

NAME: _____

Comprehensive Observation Rubric

Certification is based on observable knowledge and skill in the roles of data team facilitator and data analyst.

Step	Proficient	Exemplary	Comments <input type="checkbox"/> Check if Not Observed	
Agenda and Minutes	<input type="checkbox"/> a.	Agenda clearly outlines process and outcomes.	<input type="checkbox"/>	
	<input type="checkbox"/> b.	Agenda indicates targeted instructional area and standards.	<input type="checkbox"/>	
	<input type="checkbox"/> c.	Time is allocated for each component of the process.	<input type="checkbox"/>	
	<input type="checkbox"/> d.	Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.	<input type="checkbox"/>	
	<input type="checkbox"/> e.	Agenda items, date, and time identified for next meeting.	<input type="checkbox"/> e. Includes reflections of current team status against goal as appropriate (results from previous assessments, pre-assessment, etc.).	<input type="checkbox"/>
	<input type="checkbox"/> f.	Minutes provide an accurate representation of the meeting process.	<input type="checkbox"/> f. Minutes are available at the end of the meeting.	<input type="checkbox"/>
Norms and Participation	<input type="checkbox"/> a.	Facilitator reviews meeting norms at beginning of meeting.	<input type="checkbox"/> a. Norms are explicitly stated on the agenda.	
	<input type="checkbox"/> b.	Facilitator invites team members to share ideas, successes, and challenges.	<input type="checkbox"/>	
	<input type="checkbox"/> c.	Facilitator guides reflection on adherence to the norms at the end of the meeting and identifies next steps if needed.	<input type="checkbox"/>	
Data Organization and Analysis	<input type="checkbox"/> a.	Data is formatted prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.	<input type="checkbox"/> a. Data is appropriately disaggregated.	
	<input type="checkbox"/> b.	Data is formatted according to the descriptors for that particular data set (i.e. DIBELS, easy CBM, OAKS, etc.).	<input type="checkbox"/> b. Electronic and hard copies of data set available to team members prior to or at the beginning of team meeting.	
	<input type="checkbox"/> c.	Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.	<input type="checkbox"/> c. Data is triangulated (multiple sources of data included that further illuminate students; knowledge and skill in the area being examined.).	

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	<input type="checkbox"/> d. Data includes student work from the assessment being reviewed.		<input type="checkbox"/>
Analysis of Strengths and Obstacles	<input type="checkbox"/> a. The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used.	<input type="checkbox"/> a. Priority needs reflect areas that will have impact within multiple skill areas.	<input type="checkbox"/>
	<input type="checkbox"/> b. Facilitator keeps conversation regarding strengths and obstacles focused on the actionable cause data.		<input type="checkbox"/>
	<input type="checkbox"/> 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.		<input type="checkbox"/>
	<input type="checkbox"/> d. Strengths and needs are identified for each 'performance' group (i.e., meeting the learning needs for all students).		<input type="checkbox"/>
	<input type="checkbox"/> e. Needs are prioritized to reflect those areas that will have the largest impact within subject areas (where will our focus result in the greatest growth for students).	<input type="checkbox"/> e. Facilitator has created the structures to support the team's efficient identification of areas for action.	<input type="checkbox"/>
Goals	<input type="checkbox"/> a. Establish, review, or revise a goal	<input type="checkbox"/> a. Targeted needs have impact in multiple skill areas, e.g., "identifying supporting details".	<input type="checkbox"/>
	<input type="checkbox"/> b. Specific targeted subject area, grade level, and student oriented.	<input type="checkbox"/> b. Intervention students have a goal related to prerequisite skills necessary for proficiency.	<input type="checkbox"/>
	<input type="checkbox"/> c. Measurable performance assessment indicators are identified.		<input type="checkbox"/>
	<input type="checkbox"/> d. Achievable gains based on current performance of all students.		<input type="checkbox"/>
	<input type="checkbox"/> e. Relevant goal addresses needs of students.		<input type="checkbox"/>
	<input type="checkbox"/> f. Timeframe for next steps established.		<input type="checkbox"/>
Instructional Strategies	<input type="checkbox"/> a. Strategies directly target the prioritized needs identified during the analysis .	<input type="checkbox"/> a. Strategies selected impact multiple skill areas.	<input type="checkbox"/>
	<input type="checkbox"/> b. Strategies chosen will modify teachers' instructional practice.	<input type="checkbox"/> b. Strategies include modeling of how selected strategies would be implemented.	<input type="checkbox"/>

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	<input type="checkbox"/> c.	Strategies describe actions of the adults that change the thinking of students.	<input type="checkbox"/> c.	The team is led in a discussion on acceptable, ongoing adaptations to strategy implementation (“if... then...”) <i>strong connection here to Results Indicators.</i>	<input type="checkbox"/>
	<input type="checkbox"/> d.	Strategies are described for each performance group.	<input type="checkbox"/> d.	The team is led in a discussion that addresses their capacity to use the selected instructional strategy and identifies needed resources, etc.	<input type="checkbox"/>
	<input type="checkbox"/> e.	Agreement is reached on prioritized research-validated strategies that will have greatest impact.			<input type="checkbox"/>
	<input type="checkbox"/> f.	Descriptions of strategies are specific enough to allow for replication (i.e., implementation, frequency, duration, resources).			<input type="checkbox"/>
Results indicators	<input type="checkbox"/> a.	Results indicators are created for each strategy, for both adults and students, and captured in a testable hypothesis (If we do this _____, then this will happen _____).	<input type="checkbox"/>	Establishes interim time frame to monitor the implementation of the strategy.	<input type="checkbox"/>
	<input type="checkbox"/> b.	Describes what the teacher will be doing if the strategy is being implemented.	<input type="checkbox"/> b.	Clear and detailed descriptions that allow others to replicate the describe practices.	<input type="checkbox"/>
	<input type="checkbox"/> c.	Describes what the students will be doing if the strategy is being implemented.	<input type="checkbox"/> c.	Specific enough to allow teachers to predict student performance on the next assessment.	<input type="checkbox"/>
Meeting Self-Reflection	<input type="checkbox"/> a.	Facilitator guides team self-reflection of meeting goals and processes.			<input type="checkbox"/>