



Collaborative Team Meeting

Essential Elements Rubric

A self-assessment tool to assist in determining current realities and provide direction when establishing purposeful and effective collaborative team meetings.

Essential Element	Initiating	Establishing	Developing	Sustaining	Notes
Focus on a common goal	Purpose of the meeting is not clearly communicated or understood by all staff involved. A common goal for students is not established or understood.	Purpose of the meeting is communicated and understood but not supported by all staff. A common goal is not collectively understood.	Purpose of the meeting is communicated, understood and supported by all staff. A common goal is established and provides focus for the meeting.	Purpose of the meeting is established collaboratively and supported by all staff involved. A common goal clearly dictates the focus of the meeting.	
Action Oriented	Conversations primarily focus on describing students' areas of need and possible causes.	Conversations focus on what outside supports should do for the child to be successful.	Most conversations focus on how the classroom will respond to support students.	All conversations focus on how the school will respond to support students.	
Maximum staff involvement	Staff involvement minimal. Typically involves only classroom teachers.	Staff involvement includes classroom and learning support teachers.	Staff involvement includes classroom and learning support teachers, administration and support staff.	Staff involvement includes any school personnel (counselors, school liaisons) coming into contact with the group of students to be discussed.	
Time embedded in the school timetable and calendar	Meetings are not embedded in the school timetable or the annual school calendar. No time limit established.	Meetings conducted erratically during the school day and communicated in advance. Staff involvement may fluctuate depending on meeting schedule.	Meetings embedded in school timetable and annual school calendar but fluctuate regularly. Meetings not always given scheduling priority.	Meetings embedded in the school timetable and established annually in the school calendar. A clear start and end time are established.	
Formalized process	Meeting process not formalized – time for staff to meet and talk about students.	Formalized process established for meetings but lacks clear direction for it to be followed consistently.	Formalized process followed for meetings that include celebrations, student discussion and actions to be taken.	Formalized process followed for meetings that include celebrations, student discussion and actions to be taken, with clear time guidelines and listed responsibilities.	
Visual display of students	Visual display does not include all students to be potentially discussed at the meeting.	Visual display includes all students but does not serve as a reference throughout the meeting.	Visual display allows for movement of students between clearly articulated categories.	Visual display is transportable, allowing for movement of students between clearly articulated categories.	
Team meeting notes and tasks	Each individual at the meeting takes their own notes for their own reference.	Notes template utilized but not displayed for all team members at the meeting or attention paid to listing responsibilities.	Notes and responsibilities templates completed collaboratively. Printed for team members.	Notes and responsibilities templates completed collaboratively. Able to be accessed by other staff members and reviewed regularly.	
Team meeting norms	Norms not established for collaborative team meetings.	Team meeting norms established by administration and displayed.	Team meeting norms established collaboratively and displayed but are seldom reviewed or referenced.	Team meeting norms established collaboratively and displayed, with a clear focus on students and collaboration. Reviewed regularly or as needed.	