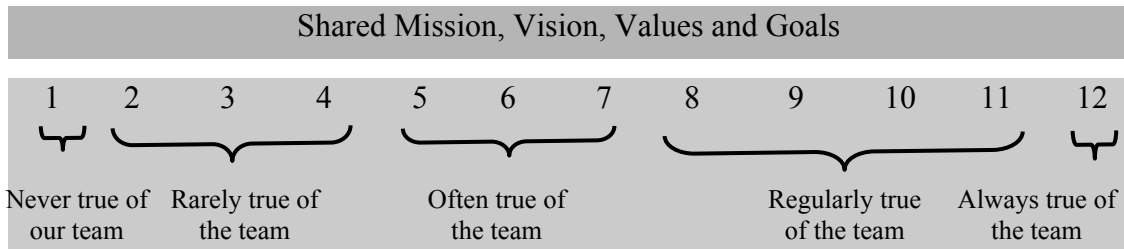


Collaboration Incentive Rubric
Parent Instrument
2012-2013

Teachers' 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 to how teachers act.
- Team members are 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.
- 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 curriculum based on the Utah State Core.
- The team uses a curriculum map with a pacing guide.
- The team uses common rubrics to judge the quality of student work.
- The team is highly committed to student learning and the curriculum.
- The team works collaboratively with other PLC teams regarding curricula alignment and student learning needs.

_____ Overall Score (12 Total Points Possible)

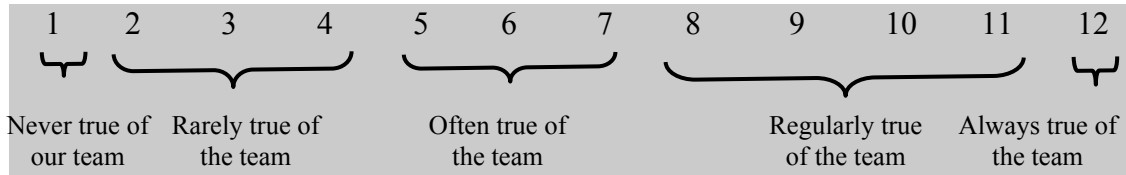
How Will We Know what Students Have Learned?											
1	2	3	4	5	6	7	8	9	10	11	12
Never true of our team	Rarely true of the team			Often true of the team			Regularly true of the team				Always true of the team

Indicators

- The team has developed common formative/summative assessments that are aligned with the Utah state core.
- Collectively the team uses common assessment results and student records/work to inform and improve student learning.
- The team evaluates common assessments to determine the effectiveness of assessment questions.
- Using student data, the team engages in specific discussions centered on teaching effectiveness.

_____ Overall Score (12 Total Points Possible)

How Will We Respond to Students Who Aren't Learning?



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 specific teaching strategies to help a particular student or group of students.
- The team identifies students needing additional time and support and implements interventions.
- The team believes failure is not an option and refuses to give up on any student.

_____ Overall Score (12 Total Points Possible)

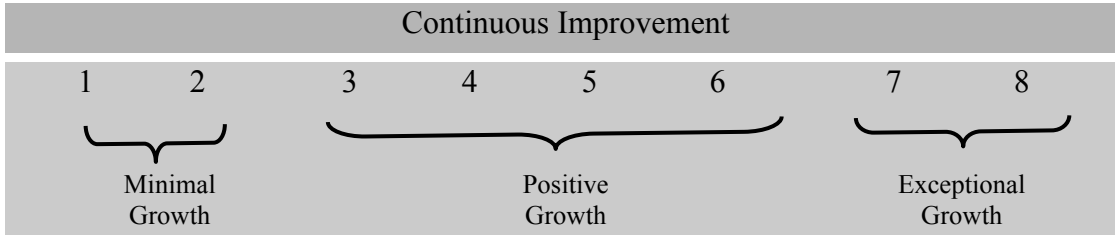
How Do We Respond to Students Who Have Already Learned the Material?



Indicators

- The team has identified processes to provide increased depth of learning.
- Students who already know the material are provided support for additional learning.

_____ Overall Score (4 Total Points Possible)



Indicators

- What specific area(s) have been identified as needing improvement?

Explain: _____

- How are you showing growth in these areas?

Explain: _____

_____ Overall Score (8 Total Points Possible)

_____ Composite Score (Maximum 60 points)