

COLLABORATIVE PLANNING SESSION RUBRIC FOR REFLECTION

“What sets collaboration apart . . . is that the outcome is greater than the sum of the parts.”
(Bush ALA, 2003)

	Outstanding	Developing	Minimum	Below Minimum
I. Management/Administration – meeting facilitation and other non curricula related tasks necessary for a successful collaborative session				
Time	Session adheres to all of the items on the planned schedule including beginning and ending on time.	Session adheres to most of the items on the planned schedule including beginning and ending on time.	Session adheres to some of the items on the planned schedule including beginning and ending on time.	Session does not adhere to planned schedule.
Materials	All materials are readily available.	Most materials are readily available.	Some of the materials are readily available.	Materials are not readily available.
Facilitation	The collaborative session leader ensures that all topics are addressed.	The collaborative session leader ensures that most topics are addressed.	The collaborative session leader ensures that some topics are addressed.	The collaborative session leader does not ensure that topics are addressed.
Participation	A collaborative spirit exists with all participants contributing to the process.	Most participants contribute in the planning process.	Some of the participants contribute in the planning process.	One or more participants dominate the planning process.
Communication	All participants are notified about meeting details, including time, location, and purpose.	Most of the participants are notified about meeting details, including time, location, and purpose.	Some of the participants are notified about meeting details, including time, location, and purpose.	The meeting details, including time, location, and purpose are not communicated.
Roles/ Responsibilities	Clear assignments for all responsibilities are made.	Clear assignments for most responsibilities are made.	Clear assignments for some of the responsibilities are made.	No clear assignments for responsibilities are made.
Record Keeping	Session notes are detailed and include a summary.	Session notes provide a summary.	Session notes provide some details of the meeting.	No session notes are recorded.

	Outstanding	Developing	Minimum	Below Minimum
II. Student Data – use of assessment data				
Use of Assessment Data for Data Driven Decision Making	Participants use already compiled students' test data profile across the grade-level/course to identify strengths and weaknesses.	Participants compile students' test data profile across the grade-level/course and identify strengths and weaknesses.	Participants brought students' test data profile and discuss strengths and weaknesses.	Participants do not bring students' test data profile.
Targeting Instruction	Test data is used in individualizing and targeting all instructional activities.	Test data is used in individualizing and targeting most instructional activities.	Test data is used in individualizing and targeting some instructional activities.	Test data is not used in individualizing and targeting instructional activities.
Evaluation Criteria	Participants develop evaluation criteria, including authentic assessments, using expected outcomes for planned instructional activities.	Participants develop evaluation criteria, including authentic assessments, using expected outcomes for most planned instructional activities.	Participants develop evaluation criteria, including authentic assessments, using expected outcomes for some of the planned instructional activities.	No clear plans are made to evaluate planned instructional activities.

Overall Strengths

 **NOTE:** Areas at the **Outstanding** or **Developing** Level.

Needs Improvement

 **NOTE:** Areas at the **Minimum** or **Below Minimum** Level.
