



Observation and Feedback Rubric: Principal to AP

		(4) Advanced	(3) Proficient	(2) Developing	(1) Underdeveloped
See Success	Tone, Precision, Teacher Owned	<p>The leader executes all 5 of the indicators for See the Success.</p> <ul style="list-style-type: none"> Interacts in a positive, supportive manner throughout the feedback session Praise is genuine and specific Praise is brief—no more than 1 minute Praise is linked to the teacher's PD goal and a specific moment from class Specific action steps are named that made the topic being praised successful and how it impacted students. 	<p>The leader executes at least 3 of the indicators for See the Success.</p> <ul style="list-style-type: none"> Interacts in a positive, supportive manner throughout the feedback session Praise is genuine and specific Praise is brief—no more than 1 minute Praise is linked to the teacher's PD goal and a specific moment from class Specific action steps are named that made the topic being praised successful and how it impacted students. 	<p>The leader executes at least 2 of the indicators for See the Success.</p> <ul style="list-style-type: none"> Interacts in a positive, supportive manner throughout the feedback session Praise is genuine and specific Praise is brief—no more than 1 minute Praise is linked to the teacher's PD goal and a specific moment from class Specific action steps are named that made the topic being praised successful and how it impacted students. 	<p>The leader executes none of the indicators for See the Success.</p> <ul style="list-style-type: none"> Interacts in a positive, supportive manner throughout the feedback session Praise is genuine and specific Praise is brief—no more than 1 minute Praise is linked to the teacher's PD goal and a specific moment from class Specific action steps are named that made the topic being praised successful and how it impacted students.
	Transition	<p>The leader executes all 3 indicators for successful transitions.</p> <ul style="list-style-type: none"> The transition communicates that the leader is comfortable in shifting the conversation toward the gap. It is evident that the teacher understands the transition and is open to the shift in conversation. The materials necessary for the transition are readily available. 	<p>The leader executes at least 2 of the indicators for successful transitions.</p> <ul style="list-style-type: none"> The transition communicates that the leader is comfortable in shifting the conversation toward the gap. It is evident that the teacher understands the transition and is open to the shift in conversation. The materials necessary for the transition are readily available. 	<p>The leader executes at least 1 of the indicators for successful transitions.</p> <ul style="list-style-type: none"> The transition communicates that the leader is comfortable in shifting the conversation toward the gap. It is evident that the teacher understands the transition and is open to the shift in conversation. The materials necessary for the transition are readily available. 	<p>The leader executes none of the indicators for successful transitions.</p> <ul style="list-style-type: none"> The transition communicates that the leader is comfortable in shifting the conversation toward the gap. It is evident that the teacher understands the transition and is open to the shift in conversation. The materials necessary for the transition are readily available.
See the Gap	See the Model, See the Gap, Use Data from the Observation	<p>The leader executes all 4 of the indicators for See the Gap that are specific to the observation.</p> <ul style="list-style-type: none"> Checks for teacher understanding of the expectation around the problem of practice Provides an exemplar by modeling, watching a video, or in real-time. If the leader is modeling: "What do you notice about how I did [this action] compared to how you did it in class?" If using video: Chooses a video clip that is 3 minutes or less Avoids using video if questioning can lead to the same conclusion. The leader has a clip of effective instruction queued up before the meeting starts. Asks "What do you notice? How is this different than what you did in class?" If debriefing real-time feedback: "When I intervened, what did I do? What was the impact of that feedback?" Compare the model to the observation by using a video of the teacher's lesson, or presenting specific data. If using video of the teacher's lesson: Chooses a video clip that is 3 minutes or less Avoids using video if questioning can lead to the same conclusion. The leader has the clip of the problematic moment in class queued up before the meeting starts. The leader gives a focus question: "What are the students doing? What are you doing?" OR "Focus on... [e.g., number of at-bats students have]" The leader presents data if based on an observation that was not videotaped. Leader provides data if the teacher cannot. The leader asks, "What effect did that have on the class/learning?" If the action step is focused on rigor—it is linked to assessment or exemplar: "Let's pull out your upcoming interim assessment. What will students need to be able to do to master the question that is connected to your objective today?" "Let's look at your exemplar for this question. What will students need to be able to do to master the question?" "What is the gap between that level of mastery and what students did in class?" 	<p>The leader executes at least 3 of the indicators for See the Gap that are specific to the observation.</p> <ul style="list-style-type: none"> Checks for teacher understanding of the expectation around the problem of practice Provides an exemplar by modeling, watching a video, or in real-time. If the leader is modeling: "What do you notice about how I did [this action] compared to how you did it in class?" If using video: Chooses a video clip that is 3 minutes or less Avoids using video if questioning can lead to the same conclusion. The leader has a clip of effective instruction queued up before the meeting starts. Asks "What do you notice? How is this different than what you did in class?" If debriefing real-time feedback: "When I intervened, what did I do? What was the impact of that feedback?" Compare the model to the observation by using a video of the teacher's lesson, or presenting specific data. 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"What is the gap between that level of mastery and what students did in class?" 	<p>The leader executes at least 2 of the indicators for See the Gap that are specific to the observation.</p> <ul style="list-style-type: none"> Checks for teacher understanding of the expectation around the problem of practice Provides an exemplar by modeling, watching a video, or in real-time. If the leader is modeling: "What do you notice about how I did [this action] compared to how you did it in class?" If using video: Chooses a video clip that is 3 minutes or less Avoids using video if questioning can lead to the same conclusion. The leader has a clip of effective instruction queued up before the meeting starts. Asks "What do you notice? How is this different than what you did in class?" If debriefing real-time feedback: "When I intervened, what did I do? What was the impact of that feedback?" Compare the model to the observation by using a video of the teacher's lesson, or presenting specific data. 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"What is the gap between that level of mastery and what students did in class?" 	<p>The leader executes 0-1 of the indicators for See the Gap that are specific to the observation.</p> <ul style="list-style-type: none"> Checks for teacher understanding of the expectation around the problem of practice Provides an exemplar by modeling, watching a video, or in real-time. If the leader is modeling: "What do you notice about how I did [this action] compared to how you did it in class?" If using video: Chooses a video clip that is 3 minutes or less Avoids using video if questioning can lead to the same conclusion. The leader has a clip of effective instruction queued up before the meeting starts. Asks "What do you notice? How is this different than what you did in class?" If debriefing real-time feedback: "When I intervened, what did I do? What was the impact of that feedback?" Compare the model to the observation by using a video of the teacher's lesson, or presenting specific data. 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"What is the gap between that level of mastery and what students did in class?"



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Name It	Highest Leverage Action Step is Identified, Appropriate, and Understood	<p>The leader executes all of the indicators for See the Model.</p> <ul style="list-style-type: none"> Only 1-2 action steps are named Action step(s) can be accomplishable in the span of 1 week Action step(s) can be assessed (You should be able to see it in plans or by watching 10 minutes of class) Chooses the highest leverage action step(s) that is linked to campus goals, Get Better Faster Waterfall, and the teacher's PD goals <p>"In keeping with our goal of ____, the next thing we want to do is..."</p> <ul style="list-style-type: none"> Connects the action step to campus goals, Get Better Faster Waterfall, and the teacher's PD goals <p>"We've been working on ____ [goal] and you've already been successful with ____ [some of the action steps]. The next area for us to focus is ____."</p> <ul style="list-style-type: none"> Names the what and the how clearly with the teacher Makes sure the teacher writes down the action step Asks the teacher to restate the action step 	<p>The leader executes 3-4 of the indicators for See the Model.</p> <ul style="list-style-type: none"> Only 1-2 action steps are named Action step(s) can be accomplishable in the span of 1 week Action step(s) can be assessed (You should be able to see it in plans or by watching 10 minutes of class) Chooses the highest leverage action step(s) that is linked to campus goals, Get Better Faster Waterfall, and the teacher's PD goals <p>"In keeping with our goal of ____, the next thing we want to do is..."</p> <ul style="list-style-type: none"> Connects the action step to campus goals, Get Better Faster Waterfall, and the teacher's PD goals <p>"We've been working on ____ [goal] and you've already been successful with ____ [some of the action steps]. The next area for us to focus is ____."</p> <ul style="list-style-type: none"> Names the what and the how clearly with the teacher Makes sure the teacher writes down the action step Asks the teacher to restate the action step 	<p>The leader executes 2-3 of the indicators for See the Model.</p> <ul style="list-style-type: none"> Only 1-2 action steps are named Action step(s) can be accomplishable in the span of 1 week Action step(s) can be assessed (You should be able to see it in plans or by watching 10 minutes of class) Chooses the highest leverage action step(s) that is linked to campus goals, Get Better Faster Waterfall, and the teacher's PD goals <p>"In keeping with our goal of ____, the next thing we want to do is..."</p> <ul style="list-style-type: none"> Connects the action step to campus goals, Get Better Faster Waterfall, and the teacher's PD goals <p>"We've been working on ____ [goal] and you've already been successful with ____ [some of the action steps]. The next area for us to focus is ____."</p> <ul style="list-style-type: none"> Names the what and the how clearly with the teacher Makes sure the teacher writes down the action step Asks the teacher to restate the action step 	<p>The leader executes 0-2 of the indicators for See the Model.</p> <ul style="list-style-type: none"> Only 1-2 action steps are named Action step(s) can be accomplishable in the span of 1 week Action step(s) can be assessed (You should be able to see it in plans or by watching 10 minutes of class) Chooses the highest leverage action step(s) that is linked to campus goals, Get Better Faster Waterfall, and the teacher's PD goals <p>"In keeping with our goal of ____, the next thing we want to do is..."</p> <ul style="list-style-type: none"> Connects the action step to campus goals, Get Better Faster Waterfall, and the teacher's PD goals <p>"We've been working on ____ [goal] and you've already been successful with ____ [some of the action steps]. The next area for us to focus is ____."</p> <ul style="list-style-type: none"> Names the what and the how clearly with the teacher Makes sure the teacher writes down the action step Asks the teacher to restate the action step
	Do It	Plan Ahead, Practice, and Follow Up	<p>The leader executes all of the indicators for See the Model that relate to this feedback session.</p> <ul style="list-style-type: none"> Works with the teacher to determine when to implement the feedback in upcoming lessons. Makes time for teachers to pre-plan on paper before practice. Tightens the teacher script to accommodate for roadblocks in implementation. Where appropriate, uses a template for a teacher to fill in (for a struggling teacher). Announces the Role Play segment of the feedback session, preferably in the teacher's classroom. <p>If necessary, the leader models before the teacher practices. Asks, "What do you notice about how I did this?"</p> <ul style="list-style-type: none"> Has the teacher repeat imperfect practices to and beyond 100% correct. Debrief the perfect practice. Pauses the practice as soon as the teacher makes an error. Uses concise language to redirect. Coaches assertively—doesn't make apologies (verbally or nonverbally) for asking people to practice Once successful in Round 1, the leader instructs the teacher to role play again, accommodating for roadblocks. After practice, asks teacher to lock it in; "How did what we practice meet or enhance the action step we named?" <p>"Where did our practice fall short or meet the exemplar at the start of the meeting?"</p> <ul style="list-style-type: none"> Creates a clear date for follow up. The leader and the teacher write down key dates (completed plans, upcoming observations, new handouts, self-filming or Master Teacher observation) and next steps down in an organizer, planner or Outlook calendar. 	<p>The leader executes most of the indicators for See the Model that relate to this feedback session.</p> <ul style="list-style-type: none"> Works with the teacher to determine when to implement the feedback in upcoming lessons. Makes time for teachers to pre-plan on paper before practice. Tightens the teacher script to accommodate for roadblocks in implementation. Where appropriate, uses a template for a teacher to fill in (for a struggling teacher). Announces the Role Play segment of the feedback session, preferably in the teacher's classroom. <p>If necessary, the leader models before the teacher practices. Asks, "What do you notice about how I did this?"</p> <ul style="list-style-type: none"> Has the teacher repeat imperfect practices to and beyond 100% correct. Debrief the perfect practice. Pauses the practice as soon as the teacher makes an error. Uses concise language to redirect. Coaches assertively—doesn't make apologies (verbally or nonverbally) for asking people to practice Once successful in Round 1, the leader instructs the teacher to role play again, accommodating for roadblocks. After practice, asks teacher to lock it in; "How did what we practice meet or enhance the action step we named?" <p>"Where did our practice fall short or meet the exemplar at the start of the meeting?"</p> <ul style="list-style-type: none"> Creates a clear date for follow up. The leader and the teacher write down key dates (completed plans, upcoming observations, new handouts, self-filming or Master Teacher observation) and next steps down in an organizer, planner or Outlook calendar. 	<p>The leader executes some of the indicators for See the Model that relate to this feedback session.</p> <ul style="list-style-type: none"> Works with the teacher to determine when to implement the feedback in upcoming lessons. Makes time for teachers to pre-plan on paper before practice. Tightens the teacher script to accommodate for roadblocks in implementation. Where appropriate, uses a template for a teacher to fill in (for a struggling teacher). Announces the Role Play segment of the feedback session, preferably in the teacher's classroom. <p>If necessary, the leader models before the teacher practices. Asks, "What do you notice about how I did this?"</p> <ul style="list-style-type: none"> Has the teacher repeat imperfect practices to and beyond 100% correct. Debrief the perfect practice. Pauses the practice as soon as the teacher makes an error. Uses concise language to redirect. Coaches assertively—doesn't make apologies (verbally or nonverbally) for asking people to practice Once successful in Round 1, the leader instructs the teacher to role play again, accommodating for roadblocks. After practice, asks teacher to lock it in; "How did what we practice meet or enhance the action step we named?" <p>"Where did our practice fall short or meet the exemplar at the start of the meeting?"</p> <ul style="list-style-type: none"> Creates a clear date for follow up. The leader and the teacher write down key dates (completed plans, upcoming observations, new handouts, self-filming or Master Teacher observation) and next steps down in an organizer, planner or Outlook calendar.



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		(4) Advanced	(3) Proficient	(2) Developing	(1) Underdeveloped
Overall	Delivery	<p>The leader executes all 5 indicators of successful delivery of feedback.</p> <ul style="list-style-type: none">• Consistent eye contact• Square body, facing the teacher• Uses economy of language: probing and teacher practice• Provides wait time for teacher to work out an answer• Uses transitional phrases to move to next step seamlessly	<p>The leader executes 3-4 indicators of successful delivery of feedback.</p> <ul style="list-style-type: none">• Consistent eye contact• Square body, facing the teacher• Uses economy of language: probing and teacher practice• Provides wait time for teacher to work out an answer• Uses transitional phrases to move to next step seamlessly	<p>The leader executes 2-3 indicators of successful delivery of feedback.</p> <ul style="list-style-type: none">• Consistent eye contact• Square body, facing the teacher• Uses economy of language: probing and teacher practice• Provides wait time for teacher to work out an answer• Uses transitional phrases to move to next step seamlessly	<p>The leader executes 0-2 indicators of successful delivery of feedback.</p> <ul style="list-style-type: none">• Consistent eye contact• Square body, facing the teacher• Uses economy of language: probing and teacher practice• Provides wait time for teacher to work out an answer• Uses transitional phrases to move to next step seamlessly