Team : _____

The Educational Excellence Group's
Comprehensive Observation Rubric

rev. 09/16/14

Step			Proficient			Exemplary	Comments ☐ *Check if Not Observed*
Agendas and Minutes	☐	a.	Agenda clearly outlines process and outcomes.				☐
	☐	b.	Agenda indicates targeted instructional area and specific standards.				☐
	☐	c.	Time is allocated for each component of the process.				☐
	☐	d.	Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.				☐
	☐	e.	Agenda items, date, and time identified for next meeting.	☐	e.	Includes reflections of current team status against goal as appropriate (results from previous assessments, pre-assessment, etc.).	☐
	☐	f.	Minutes provide an accurate representation of the meeting process.	☐	f.	Minutes are available at the end of the meeting.	☐
Norms and Participation	☐	a.	Facilitator reviews meeting norms at beginning of meeting.	☐	a.	Norms are explicitly stated on the agenda.	☐
	☐	b.	Facilitator invites team members to share ideas, successes, and challenges.				☐
	☐	c.	Facilitator guides reflection on adherence to the norms at the end of the meeting and identifies next steps if needed.				☐
Plan and prepare for instruction	☐	a.	Standards are prioritized and are the focus of the teams work.	☐	a.	Standards are prioritized based on vertical and horizontal alignment, SBAC documents, and summative data	☐
	☐	b.	The standard has been deconstructed into student friendly terms and all members of the group agree upon the definitions included in the standard, intended level of rigor and scope of the standard and targets.	☐	b.	Plans are made to assist students in understanding the intent of the standard or target and what they will be held accountable for.	☐
	☐	c.	The common assessment (CFA) is directly linked to the prioritized standard(s), match the intended level of rigor of the standard in terms of depth of knowledge, Blooms level, and are appropriate matches for the target type (K,R,S,P)	☐	c.	Teachers have taken and revised the CFAs themselves to check for clarity and to better infer where students may struggle.	☐

The Educational Excellence Group's
Comprehensive Observation Rubric

rev. 09/16/14

Step			Proficient			Exemplary	Comments □ *Check if Not Observed*
	□	d.	CFAs assess student prior learning (as appropriate) in order to prepare for differentiated instruction and efficient enough to be scored quickly and used to plan and/or modify instruction.	□	d.	A plan is made to share the CFA data with students in the form of actionable feedback	□
	□	e.	Standards, learning targets and assessments are aligned.				
	□	f.	Levels of proficiency for each standard/Target/CFA are identified.	□	f.	Criteria for "exceeding" indicates proficiency beyond the expectations of the grade level standard.	□
	□	g.	Learning targets are student-friendly and clearly state what students are expected to learn and accomplish.				
Data Organization and Analysis	□	a.	Data is formatted prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.	□	a.	Data is appropriately disaggregated.	□
	□	b.	Data is formatted according to the descriptors for that particular data set and is ready to use during the beginning of the meeting	□	b.	Electronic and hard copies of data set available to team members prior to the beginning of the team meeting.	□
	□	c.	Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.	□	c.	Data is triangulated (multiple sources of data included that further illuminate students; knowledge and skill in the area being examined.).	□
	□	d.	Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)	□			□
	□	e.	An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards.				□

Team : _____

The Educational Excellence Group's
Comprehensive Observation Rubric

rev. 09/16/14

Step	Proficient			Exemplary			Comments □ *Check if Not Observed*
Analysis of Strengths and Obstacles	□	a.	The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used.	□	a.	Priority needs reflect areas that will have impact within multiple skill areas.	□
	□	b.	Facilitator keeps conversation regarding strengths and obstacles focused on the actionable cause data.				□
	□	c.	Facilitator takes the team beyond labeling the need of the 'what' to infer the 'why' or root cause through the use of the appropriate analysis tool.				□
	□	d.	Strengths and needs are identified for each 'performance' group (i.e., meeting the learning needs for all students).				□
	□	e.	Needs are prioritized to reflect those areas that will have the largest impact on the standard of focus (where will our focus result in the greatest growth for students?).	□	e.	Facilitator has created the structures to support the team's efficient identification of areas for action.	□
Instructional Strategies	□	a.	Strategies directly target the prioritized needs identified during the analysis.	□	a.	Strategies selected impact multiple skill areas.	□
	□	b.	Strategies chosen will modify teachers' instructional practice.	□	b.	Strategies include modeling of how selected strategies would be implemented.	□
	□	c.	Strategies are described for each performance group.	□	c.	The team is led in a discussion that addresses their capacity to use the selected instructional strategy and identifies needed resources, etc.	□
	□	d.	Agreement is reached on common, prioritized research-validated strategies that will have greatest impact.				□
Results Indicators	□	a.	Strategies describe actions of the adults that change the thinking of students.	□	a.	The team is led in a discussion on acceptable, ongoing adaptations to strategy implementation ("if… then…")	□
	□	b.	Describes what the teacher will be doing if the strategy is being implemented.	□			□
	□	c.	Describes what the students will be doing and what will be seen in work if the strategy is being implemented.	□	c.	Specific enough to allow teachers to predict student performance on the next assessment.	□
	□	d.	Descriptions of strategies are specific enough to allow for replication. Clear and detailed descriptions that allow team and others to replicate the describe practices in the future. (i.e., implementation, frequency, duration, resources).				□

Team : _____

The Educational Excellence Group's
Comprehensive Observation Rubric

rev. 09/16/14

Step			Proficient			Exemplary	Comments ☐ *Check if Not Observed*
Theory of Action	☐	a.	The Theory of Action is clearly linked to Step 4 and Step 5 of the process. (If we ____ (Step 4), then __% (Step 2) of our students will be able to _____).				☐
	☐	b.	A specific group or groups of students (e.g., FTG & Approach) are targeted.				☐
	☐	c.	A sound method is used to identify the % of students who will be proficient. For example, all students in the Approaching category should move, and then about ½ to ¾ of the FTG. The combined number of students within the Approaching and the estimated number of students in the FTG are captured in the % of students who will be proficient.				☐
	☐	d.	A clear statement is provided of where students are and where they need to go to demonstrate proficiency.				☐
	☐	e.	A specific percentage of students are identified that will demonstrate proficiency.				☐
	☐	f.	An effective strategy is identified to achieve goals.				☐
	☐	g.	A clear performance indicator is written for targeted students (will be able to . . .).				☐
Goals	☐	a.	Establish, review, or revise a goal	☐	a.	Targeted needs have impact in multiple skill areas, e.g., "identifying supporting details".	☐
	☐	b.	**S**pecific targeted subject area, grade level, and student oriented.	☐	b.	Intervention students have a goal related to prerequisite skills necessary for proficiency.	☐
	☐	c.	**M**easurable performance assessment indicators are identified.				☐
	☐	d.	**A**chievable gains based on current performance of all students.				☐
	☐	e.	**R**elevant goal addresses needs of students.				☐
	☐	f.	**T**imeframe for next steps established.				☐
Meeting Self-reflection	☐	a.	Facilitator guides team self-reflection of meeting goals and processes.				☐