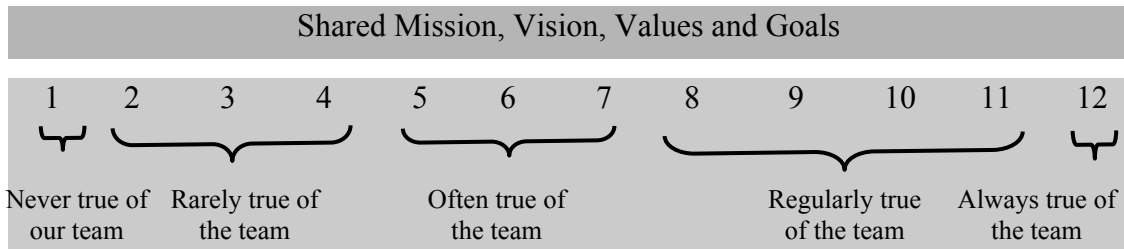


Collaboration Incentive Rubric  
Parent Instrument for Counselors  
2012-2013

Counselors' Names: \_\_\_\_\_

Use the following scale to rate each question.



Indicators

- Our school mission, vision, values and goals are embedded in the team culture and appear to have a positive impact on how counselors act.
- Team members have established written norms and hold one another accountable to honor the commitments they have made to one another to be a productive, collaborative team.
- The team is committed to the collaboration process and professional learning communities.
- Team members pursue SMART goals as a method of meeting student needs and improving performance. (Strategic, Measurable, Attainable, Results-oriented, Timebound)
- Team members communicate positively about students and their learning with the rest of the faculty.
- Team members communicate positively with students and parents, including keeping student records up to date.

\_\_\_\_\_ Overall Score (12 Total Points Possible)

What Do We Expect Students to Learn?											
1	2	3	4	5	6	7	8	9	10	11	12
Never true of our team	Rarely true of the team			Often true of the team			Regularly true of the team				Always true of the team

Indicators

- The team has developed a guaranteed and viable pattern of services based on the Utah State Comprehensive Counseling and Guidance Model.
- The team uses a Comprehensive Guidance Action Plan with a full year calendar of activities.
- The team has established a vertical alignment with other PLC teams.
- The team uses common procedures and documents to assure consistent quality in delivery of services.
- The team is highly committed to meet the needs of all students.
- The team works collaboratively with other PLC teams in the school regarding Guidance Curriculum alignment and student learning needs.

\_\_\_\_\_ Overall Score (12 Total Points Possible)

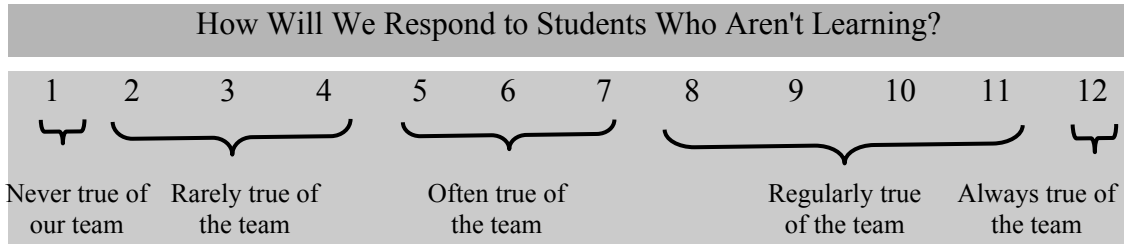
How Will We Know what Students Have Learned?											
1	2	3	4	5	6	7	8	9	10	11	12
Never true of our team	Rarely true of the team			Often true of the team			Regularly true of the team				Always true of the team

Indicators

- The team has developed common assessments that are aligned with the Utah State Comprehensive Counseling and Guidance: Model Standards and Competencies.
- Collectively the team uses common assessment results and student records/work to inform and improve student learning.

- The team changes the common assessments based on current student needs.
- The team evaluates the common assessments to determine the effectiveness of assessment questions.
- The team participates in specific discussions centered on the relationship of counseling and achievement in the school as informed by the data.

\_\_\_\_\_ Overall Score (12 Total Points Possible)






#### Indicators

- There is a pyramid of interventions in place for students to receive support to reach proficiency.
- When students aren't learning, interventions provide a variety of strategies to learn material.
- The team identifies students needing additional time and support and engages students in accessing school-based interventions.
- The team has developed a systematic process to identify students who are not on track for eighth grade completion or high school graduation.
- Students who are not on track for eighth grade completion or high school graduation are assisted with accessing a variety of opportunities to make up credit and the team regularly tracks the students' efforts. (e.g. ESY, credit recovery, etc.)
- The team believes failure is not an option and refuses to give up on any student.
- Students are provided access to other support staff.

\_\_\_\_\_ Overall Score (12 Total Points Possible)

How Do We Respond to Students Who Have Already Learned the Material?




1	2	3	4
			
Never true of the team	Often true of the team	Regularly true of the team	Always true of the team

Indicators

- The team identifies students who already know the material and provides support for additional learning.
- The team has identified processes to provide increased depth of learning.

\_\_\_\_\_ Overall Score (4 Total Points Possible)

Continuous Improvement

1	2	3	4	5	6	7	8
							
Minimal Growth		Positive Growth				Exceptional Growth	

Indicators

- What specific area(s) has the team identified as needing improvement?

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- How is the team showing growth in these areas?

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Overall Score (8 Total Points Possible)

\_\_\_\_\_ Composite Score (Maximum 60 points)