

DEVELOPMENT AND DETERMINATION OF RELIABILITY AND VALIDITY OF  
PROFESSIONAL LEARNING COMMUNITY COLLABORATIVE TEAM SURVEY (CTS)

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ABSTRACT

The study of transformative learning within collaborative teams was conducted to gain new applicable knowledge used to influence overall school improvement and implementation of professional learning communities. To obtain this new knowledge, the Professional Learning Community Collaborative Team Survey (CTS) was developed and psychometrically tested to identify indicators of transformative learning within collaborative teams. The CTS was sent to a purposive sample of 25 northwest Missouri schools that had undergone at least three years of membership within the Missouri Professional Learning Communities (MPLC) Project. Nineteen of the selected 25 schools chose to administer the CTS to an estimated overall sample of 457 teachers. The Northwest Missouri Region 5 Regional Professional Development Center (RPDC) provided blinded archival data of 234 to 255 responses per CTS item. Conclusions indicated the CTS was a reliable and valid instrument. Principal component analysis yielded two components confirming transformative learning within collaborative teams: (a) Purposeful Work and (b) Productive Relationships. A data reduction process produced two alternate versions of the CTS, which were also determined to be reliable and valid.