Teacher Collaboration (Meeting Rubric)

Teacher Collaboration Observation (Google Form)

DISTRICT	TEAM	DATE	OBSERVER	AGENDA

1 - Absent	2 - Emerging	3 - Developing	4 - Proficient	5 - Advanced
Performance displays *little/no* execution	Performance displays *inconsistent efforts* to execute	Performance displays *consistent efforts* to execute	Performance displays *consistent execution*	Performance displays *above and beyond execution*

EFFECTIVE MEETING PRACTICES		
Practice	**Notes**	**Rating (1-5)**
INTENTION		
☐ Prepared a Meeting Agenda prior to the start of the meeting ☐ The Meeting Agenda was shared with all participants by the start of the meeting	•	
☐ Team Norms are clearly displayed and followed ☐ Meeting roles were assigned prior to the start of the meeting (Facilitator/Notetaker/Timekeeper/etc.) ☐ Meeting objectives are clearly displayed within the agenda	•	
☐ Meeting objectives are aligned with goals and/or Professional Learning Community (PLC) questions (Richard DuFour, *Learning by Doing*): ☐ What do we want students to learn? ☐ How do we know they learned it? ☐ What do we do when they have not learned it? ☐ What do we do when they have learned it?	•	

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☐ Assigned team representative(s) communicates relevant information from the latest Leadership Team meeting and collects any information that needs to be shared back with the Leadership Team	•	
☐ The meeting remained focused (on topic) throughout the duration of the meeting	•	
☐ Facilitator was assertive in keeping all discussions focused on meeting objectives, redirecting when needed	•	
☐ Timekeeper was assertive in keeping the meeting on time, prompting participants when needed	•	
☐ Notetaker captured accurate, detailed notes	•	
☐ Used discussion protocols to enhance collaboration (Around the Horn, Breakouts, etc.)	•	
DATA		
☐ Data is accessible for all participants ☐ Data is presented in an organized format (Example)	•	

☐ Collected data measures the execution of goals (Goal Data) and/or PLC questions (Student Achievement Data):
  ☐ What do we want students to learn?
  ☐ How do we know they learned it?
  ☐ What do we do when they have not learned it?
  ☐ What do we do when they have learned it?
	•	

☐ Data analysis followed a structured framework that specifically addresses the PLC questions (EXAMPLE: Data-Driven Instruction (Protocol)/Data Analysis (Protocol))
  ☐ What do we want students to learn?
  ☐ How do we know they learned it?
  ☐ What do we do when they have not learned it?
  ☐ What do we do when they have learned it?
	•	

☐ Determined appropriate data to be collected and organized for future collaboration (Goal Data/Student Achievement Data)	•	

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ACTION		
☐ Reviewed the execution of previous action items (previous meeting)	•	

☐ Assigned action items are aligned with goals and/or PLC questions:
  ☐ What do we want students to learn?
  ☐ How do we know they learned it?
  ☐ What do we do when they have not learned it?
  ☐ What do we do when they have learned it?
	•	

☐ All action items are developed (specific, owner, deadline, needed resources, etc.)	•	
☐ Assigned action items are distributed across the team (not all assigned to the same person)	•	
☐ Reviewed assigned action items at the end of the meeting	•	
REFLECTION		
☐ Team reflected on meeting performance and identified specific "glows" and "grows"	•	
☐ All members participated in team collaboration	•	
OVERALL SCORE		

NEXT STEPS			
Recommended Action Items	**Owner**	**Deadline**	**Resources**
Fully utilize the PLC Meeting Agenda (Template) to plan and facilitate all formal PLC meetings in an effort to maximize intentionality and production during team collaboration	PLC Team		PLC Meeting Agenda (Template)

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