Educational Excellence
Comprehensive Observation Rubric

Data Team Elements **Agendas**	Not Present or Does Not Meet	Area For Growth	Effective	Comments	Next Steps
A. Agenda clearly outlines process and outcomes.	No agenda present	Agenda lists general tasks to be completed.	A. Agenda clearly outlines process and outcomes.		
B. Agenda indicates targeted instructional area and specific standards.	Agenda does not indicate instructional focus. May include items unrelated to instruction.	Agenda indicates targeted instructional area, but not specific standard.	B. Agenda indicates targeted instructional area and specific standards.		
C. Time is allocated for each component of the process.	Time is limited to the start and end time of the meeting or time is not included on the agenda.	Time is allocated for the whole process or task, but not broken down into components.	C. Time is allocated for each component of the process.		
D. Agenda items, date, and time identified for next meeting.	Agenda is limited to next meeting date or no future agenda is set.	Next meeting agenda includes specific items, but time is not included.	D. Agenda items, date, and time identified for next meeting.		
E. Team effectively utilizes a year long agenda (i.e. running agenda)	Agenda is limited to individual meetings. No agenda is planned for future work.	Team has individual meeting agenda. Team may have a "To Do" list, but does not have items listed on future dates.	E. Team effectively utilizes a year long agenda (i.e. running agenda)		
D. Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.	Data use is not part of the agenda or may be limited to feelings, hunches, what has been done in the past, etc.	Agenda indicated use of effect data (student performance), but not cause (adult actions) that lead to the performance	D. Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.		
E. At the end of each cycle, the team returns to the Step 1 core instruction map to make specific, detailed revisions based on data cycles and student outcomes.	The team does not return to the Step 1 core instruction map to make revision	At the end of each cycle, the team returns to the Step 1 core instruction map to make minor revisions or revisions recorded are too vague to be replicated.	E. At the end of each cycle, the team returns to the Step 1 core instruction map to make specific, detailed revisions based on data cycles and student outcomes.		

Data Team Elements **Norms & Participation**	Not Present or Does Not Meet	Area For Growth	Effective	Comments	Next Steps
A. Team reviews meeting norms at beginning of meeting.	Norms have been established but are not present, or norms have not been established.	Norms are established and present, but are not reviewed.	A. Facilitator (or a member of the team) reviews meeting norms at beginning of meeting.		
B. Team has created a psychologically safe environment where members share ideas, successes, and challenges.	A single team member of the team either dominates or rarely shares. Team members do not make space for everyone in the conversation. Psychological safety is variable.	Team is overly focused on either success or challenges and/or team members do not have equal voice (airtime). Certain topics are open for discussion, other topics are taboo, reducing psychological safety.	B. Team has created a psychologically safe environment where members 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.	The team does not identify next steps. The team does not reflect on norms, even when norms issues arise.	Facilitator moves the discussion ahead to next topic/next steps, but reflection on norms is often skipped or left off.	C. Facilitator guides reflection on adherence to the norms at the end of the meeting and identifies next steps if needed.		
D. The team has established norms that are specific and personalized to members of the team.	The team has not established norms.	The team established norms, but they may lack personalization.	D. The team has established norms that are specific and personalized to members of the team.		
E. The team addresses and corrects norms issues within the team.	The team does not address norms issues within the team. Issues are ignored and/or the team expects outside support members to intervene.	The team occasionally attempts to address the norms issues, but often requires outside support team members to intervene.	E. The team addresses and corrects norms issues within the team.		
F. Norms are revisited and revised as needed, and on a regular basis.	Norms are not revisited and/or revised.	Norms are revisited only when prompted and may or may not be revised.	F. Norms are revisited and revised as needed, and on a regular basis.		

Data Team Elements **Step 1: Plan and Prepare**	Not Present or Does Not Meet	Area For Growth	Effective	Comments	Next Steps
A. Standards are prioritized and are the focus of the team's work.	The work of the team is unrelated to standards.	Teams are utilizing standards that are not priority standards as a focus for the work.	A. Standards are prioritized and are the focus of the team's work.		
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 & targets.	Learning targets are not identified or learning targets are very broad, largely restating the standard itself. Lacks deconstruction.	Some evidence of deconstruction is evident by the learning targets that are listed. Targets may not cover the entire standard and/or foundational learning targets are not identified. (ie - Reasoning target identified, but Knowledge targets that underpin it have not be identified.)	B. The standard has been deconstructed into learning targets and all members of the group agree upon the definitions included in the standard, intended level of rigor and scope of the standard & targets.		
C. Learning targets are student-friendly and clearly state what students are expected to learn and accomplish.	Learning targets are not identified.	Learning targets are vague, lack student-friendly language and/or do not include an observable verb.	C. Learning targets are student-friendly and clearly state what students are expected to learn and accomplish.		
D. Post-assessments are directly linked to the prioritized standard(s), match the intended level of rigor of the standard, Depth of Knowledge (DOK) and Blooms level, and are appropriate matches for the target type (K,R,S,P).	Assessments have not been identified or teachers within the same team are using different assessments.	Assessments have been identified, but do not match the prioritized standards. Assessments may be pulled directly from materials without considerations for needed revisions/additions. Assessment may NOT match the intended level of rigor.	D. Post-assessments are directly linked to the prioritized standard(s), match the intended level of rigor of the standard, Depth of Knowledge (DOK) and Blooms level, and are appropriate matches for the target type (K,R,S,P).		
E. The core instructional plan has been identified.	The core plan has not yet	The plan has been	E. The core instructional plan has been identified.		

This instructional plan is aligned to the priority standards and lists research-based, high-impact strategies that will be used to instruct on the standard. Resources and adopted materials are also included. The plan is specific enough to allow teams to recall the instructional plan in subsequent years.	been identified OR the instructional plan is not aligned to the priority standard. Strategies and materials are listed but not matched to the standard.	identified and is aligned to priority standards, but is too vague to replicate in subsequent years. Research-based, high-impact strategies or links to resources/materials may be missing.	This instructional plan is aligned to the priority standards and lists research-based, high-impact strategies that will be used to instruct on the standard. Resources and adopted materials are also included. The plan is specific enough to allow teams to recall the instructional plan in subsequent years.		
F. The pre-assessment assesses student prior learning (as appropriate) in order to prepare for differentiated instruction and is efficient enough to be scored quickly and used to plan and/or modify instruction.	Pre-assessment is not being utilized. Teachers may be relying solely on past experiences or assumptions about student knowledge and skills and/or no data or demonstration of standard is present.	Pre-assessment does not allow wide enough opportunities for students to show where they are performing in relationship to the standard/s. Assessment/s may be too cumbersome or lacking efficiency (scoring/analyzing etc).	F. The pre-assessment assesses student prior learning (as appropriate) in order to prepare for differentiated instruction and is efficient enough to be scored quickly and used to plan and/or modify instruction.		
G. Standards, learning targets, assessments and instructional strategies are aligned.	Standards, learning targets, assessments and instructional strategies are NOT aligned.	Standards, learning targets, assessments and instructional strategies are partially aligned with one element missing or mismatched.	G. Standards, learning targets, assessments and instructional strategies are aligned.		
H. Levels of proficiency for each standard/Target/CFA are identified.	Proficiency is not identified.	Levels of proficiency for some standards/Targets/CFA are identified.	H. Levels of proficiency for each standard/Target/CFA are identified.		
I. Map shows evidence of evolution of the core plan improving over time.	Existing maps are not accessed when starting a new cycle.	Existing maps are accessed at the beginning of a cycle but the team does not attempt to improve it prior	I. Map shows evidence of evolution of the core plan over time.		

		to the start of instruction.			

Data Team Elements **Step 2: Organize and Chart Data**	Not Present or Does Not Meet	Area For Growth	Effective	Comments	Next Steps
A. Assessments are scored and organized prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.	Student work is not scored, leading to significant loss of meeting time. Teams are scoring the student work during the meeting.	Student work is scored prior to the meeting, however, assessments are not organized, leading to inefficient use of meeting time.	A. Assessments are scored and organized prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.		
B. Cut scores have been identified prior to scoring, data is then brought organized according to the descriptors for that particular data set and is ready to use at the beginning of the meeting.	Descriptors and/or cut scores have not yet been identified.	Data is not formatted for ease of use. Teams may be using meeting time to rehash descriptors and cut scores that were already decided.	B. Cut scores have been identified prior to scoring, data is then brought organized according to the descriptors for that particular data set and is ready to use at the beginning of the meeting		
C. Cut scores have been determined to best reveal student needs and ALL students are accounted for.	Cut scores determined do not reveal student need and/or some students have not been included in the data.	Cut scores have been determined, but gradations identified lead to large numbers of students falling into a single column, but ALL students have been included in the data.	C. Cut scores have been determined to best reveal student needs and ALL students are accounted for.		
D.. Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.	Data is NOT disaggregated and/or team is focusing on work unrelated to the standards.	Data is disaggregated inappropriately OR team is focusing on supporting standards, rather than priority standards.	D.. Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.		
E. Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)	Student work is not present, team may/may not have raw scores from which to work. Little or no evidence of calibration.	Student work is present. Team is calibrating scoring, but are NOT limiting it to 3-5 assessments OR	E.. Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)		

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	proficiency may be subjective due to a lack of scoring agreement or calibration.				
F. An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards, (i.e. Cycle Notes/Process Sheet, accessible by other personnel).	The team does not have an efficient system or method to document individual and group achievement to mastery of standards AND/or the information is not accessible by others who support student learning.	A system or method is in place allowing teams to document individual and group achievement to mastery of standards, but it lacks efficiency or is not accessible by others who support student learning.	F. An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards, (i.e. Cycle Notes/Process Sheet, accessible by other personnel).		

Data Team Elements **Step 3: Analyze and Prioritize Data**	Not Present or Does Not Meet	Area For Growth	Effective	Comments	Next Steps
A. The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used. (Student work is present.)	The inferring of strengths and needs is based on information unrelated to student work/assessment.	The inferring of strengths and needs is based on a raw scores. Actual student work may not present.	A. The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used. (Student work is present.)		
B. The team has a discussion regarding strengths and errors/misconceptions focused on actionable cause data.	Discussion regarding strengths and errors/misconceptions does not occur or is not actionable.	Team discusses strengths or errors/misconceptions but not both.	B. The team has a discussion regarding strengths and errors/misconceptions focused on 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.	The team does not move beyond labeling the need of the 'what' to infer the 'why' or root cause. There are no inferences.	Team moves beyond labeling the need of the 'what' to infer the 'why' or root cause. However, inferences may not	C. Facilitator takes the team beyond labeling the need of the 'what' to **infer** the 'why' or root cause		

		identify the root cause or may be justifications for errors.	through the use of the appropriate analysis tool.		
D. Strengths and needs are identified by 'performance' group (i.e., meeting the learning needs for individual student groups).	Strengths and needs are not identified.	Strengths and needs are identified for the whole class.	D. Strengths and needs are identified by 'performance' group (i.e., meeting the learning needs for individual student groups).		
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?).	Needs are not prioritized.	Needs are partial prioritized to reflect those areas that will have the largest impact on the standard of focus, but may be influenced by materials or other factors.	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?).		

Data Team Elements **Step 4: Select Common Instructional Strategies**	Not Present or Does Not Meet	Area For Growth	Effective	Comments	Next Steps
A. Strategies directly target the prioritized needs identified during the analysis (Step 3).	Strategies do not target the prioritized needs identified during the analysis.	Strategies indirectly target the prioritized needs or will address part of the need identified.	A. Strategies directly target the prioritized needs identified during the analysis (Step 3).		
B. Strategies chosen will modify teachers' instructional practice. (Not a repeat of same strategies.)	Strategies chosen will not modify teachers' instructional practice.	Strategies chosen will partially modify teachers' instructional practice. May be a slight revision to a previous strategy.	B. Strategies chosen will modify teachers' instructional practice. (Not a repeat of same strategies.)		
C. Strategies (1-2) are selected for the identified performance group.	Strategies are not selected for specific groups. and/or	Strategies are selected for the whole class group without consideration for	C. Strategies (1-2) are selected for the identified performance group.		

		whether or not the strategy meets the needs of the students outside of the identified group.			
D. Agreement is reached on a common instructional strategy. (1-2 strategies)	Agreement is not reached on common strategies. (i.e. a list of strategies is compiled without indicating a team selection for instruction) and/or agreed-upon items are resources, practices, or structures in place of strategies.	Agreement on strategies is reached, however the strategies may not be research-validated, may not have the greatest potential impact or the team has selected too many strategies to monitor effectiveness	D. Agreement is reached on a common instructional strategy. (1-2 Strategies)		
E. Strategies selected are research-validated.	Strategies selected are not research validated.	N/A	E. Strategies selected are research-validated.		
F. Strategies selected are in addition to or are a modification of the CORE plan created in Step 1.	Strategies selected do not modify the CORE plan or are the same as the strategies in current CORE plan or the team may be creating the CORE plan during this time.	Strategies selected are in-depth or detailed version of the same strategies already selected for CORE, and lack evidence of differentiation.	F. Strategies selected are in addition to or are a modification of the CORE plan created in Step 1.		

Data Team Elements **Step 5: Determine Results Indicators**	Not Present or Does Not Meet	Area For Growth	Effective	Comments	Next Steps
A. Strategies describe actions of the adults that impact and/or address the thinking of students.	Strategies are not described.	Strategies describe actions of the adults that are consistent with current thinking of students. May not initiate change.	A. Strategies describe actions of the adults that impact and/or address the thinking of students.		

B. Describes what the teacher will be doing if the strategy is being implemented.	No description or a simple action is listed.	Description is broad. Vague terms like "teach, model, go over" are used. Verbs are subjective, leaving significant space for individual interpretation.	B. Describes what the teacher will be doing if the strategy is being implemented.		
C. Describes what the students will be doing if the strategy is being implemented.	No description or a simple action is listed.	Description is broad. Vague terms like "learn, listen, copy" are used. Verbs may be subjective, leaving significant space for individual interpretation.	C. Describes what the students will be doing if the strategy is being implemented.		
D. Describes what will be seen in work if the strategy is being implemented.	No description or a simple action is listed.	Proficiency is expected, however, it hasn't been specifically determined.	D. Describes what will be seen in work if the strategy is being implemented.		
E. Descriptions of strategies are specific and thorough enough to allow for quality replication. Clear and detailed descriptions that allow team and others to replicate the described practices in the future (i.e. implementation, frequency, duration, resources).	Description is absent and/or strategies are simply listed again.	Descriptions of strategies are not specific enough to allow for replication, but offer a general idea, leading to teachers implementing the strategy differently based on their understanding of the strategy and/or the plan lacks depth in the use of the strategy (likely too short term)	E. Descriptions of strategies are specific and thorough enough to allow for quality replication. Clear and detailed descriptions that allow team and others to replicate the described practices in the future (i.e. implementation, frequency, duration, resources).		

Data Team Elements **Step 6: Create a Theory of Action**	Not Present or Does Not Meet	Area For Growth	Effective	Comments	Next Steps
A. The Theory of Action is clearly linked to previous steps of the process. (If we ___ (teacher action, Step 4), then __% (Step 2) of our students will be able to _____ (Step 5c, student action/standard)	Theory of action is either not linked to previous steps or is not completed.	The Theory of Action is partially linked to step 2, 4, and 5c of the process.	A. The Theory of Action is clearly linked to previous steps of the process. (If we ___ (teacher action, Step 4), then __% (Step 2) of our students will be able to _____ (Step 5c, student action/standard)		
B. 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.	A percentage of students who will become proficient is not determined.	A questionable method is used to identify the % of students who will be proficient. The percentage for growth may be unrealistic, unattainable or low, given current level of performance.	B. A sound method is used to identify the % of students who will be proficient. For example using a pre-assessment to set the value; all students in the close to proficient category should pass, ½ to ¾ of the FTG and ¼ or less of the intervention students will be proficient.		
C. A specific percentage of students are identified that will demonstrate proficiency.	A strategy is not identified to achieve goals.	A strategy is identified to achieve goals, but it may be ineffective or unrelated to the expected outcome.	C. An effective strategy is identified to achieve goals.		
D. The timeline indicated is appropriate for the goal and/or matches the class pacing guide.	No timeline is indicated.	The timeline indicated is not appropriate for the goal and/or mismatches the class pacing guide.	D. The timeline indicated is appropriate for the goal and/or matches the class pacing guide.		

Data Team Elements **Step 7: Reflection**	Not Present or Does Not Meet	Area For Growth	Effective	Comments	Next Steps
A. The team engages in self-reflection on meeting goals and team processes (including norms).	Team does not complete a self-reflection of meeting goals and processes.	Thet team completes a self reflection, but is weighted heavily on how members *feel* about the work. Teams does not review goals or processes.	A.The team engages in self-reflection on meeting goals and team processes (including norms).		
B. Team members engage in difficult conversations when needed.	Team members avoid difficult conversations even when they are needed.	Team members occasionally engage in difficult conversations, but some opportunities are avoided or missed.	B. Team members engage in difficult conversations when needed.		
C. Team members reflect and adjust throughout the process as well as at the end of a cycle as indicated by observations and/or agenda	Team members do not reflect and adjust throughout the process or at the end of a cycle.	Team members reflect and adjust at some point/s in each cycle, but may be inconsistent or the team may reflect regularly, but does not adjust plans accordingly.	C. Team members reflect and adjust throughout the process as well as at the end of a cycle as indicated by observations and/or agenda.		
D. Team records key reflections, celebrations and missteps to improve their clarity and depth of CORE instructional practice in future cycles.	Team does not record reflections for future use.	Team records some reflections, celebrations and missteps, but lacks the detail to significantly improve their CORE instruction in future cycles	D. Team records key reflections, celebrations and missteps to improve their clarity and depth of CORE instructional practice in future cycles.		
E. Notes accurately capture the conversation and decisions made during the meeting.	Notes were not taken. Conversation was not recorded in any way.	Notes are taken, however they are not specific enough to capture the conversation.	E. Notes accurately capture the conversation and decisions made during the meeting.		

| F. All team members engage equitably and contribute in reflection conversations. | The majority of team members do not engage or contribute in reflection conversations. | Some team members do not engage or contribute in reflection conversations, while others do. | F. All team members engage equitably and contribute in reflection conversations. | | |