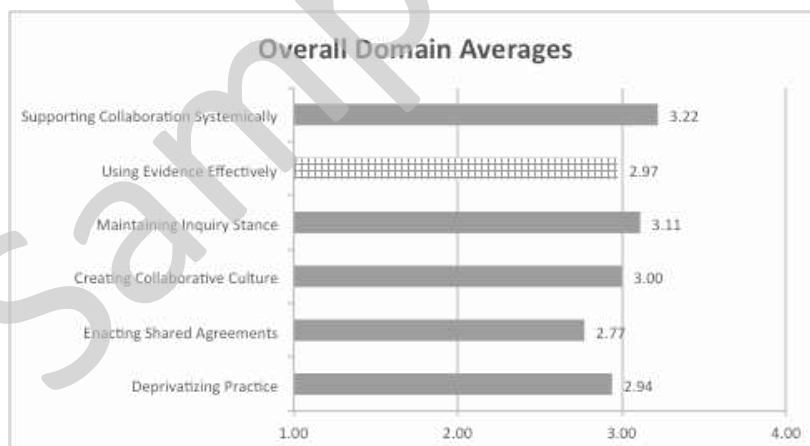Figure 2: Example Team's Domain-Specific Results Chart

Your Results

GROUP NAME	GROUP PARTICIPATION RATIO	DATE OF REPORT
Washington Middle School Instructional Leadership Team	7 out of 10 completed the inventory	July 20, 2012

Overall Results

The chart below provides a visual representation of your group's responses across all six domains of the Framework for Capacity Building. The length of each bar represents the average rating (on a scale from 1-4) across all group members who completed the Asset Inventory. **Bars that are patterned indicate areas where the group member responses varied, on average, by 2 points or more**. Keep in mind that these responses are most beneficial to you when all members of your group provide their perspectives. As you consider these results, you can use the following questions to guide your group's discussion.

GROUP REFLECTION (overall results)
In which domain are our results strongest? What do we do well in this area?
In which domain are our results weakest? What do we suspect needs work in this area?
What could explain our differences in the domains where our responses varied by more than two points?
Which domain would we like to explore in more depth? Why did we pick this domain (e.g., greatest strength, greatest need, district priority…)?

Overall Domain Averages

Supporting Collaboration Systemically — 3.22
Using Evidence Effectively — 2.97
Maintaining Inquiry Stance — 3.11
Creating Collaborative Culture — 3.00
Enacting Shared Agreements — 2.77
Deprivatizing Practice — 2.94
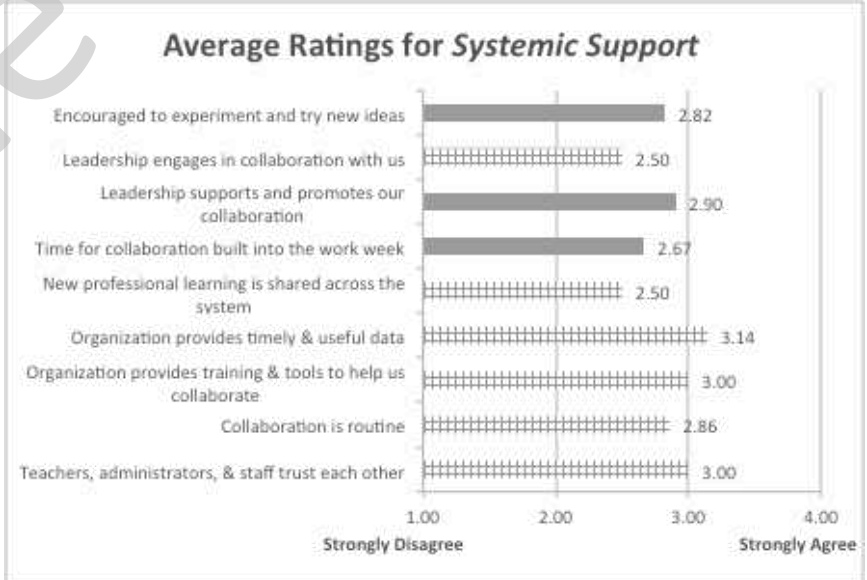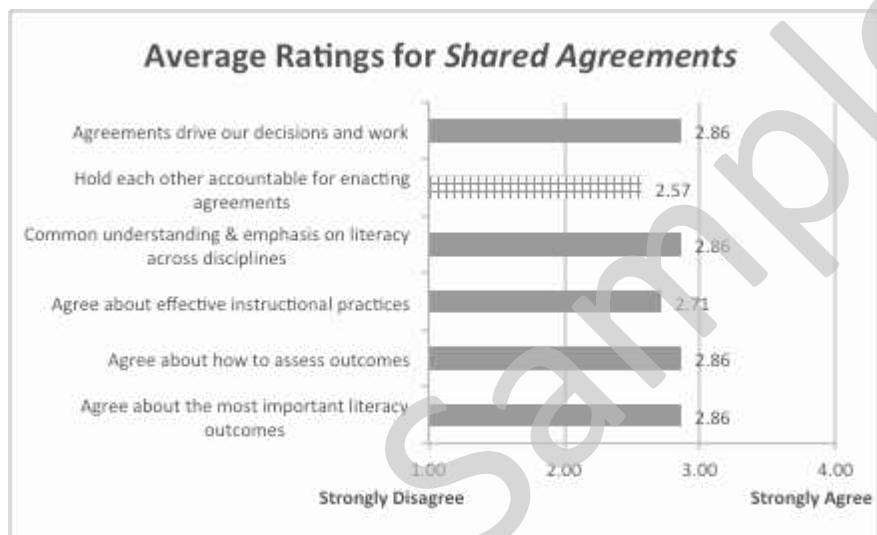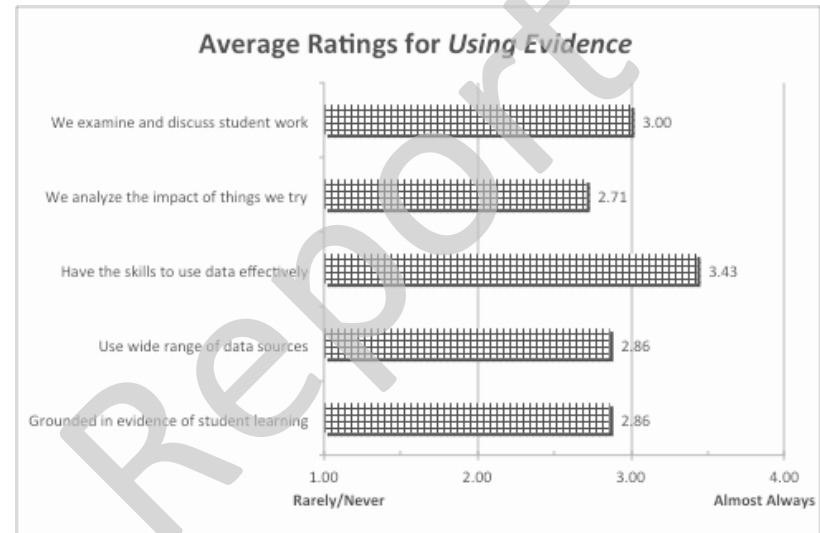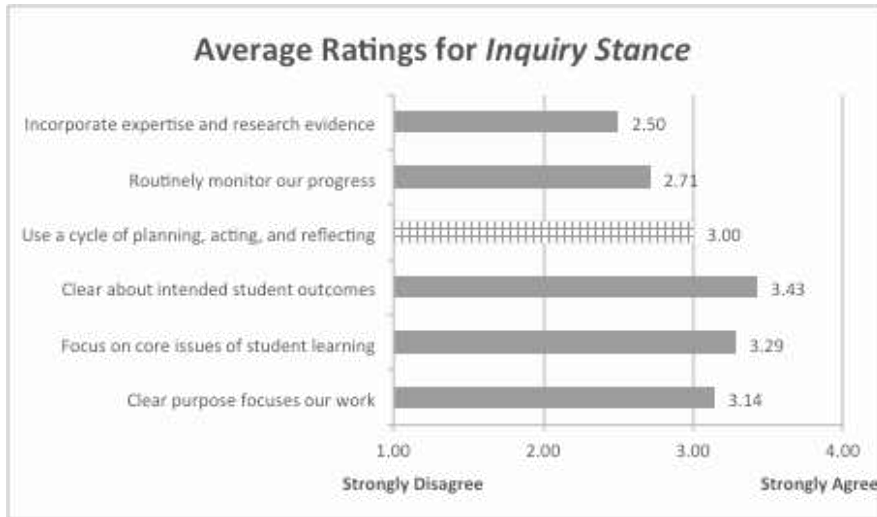
Key

▦ Responses vary

▪ Responses similar

Domain-Specific Results

The following charts provide averages for the questions associated with each of the six domains. Remember that these averages only reflect the responses of those who completed the survey. The lower the rate of participation, the less representative these results are of your group. You might also want to return to the Asset Inventory questions to see the actual questions being summarized within the charts.

We encourage you to focus your attention primarily on the domain you selected for further exploration in the previous section. When considering your selected domain, you can use the following questions to guide your group's conversation.

GROUP REFLECTION (domain-specific results) **Domain:**_____
What areas in this domain appear strongest for our group? Which are in need of strengthening?
What could explain our differences on the items where our responses varied by more than two points on the scale?

Average Ratings for *Deprivatizing Practice*

Work connects to system goals	3.14
Share our learning with others	2.71
Comfortable sharing evidence from our practices	3.43
Commit to try things & report results	2.86
Members engaged & accountable to each other	3.00
Observe each other & provide feedback	2.00

1.00 Rarely/Never — 4.00 Almost Always

Average Ratings for *Collaborative Culture*

Share leadership	2.93
Challenge each other & engage in hard conversations	2.71
Feel responsible for working together	3.14
Members follow through on things	3.18
Meetings are productive & purposeful	2.86
Share successes & failures without judgment	3.43

1.00 Rarely/Never — 4.00 Almost Always

Average Ratings for *Inquiry Stance*

Statement	Rating
Incorporate expertise and research evidence	2.50
Routinely monitor our progress	2.71
Use a cycle of planning, acting, and reflecting	3.00
Clear about intended student outcomes	3.43
Focus on core issues of student learning	3.29
Clear purpose focuses our work	3.14

Scale: 1.00 Strongly Disagree — 4.00 Strongly Agree

Average Ratings for *Using Evidence*

Statement	Rating
We examine and discuss student work	3.00
We analyze the impact of things we try	2.71
Have the skills to use data effectively	3.43
Use wide range of data sources	2.86
Grounded in evidence of student learning	2.86

Scale: 1.00 Rarely/Never — 4.00 Almost Always

Average Ratings for *Shared Agreements*

Statement	Rating
Agreements drive our decisions and work	2.86
Hold each other accountable for enacting agreements	2.57
Common understanding & emphasis on literacy across disciplines	2.86
Agree about effective instructional practices	2.71
Agree about how to assess outcomes	2.86
Agree about the most important literacy outcomes	2.86

Scale: 1.00 Strongly Disagree — 4.00 Strongly Agree

Average Ratings for *Systemic Support*

Statement	Rating
Encouraged to experiment and try new ideas	2.82
Leadership engages in collaboration with us	2.50
Leadership supports and promotes our collaboration	2.90
Time for collaboration built into the work week	2.67
New professional learning is shared across the system	2.50
Organization provides timely & useful data	3.14
Organization provides training & tools to help us collaborate	3.00
Collaboration is routine	2.86
Teachers, administrators, & staff trust each other	3.00

Scale: 1.00 Strongly Disagree — 4.00 Strongly Agree

Applying Your Results

The process of building capacity is a developmental one, and it is unlikely that all of these conditions and practices are present throughout the system consistently. By careful examination of and dialogue about your group's results, your group will be able to reach agreement about a condition or structure that you would like to work on improving. Your group will get the most out of this report by using these results to determine action steps that will lead to strengthening your group's collaborative practices.

An additional NCLE tool has been developed to assist with this process of self-assessment and goal setting. The *Continua for Capacity Building* describe developmental progressions that groups often experience as they become more and more effective at what they do. Each continuum illustrates stages of development for one of the domains, providing a useful tool for self-assessment and taking action to strengthen your group's collaboration and learning processes. The *Continua Overview* illustrates how the levels of development change as a group moves across any one of the continua. You will see this progression represented within each individual continuum.

Your group will want to use the continua for the domain(s) you selected to explore in greater depth. Use the continuum to determine where your practices currently fit within the progression, and then look ahead to where you would like to be in the future. Consider what it will take to strengthen your group's practices in this area.

> "We set a goal to improve the honesty and depth of feedback we provide to one another, despite our different positions in the district, and to become equally proficient at data analysis."

GROUP REFLECTION (Goal setting)
Domain:_____
In reviewing the *Continuum* for this domain, which level(s) best represent our current practices? What evidence do we have that points toward this assessment?
Of the areas that could use some strengthening, to what extent do we have some input or control over this condition? Which area has the greatest potential to impact our collective work?
What actions should we take to move ourselves further along the *Continuum*?

Next Steps and Resources

You are well on your way to earning recognition as a [Center for Literacy Education](#) (CLE). This designation signals to the world that you are serious about ongoing efforts to strengthen your literacy teaching and learning practices as well as being committed to strengthening the effectiveness of your collaborative processes.

As a result of the discussion associated with your group's Asset Inventory results, you should now be able to select one or two Capacity-Building areas that you will formally work to develop further. You can use the *[Continua for Capacity Building](#)* to help you determine where you want your group's collaborative practices to be by the end of the academic year.

Share the results of your Asset Inventory discussion and the resulting goals by posting a blog in [your group space on the Literacy in Learning Exchange](#). Once NCLE is aware of the goals you have set for strengthening your work together and the evidence that indicated this as a need, you will be provided with a set of resources (e.g. articles, web seminars, etc) to support you in this work.

Striving to improve your collaboration should occur not in isolation, but in conjunction with the actions your group takes on specific professional learning goals as well. Taking action to achieve these goals begins with the development of an action plan. If you haven't established a shared plan, you might use NCLE's *[Inquiry Guide](#)*, which provides a framework for considering both your literacy goals and your capacity-building goals simultaneously.

As a Center for Literacy Education, your group will be celebrated as a leader in the movement to enrich student literacy learning by building local capacity, and will receive public recognition in the media, invitations to present at professional conferences, and special access to a network of individualized support.

Find out more by visiting NCLE's [Literacy in Learning Exchange](#) or [contact us](#) directly.

This reporting format was developed by Lara Hebert, Sharon Roth, Catherine A. Nelson, Michael Palmisano, and Robert Hill on behalf of the National Center for Literacy Education (NCLE). NCLE brings together leading education associations, policy organizations, and foundations to support powerful learning about literacy in every discipline and sustained school improvement.