

Team : _____

The Educational Excellence Group's Comprehensive Observation Rubric

Step	Proficient			Exemplary			Comments <input type="checkbox"/> Check if Not Observed
Agendas 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 specific 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"/>
	<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"/>
Plan and prepare for instruction	<input type="checkbox"/>	a.	Standards are prioritized and are the focus of the teams work.	<input type="checkbox"/>	a.	Standards are prioritized based on vertical and horizontal alignment, SBAC documents, and summative data	<input type="checkbox"/>
	<input type="checkbox"/>	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.	<input type="checkbox"/>	b.	Plans are made to assist students in understanding the intent of the standard or target and what they will be held accountable for.	<input type="checkbox"/>
	<input type="checkbox"/>	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)	<input type="checkbox"/>	c.	Teachers have taken and revised the CFAs themselves to check for clarity and to better infer where students may struggle.	<input type="checkbox"/>

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	<input type="checkbox"/>	d.	CFA's 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.	<input type="checkbox"/>	d.	A plan is made to share the CFA data with students in the form of actionable feedback	<input type="checkbox"/>
	<input type="checkbox"/>	e.	Standards, learning targets and assessments are aligned.				
	<input type="checkbox"/>	f.	Levels of proficiency for each standard/Target/CFA are identified.	<input type="checkbox"/>	f.	Criteria for "exceeding" indicates proficiency beyond the expectations of the grade level standard.	<input type="checkbox"/>
	<input type="checkbox"/>	g.	Learning targets are student-friendly and clearly state what students are expected to learn and accomplish.				
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"/>
	<input type="checkbox"/>	b.	Data is formatted according to the descriptors for that particular data set and is ready to use during the beginning of the meeting	<input type="checkbox"/>	b.	Electronic and hard copies of data set available to team members prior to the beginning of the team meeting.	<input type="checkbox"/>
	<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.).	<input type="checkbox"/>
	<input type="checkbox"/>	d.	Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)	<input type="checkbox"/>			<input type="checkbox"/>
	<input type="checkbox"/>	e.	An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards.				<input type="checkbox"/>

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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 on the standard of focus (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"/>
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"/>
	<input type="checkbox"/>	c.	Strategies are described for each performance group.	<input type="checkbox"/>	c.	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"/>	d.	Agreement is reached on common, prioritized research-validated strategies that will have greatest impact.				<input type="checkbox"/>
Results Indicators	<input type="checkbox"/>	a.	Strategies describe actions of the adults that change the thinking of students.	<input type="checkbox"/>	a.	The team is led in a discussion on acceptable, ongoing adaptations to strategy implementation ("if... then...")	<input type="checkbox"/>
	<input type="checkbox"/>	b.	Describes what the teacher will be doing if the strategy is being implemented.	<input type="checkbox"/>			<input type="checkbox"/>
	<input type="checkbox"/>	c.	Describes what the students will be doing and what will be seen in work 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"/>
	<input type="checkbox"/>	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).				<input type="checkbox"/>

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Theory of Action	<input type="checkbox"/>	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 _____).				<input type="checkbox"/>
	<input type="checkbox"/>	b.	A specific group or groups of students (e.g., FTG & Approach) are targeted.				<input type="checkbox"/>
	<input type="checkbox"/>	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.				<input type="checkbox"/>
	<input type="checkbox"/>	d.	A clear statement is provided of where students are and where they need to go to demonstrate proficiency.				<input type="checkbox"/>
	<input type="checkbox"/>	e.	A specific percentage of students are identified that will demonstrate proficiency.				<input type="checkbox"/>
	<input type="checkbox"/>	f.	An effective strategy is identified to achieve goals.				<input type="checkbox"/>
	<input type="checkbox"/>	g.	A clear performance indicator is written for targeted students (will be able to . . .).				<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.	<u>S</u> pecific 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.	<u>M</u> easurable performance assessment indicators are identified.				<input type="checkbox"/>
	<input type="checkbox"/>	d.	<u>A</u> chievable gains based on current performance of all students.				<input type="checkbox"/>
	<input type="checkbox"/>	e.	<u>R</u> elevant goal addresses needs of students.				<input type="checkbox"/>
	<input type="checkbox"/>	f.	<u>T</u> imeframe for next steps established.				<input type="checkbox"/>
Meeting Self-reflection	<input type="checkbox"/>	a.	Facilitator guides team self-reflection of meeting goals and processes.				<input type="checkbox"/>