



# Leading Observation Instrument



**MCESA**

Maricopa County Education Service Agency



## Acknowledgement Page



The *Leading Observation Instrument* is the result of a collaborative effort to create a cross-district leader observation tool to be used as part of a performance-based evaluation system. Maricopa County Education Service Agency, along with the six partner districts implementing the federally-funded *Rewarding Excellence in Instruction and Leadership* program, led this comprehensive effort to establish a rigorous, transparent, and fair evaluation system that recognizes excellence and supports the professional growth of building-level administrators.

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Ontario Leadership Framework	ISLLC Leadership Standards
In-TASC Model Core Teaching Standards, CCSSO	New Leaders for New Schools Urban Excellence Framework
Arizona’s Standards and Rubrics for School Improvement	McREL’s Responsibilities of Effective Leaders
<i>The Learning Leader</i> (Reeves, 2006)	<i>Adaptive Schools Handbook</i> (Garmston & Wellman, 2009)
Indiana Department of Education Principal Effectiveness Rubric	
The Wallace Foundation: <i>Assessing the effectiveness of school leaders: New directions and new processes</i>	
<i>The Use of Observation in Principal Evaluation</i> (Milanowski & Kimball, 2011)	

## Rewarding Excellence in Instruction & Leadership | Leading Observation Instrument

### SETTING & COMMUNICATING DIRECTION RUBRIC

The *Setting & Communicating Direction* rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement based on data-driven decision making, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0
<b>Shared Purpose</b>  <b>Observation Setting</b> Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	Enlists stakeholders and ensures the shared vision for high student achievement and college readiness is developed, maintained, <b>clearly articulated, and/or implemented by nearly all staff members.</b> (O)  Clearly communicates connection of academic outcomes <b>and decisions</b> to vision and CIP goals; and <b>empowers staff members to lead conversations</b> that connect short-term and long-term vision to CIP goals and activities. (O)	Enlists stakeholders and ensures the <b>shared</b> vision for high student achievement and college readiness <b>is developed, maintained, and/or implemented.</b> (O)  <b>Clearly communicates</b> connection of academic outcomes to vision <b>and</b> CIP goals evidenced by <b>most staff members able to clearly articulate and take action on CIP goals and explain what the vision looks like in the short-term and long-term.</b> (O)	Ensures vision and mission promotes <b>high student achievement and college readiness.</b> (O)  <b>References connection</b> of academic outcomes to school vision and/or CIP as evidenced by: <ul style="list-style-type: none"> <li>• Posted vision/mission.</li> <li>• References in planning sessions/meetings.</li> <li>• References in communication materials. (O)</li> </ul>	References school vision as evidenced by: <ul style="list-style-type: none"> <li>• Posted vision/mission.</li> <li>• Referenced in planning sessions/meetings.</li> <li>• Referenced in communication materials. (O)</li> </ul>	
<b>CIP: Goal Setting</b>  <b>Observation Setting</b> Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	Sets or adjusts district-aligned, rigorous, measurable, CIP goals, based <b>on analysis of recent and longitudinal measures</b> of teacher evaluation and student achievement data/evidence, and root cause analysis. (D – CIP, Student Achievement Data, & Teacher Observational Data or Artifacts)  Ensures <b>measurable indicators for significant and achievable growth for all students</b> , with targeted goals to close student achievement gaps, for prioritized student sub-groups <b>and grade-level/course cohorts</b> are in place. (D – CIP, Student Achievement Data, & Teacher Observational Data or Artifacts)	Sets or adjusts rigorous, measurable, CIP goals, based on analysis of <b>multiple sources</b> of teacher evaluation and student achievement data/evidence <b>and root cause analysis.</b> (D – CIP, Student achievement Data & Teacher Observational Data or Artifacts)  Ensures targeted goal(s) to close student achievement gaps for prioritized student sub-groups ( <i>e.g., 3<sup>rd</sup> grade ELL; 10<sup>th</sup> grade special education</i> ) are in place. (D – CIP, Student Achievement Data, & Teacher Observational Data or Artifacts)	Sets or adjusts <b>rigorous, measurable, district-aligned goals for the CIP based on analysis of strengths and weaknesses in teacher evaluation and student achievement data and potential cause/effect relationships.</b> (D – CIP, Student Achievement Data, & Teacher Observational Data or Artifacts)	Sets attainable district-aligned student achievement goals. (D – CIP, Student Achievement Data, & Teacher Observational Data or Artifacts)	

Element		4	3	2	1	0
		Descriptors				
<b>CIP: Action Plans</b>		<p>Works with the staff to write CIP-action plans that include the following:</p> <ul style="list-style-type: none"> <li>Sequenced, task-analyzed objectives that identify milestones toward the CIP goal.</li> <li><b>Differentiated</b> year-long PD plans with systematic monitoring and coaching.</li> <li><b>Targeted student intervention systems for identified sub-populations</b> (<i>differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication</i>). (D - CIP)</li> </ul>	<p>Works with the staff to write CIP action plans that include the following:</p> <ul style="list-style-type: none"> <li>Sequenced, task-analyzed objectives that identify milestones toward the CIP for year-long PD and student intervention activities.</li> <li>Action steps and timelines for achieving objectives.</li> <li>Identified budget funds, resources, and responsible person(s) aligned to each objective. (D - CIP)</li> </ul>	<p><b>Works with the staff</b> to write CIP action plans that include the following:</p> <ul style="list-style-type: none"> <li><b>Task-analyzed objectives that identify milestones toward the CIP goal.</b></li> <li>Action steps and <b>timelines</b> for achieving objectives.</li> <li>Identified <b>budget funds, resources, and responsible person(s) aligned to each objective.</b> (D - CIP)</li> </ul>	<p>Writes CIP action plan that includes the following:</p> <ul style="list-style-type: none"> <li>Objectives aligned to CIP goal(s).</li> <li>Action steps for each objective in CIP.</li> <li>Source-of funding for identified objectives. (D - CIP)</li> </ul>	
<p><b>Observation Setting</b></p> <p>Business or Parent Meeting</p> <p>Leadership Team Meeting</p> <p>Professional Learning</p> <p>Instructional Conference</p> <p>Site Visit</p>						
<b>School Resource Management</b>		<p>Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources, evaluate effectiveness of fiscal <b>and other resource allocation</b> (<i>time, schedule, technology, staff, funding</i>), and <b>reallocate resources to meet or exceed student achievement goals.</b> (D – Management System Artifacts &amp; CIP)</p>	<p>Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources <b>and evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement.</b> (D – Management System Artifacts &amp; CIP)</p>	<p><b>Collaborates with key staff</b> to establish <b>and implement a process</b> for allocating appropriate fiscal resources to support the school goals and improve student achievement. (D – Management System Artifacts &amp; CIP)</p>	<p>Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement. (D – Management System Artifacts &amp; CIP)</p>	
<p><b>Observation Setting</b></p> <p>Business or Parent Meeting</p> <p>Leadership Team Meeting</p> <p>Professional Learning</p> <p>Instructional Conference</p> <p>Site Visit</p>						
		<p><b>Extends</b> the resources of school, family members, and community; and actively <b>maximizes</b> mutually beneficial relationships with business, religious, political, higher education, and/or service organizations <b>to add programs, services, extra-curricular activities, and staff outreach to meet student and staff needs.</b> (D – Management System Artifacts)</p>	<p>Coordinates the resources of school, family members, and community; <b>and actively builds mutually beneficial relationships with business, religious, political, higher education, and/or service organizations to support current programming and resources for emerging student needs.</b> (D – Management System Artifacts)</p>	<p>Coordinates the resources of <b>school, family members, and community</b> stakeholders to <b>support and sustain programming for learning and wrap-around social services</b> (<i>e.g., interns, mentors, in-kind donations, grants, non-profit partnerships</i>). (D – Management System Artifacts)</p>	<p>Identifies the resources and stakeholders within the community and school to positively affect student and adult learning. (D – Management System Artifacts)</p>	

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## BUILDING RELATIONSHIPS RUBRIC

The *Building Relationships* rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

Element		4	3	2	1	0
Descriptors						
<b>Accessibility</b>		<p>Structures <b>frequent and regular</b> opportunities for <b>purposeful</b>, planned contact and interactions with students, staff, and parents in classrooms and throughout the school, and <b>with colleagues and district staff</b> (as evidenced by interactions that reflect knowledge of on-going progress of students and staff in meaningful conversations, <b>sense of ease and expectation to interact with administrator, and administrative schedules</b>).</p> <p>(O) (D – Management System Artifacts)</p>	<p><b>Structures</b> daily opportunities for planned contact and interactions with students, staff, and parents in classrooms and throughout the school (as evidenced by interactions that reflect knowledge of on-going progress of students and staff in meaningful conversations and administrative schedules).</p> <p>(O) (D – Management System Artifacts)</p>	<p>Establishes visibility through <b>daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school</b> (as evidenced by interactions that reflect knowledge of students and staff in meaningful conversations and administrative schedules).</p> <p>(O) (D – Management System Artifacts)</p>	<p>Is visible at various times throughout the school day. (O)</p>	
	<b>Observation Setting</b>	<p>Provides accessible information about student expectations, progress and <b>school goal attainment</b>, and next steps to students, parents and staff <b>through an array of forums and formats</b>.</p> <p>(S – Parent, Staff, &amp; Student)</p>	<p>Provides accessible information about student expectations, progress made, <b>and next steps</b> to students, parents, and staff. (S – Parent, Staff, &amp; Student)</p>	<p><b>Provides accessible information</b> about student expectations <b>and progress</b> to students, parents, and staff. (S – Parent, Staff, &amp; Student)</p>	<p>Informs students, parents, and staff about academic and behavioral expectations. (S – Parent, Staff, &amp; Student)</p>	
Business or Parent Meeting	<p><b>Partners with parents to create</b> a school community that welcomes and values parents in the school. (S – Parent, Staff, &amp; Student)</p>	<p>Creates a school community that welcomes and <b>values parents in the school</b> (e.g., <i>front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils</i>). (S – Parent, Staff, &amp; Student)</p>	<p><b>Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents.</b> (S – Parent, Staff, &amp; Student)</p>	<p>Responds to parent questions and concerns in a timely manner. (S – Parent, Staff, &amp; Student)</p>		
Leadership Team Meeting						
Professional Learning						
Instructional Conference						
Site Visit						

Element	4	3	2	1	0
Descriptors					
<p><b>Mutual Trust &amp; Respect</b></p> <p>Observation Setting</p> <p>Business or Parent Meeting</p> <p>Leadership Team Meeting</p> <p>Professional Learning</p> <p>Instructional Conference</p> <p>Site Visit</p>	<p>Demonstrates active listening, <b>displays empathy and concern for the well-being of individuals; and establishes a positive and appropriate rapport with students, staff, families, and/or community members to facilitate mutual trust and respect.</b> (O) (S – Parent, Staff, &amp; Student)</p>	<p>Demonstrates active listening skills and responds <b>appropriately to differing perspectives or values to foster mutual trust and respect.</b> (O) (S – Parent, Staff, &amp; Student)</p>	<p>Demonstrates active listening in conversations with students, parents, and staff and <b>responds in a respectful way.</b> (O) (S – Parent, Staff, &amp; Student)</p>	<p>Listens to students, parents and staff in a respectful way. (O) (S – Parent, Staff, &amp; Student)</p>	
<p><b>Conflict Facilitation</b></p> <p>Observation Setting</p> <p>Business or Parent Meeting</p> <p>Leadership Team Meeting</p> <p>Professional Learning</p> <p>Instructional Conference</p> <p>Site Visit</p>	<p>Facilitates difficult conversations in a constructive manner and <b>learns from and encourages</b> differing perspectives <b>to gain new perspectives, improve school-wide practices, and build consensus.</b> (O)</p>	<p>Facilitates difficult conversations in a constructive manner <b>and incorporates different perspectives (including voices of dissent) in conversations to build consensus.</b> (O)</p>	<p>Facilitates difficult conversations in a <b>constructive</b> manner. (O)</p>	<p><b>Facilitates</b> difficult conversations in a neutral manner. (O)</p>	

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## DEVELOPING THE ORGANIZATION RUBRIC

The *Developing the Organization* rubric is designed to support the school administrator in building systems that promote a collaborative culture conducive to change, equitably structure the organization for success, and connect the school to its wider environment.

Element		4	3	2	1	0
		Descriptors				
<b>Group Facilitation</b>	<b>Observation Setting</b>	Uses agenda with clearly stated prioritized objectives; <b>harnesses the expertise of participants to monitor progress, advance shared goals, and develop quality products; and participants share in the use of facilitation strategies</b> ( <i>maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas</i> ). (O)	Uses agenda with clearly stated <b>prioritized</b> objectives, makes efficient use of time, makes progress on <b>priority</b> action items, and uses <b>nearly all</b> of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O)	<b>Uses agenda with</b> clearly stated objectives, <b>makes efficient use of time; makes progress on majority of action items, and uses a few of the</b> following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O)	Clearly states objectives to provide focus, adheres to agenda, and uses one of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O)	
	Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	<p><b>Participants</b> reinforce the norms and direct processes to be used in the meeting to match meeting's purpose (<i>dialogue, reflection, shared decision making, planning or problem solving</i>). (O)</p> <p><b>Checks for understanding with meeting participants</b> to ensure clear expectations for next steps, responsible persons, due date, and manner of follow-up. (O)</p>	<p><b>Reinforces shared accountability</b> for norms and directs processes and resources to be used in the meeting to match meeting's purpose (<i>dialogue, reflection, shared decision making, planning or problem solving</i>). (O)</p> <p>Ensures clear identification of next steps, <b>responsible persons, and when task should be completed</b>. (O)</p>	<p><b>Directs the norms, processes, and resources to be used in the meeting to match meeting's purpose</b> (<i>dialogue, reflection, shared decision-making, planning or problem solving</i>). (O)</p> <p><b>Ensures all next steps are clearly identified</b>. (O)</p>	<p>States the norms or protocols and garners support from group, and uses communication strategies for specific audience. (O)</p> <p>Identifies next steps. (O)</p>	
<b>Change Process</b>	<b>Observation Setting</b>	Uses knowledge of change theory to develop and apply specific strategies most likely to be effective in various situations to <b>proactively</b> support school staff in moving from agreement to commitment and engaging in <b>selective abandonment of practices</b> unaligned to research-based strategy or CIP and <b>adoption of new strategies</b> . (O) (S - Staff)	Uses knowledge of change theory to develop and apply specific strategies <b>most likely to be effective in various situations</b> to support school staff in <b>moving from agreement to commitment</b> as they engage in changing classroom practice in alignment with school and district initiatives. (O) (S - Staff)	<b>Uses knowledge of change theory to develop and apply specific strategies to address resistance to change and support school staff as they engage in changing classroom practice in alignment with school and district initiatives</b> . (O) (S - Staff)	Uses tools and strategies to build agreement for change. (O) (S - Staff)	
	Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit					

Element		4	3	2	1	0
		Descriptors				
<b>Communication</b>		Develops and implements systems <b>that achieve</b> shared decision making with staff, families, and/or the community regarding <b>concerns, challenges, and potential obstacles to achieving CIP goals</b> ; and progress monitors for effective and consistent <b>two-way communication between teachers, students, and families</b> about student progress. (O) (D – Management System Artifacts) (S – Staff & Parent)	Develops and implements systems to increase <b>shared decision making</b> with staff, families, and/or the community regarding <b>shared purpose</b> , key school information, events/programming <b>challenges</b> , decisions, and school improvement; <b>and creates expectations for consistent communication from teachers to families about student progress.</b> (O) (D – Management System Artifacts) (S – Staff & Parent)	<b>Develops systems to promote two-way communication and participation with staff and/or families regarding key school information, events/programming decisions, and school improvement.</b> (O) (D – Management System Artifacts) (S – Staff & Parent)	Communicates key school information and events to staff on a regular basis and invites staff and parents to participate on committees for school improvement. (O) (D – Management System Artifacts) (S – Staff & Parent)	
	<b>Observation Setting</b>	Implements a system to formally and informally acknowledge and celebrate individual and team academic successes <b>that includes rigorous and progressive benchmarks aligned to goals or vision</b> on a consistent basis. (D – Management System Artifacts)	<b>Implements a system</b> to formally and informally acknowledge and celebrate individual and team <b>academic successes on a consistent basis.</b> (D – Management System Artifacts)	Celebrates individual and team accomplishments on a <b>formal and informal</b> basis. (D – Management System Artifacts)	Celebrates individual and team accomplishments on an informal basis. (D – Management System Artifacts)	
<b>Management Systems</b>		<b>Engages staff in the analysis of system data at key intervals</b> , to inform the development, maintenance, <b>monitoring</b> , and/or revision of effective and consistent systems and administrative routines <b>for most</b> operations to address real and potential challenges to safety, security, or teaching and learning. (O) (D – Management System Artifacts) (S – Staff)	<b>Engages staff</b> in the development, maintenance, and/or revision of effective and consistent systems and administrative routines for critical operations to support instructional priorities, emotional safety and physical safety of students and staff, and an efficient, orderly learning environment free of distractions or disruptions. (O) (D – Management System Artifacts) (S – Staff)	Implements <b>effective and consistent systems and administrative routines for critical operations</b> ( <i>e.g., discipline, communication, schedules, attendance</i> ) to support instructional priorities, emotional safety and physical safety of students and staff, and an efficient, orderly learning environment free of distractions or disruptions. (O) (D – Management System Artifacts) (S – Staff)	Manages the organization and operation for a clean, safe, orderly, learning environment in compliance with city codes, board policy, state statute, district standard operating procedures, and site procedures. (O) (D – Management System Artifacts) (S – Staff)	
	<b>Observation Setting</b>					

Element		4	3	2	1	0
		Descriptors				
<b>Recruitment, Retention, &amp; Succession Planning</b>		Makes high quality staff selections, ensures equitable distribution of highly effective staff members, and establishes systems for recruiting and <b>retaining</b> highly effective educators. (D – Management System Artifacts)	Makes high quality staff selections, ensures equitable distribution of highly effective staff members, <b>and establishes systems for recruiting high quality candidates</b> ( <i>i.e. pre-service internships or student teaching</i> ). (D – Management System Artifacts)	Makes high quality staff selections <b>and ensures equitable distribution of highly effective staff members.</b> (D – Management System Artifacts)	Makes high-quality staff selections. (D – Management System Artifacts)	
	<b>Observation Setting</b>	<b>Identifies, equips, and places staff members in career pathway positions or intentional assignments</b> with effective formal and informal mentoring to build leadership capacity and to <b>ensure succession plans for every position in school.</b> (O) (D – Management System Artifacts)	<b>Provides formal or informal leadership opportunities</b> to mentor emerging staff leaders by delegating appropriate leadership tasks to competent staff members, checking on progress, and providing support. (O) (D – Management System Artifacts)	<b>Identifies, develops, and advises</b> effective staff members in order to build leadership capacity consistent to meet school needs. (O) (D – Management System Artifacts)	<b>Identifies developing staff members</b> and pairs with effective staff members for informal mentoring and models of effective practice. (O) (D – Management System Artifacts)	
	Business or Parent Meeting					
	Leadership Team Meeting					
	Professional Learning					
Instructional Conference						
Site Visit						

Rewarding Excellence in Instruction & Leadership | Leading Observation Instrument

**LEADING INSTRUCTION RUBRIC**

The *Leading Instruction* rubric is designed to support the school administrator in leading the instructional program by maintaining high expectations for learning outcomes and closing the achievement gap, providing high quality differentiated professional learning, ensuring fidelity of instructional alignment to state standards and curriculum, and implementing teacher evaluation process.

Element		4	3	2	1	0
		Descriptors				
<b>Observation &amp; Evaluation of Instruction</b>	<b>Observation Setting</b>	Accurately scripts teacher and student statements, <b>analyzes instruction, and labels script for specific instructional feedback examples in conference</b> and evidence of observations and evaluation ratings. (O) (D – Teacher Observational Data or Artifacts)	Accurately scripts teacher and student statements <b>in a comprehensive manner</b> (e.g., <i>time intervals, learner engagement data, teacher movement patterns</i> ) to provide evidence of observations and evaluation ratings. (O) (D – Teacher Observational Data or Artifacts)	<b>Accurately</b> scripts teacher and student statements to provide evidence of observations and evaluation ratings. (O) (D – Teacher Observational Data or Artifacts)	Scripts teacher and student statements to provide evidence of observations and evaluation ratings. (O) (D – Teacher Observational Data or Artifacts)	
	Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	Uses REIL Learning Observation/ Documentation Process to accurately evaluate assigned teachers' performance as evidenced by a rating of <b>"exceeds"</b> on the annual certified evaluator assessment. (D – Certified Evaluator Rating)	Uses REIL Learning Observation/ Documentation Process to accurately evaluate assigned teachers' performance <b>as evidenced by a rating of "meets" on the annual certified evaluator assessment.</b> (D – Certified Evaluator Assessment)	Earns Provisional Certified Evaluator status on the annual certified evaluator assessment. (D – Certified Evaluator Assessment)	Earns Qualified Evaluator status on the annual certified evaluator assessment. (D – Certified Evaluator Assessment)	
<b>Pre &amp; Post Conference: Data Gathering</b>	<b>Observation Setting</b>	Focuses conference on objectives derived from accurate analysis of instruction, content rigor, student misconceptions, and <b>knowledge of teacher as a learner.</b> (O)  <b>Teacher self reflects</b> on lesson assessment data ( <i>for whole group, sub-groups, and individuals</i> ) and teacher plans or actions to <b>make conjectures</b> about the relationship between teaching and student learning. (O)  <b>Uses teacher conjectures</b> to adjust or transition with <b>efficient, appropriate, and focused</b> follow-up questions; and ascertains teacher knowledge of elements, attributes, <b>and when and how to use elements effectively.</b> (O)	Focuses conference on objectives derived from accurate analysis of instruction, <b>content rigor, and student misconceptions.</b> (O)  <b>Guides</b> teacher reflection on lesson assessment data ( <i>for whole group and sub-groups</i> ) and teacher plans or actions <b>to analyze the cause and effect relationship between teaching and student learning.</b> (O)  <b>Uses teacher responses to adjust or transition with follow-up questions and ascertains teacher knowledge of element and attributes.</b> (O)	Focuses conference on objectives <b>derived from accurate analysis of instruction.</b> (O)  Engages teacher reflection on ( <i>whole group and sub-group</i> ) lesson assessment data and teacher plans or actions. (O)  Asks initial questions and <b>follow-up</b> questions aligned to conference objectives <b>to probe deeper.</b> (O)	Conducts teacher conference to focus on conference objectives. (O)  Engages teacher reflection on whole group lesson assessment data and teacher plans ( <i>pre-conference</i> ) or actions ( <i>post-conference</i> ). (O)  Asks questions aligned to conference objectives. (O)	
	Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit					

Element		4	3	2	1	0
		Descriptors				
<b>Post Conference: Reinforcement &amp; Refinement</b>  Observation Setting	Business or Parent Meeting Leadership Team Meeting Professional Learning <b>Instructional Conference</b> Site Visit	<p>Teacher converses with evaluator and demonstrates exploration of the content discipline and deep, nuanced knowledge of high-leverage strategies integral to the cause/effect relationship between teaching and learning (<i>for whole group, sub-groups, and individual needs of students and the needs or interests of the teacher</i>). (O)</p> <p>Teacher demonstrates understanding of conference objective rubric element(s) and their purpose, attributes/steps, and insight about when and how to effectively use the <b>strategy in multiple instructional contexts</b> (<i>i.e. content concepts or groupings</i>). (O)</p>	<p><b>Builds on teacher comments to transition to reinforcement and refinement and provide meaning for feedback</b> focusing on rubric elements integral to the cause/effect relationship between teaching and learning (<i>for whole group and sub-groups</i>), based on evidence from script and student learning artifacts. (O)</p> <p>Shares strategy aligned to conference objective rubric element(s), and teacher demonstrates understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson <b>and future lessons</b>. (O)</p>	<p>Provides <b>relevant feedback focusing on rubric elements integral to the cause/effect relationship between teaching and learning (<i>for whole group</i>)</b>, based on evidence from script and student learning artifacts. (O)</p> <p><b>Shares strategy aligned to conference objective rubric element(s) and teacher demonstrates understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson.</b> (O)</p>	<p>Provides practical and specific feedback based on direct quotes from instruction and examples of student learning. (O)</p> <p>Teacher leader checks for understanding, and teacher restates element and attributes/steps. (O)</p>	
	<b>Professional Development: New Learning</b>  Observation Setting	Business or Parent Meeting Leadership Team Meeting <b>Professional Learning</b> Instructional Conference Site Visit	<p>Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s). (O)</p> <p>Ensures professional development is differentiated, <b>team-based, results-oriented</b>, and job-embedded with clear targets for teacher practice and student learning. (O)</p> <p>Engages teachers in reflective interactions applying learning to previous and future instructional practice <b>within multiple contexts</b>. (O)</p> <p>Maintains focus on narrowed initiatives and <b>adjusts pacing of new PD objective cycles to allow sufficient time for teachers to build confidence and competence with current learning before advancing with new learning.</b> (O)</p>	<p><b>Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s).</b> (O)</p> <p>Ensures professional development is <b>differentiated</b> and job-embedded with clear targets for teacher practice and student learning. (O)</p> <p>Engages teachers in <b>reflective interactions</b> applying learning to previous <b>and future</b> instructional practice. (O)</p> <p>Maintains focus on narrowed initiatives to buffer staff from competing expectations for learning or implementation. (O)</p>	<p>Delivers professional development that is aligned to CIP goals. (O)</p> <p><b>Ensures professional development is job-embedded with clear targets for teacher practice and student learning.</b> (O)</p> <p><b>Engages teachers in applying learning to previous instructional practice.</b> (O)</p>	<p>Ensures professional development aligns to Continuous Improvement Plan (CIP) goals. (O)</p> <p>Engages teachers in the professional learning. (O)</p>

Element		4	3	2	1	0
		Descriptors				
<b>Collaborative Learning Structures</b>  Observation Setting	Business or Parent Meeting Leadership Team Meeting <b>Professional Learning</b> Instructional Conference Site Visit	Creates and successfully implements multiple flexible structures for professional learning and <b>weekly</b> collaboration to meet vertical, horizontal, and/or integrated team-specific learning/achievement goals <b>with protocols to support team SMART goal development, action plan implementation</b> (including reflection on prior instruction or assessment strategies, lesson or unit planning, examination of student work, analysis of disaggregated data, modification of materials to address gaps, and/or assessment development) <b>and reflection of group processes.</b> (O) (D – Management System Artifacts)	Creates <b>and supports</b> the utilization of multiple <b>flexible</b> grouping structures for scaffolding professional learning, and ensures teams collaborate ( <b>at least twice monthly</b> ) to meet team-specific student learning/achievement goals and individual teacher needs for content, <b>planning, analysis of data, assessment development</b> and/ or rubric element instructional strategies. (O) (D – Management System Artifacts)	<b>Utilizes multiple structures for scaffolding professional learning, and ensures</b> (via agenda/notes collection, visitations, verbal feedback to teams, etc.) <b>teams collaborate</b> to meet team-specific (school, grade level, or vertical content) student learning/achievement goals <b>and individual teacher needs for content or rubric elements.</b> (O) (D – Management System Artifacts)	Provides structures (e.g., collaborative learning team common planning time, or grade level /subject area meeting) for the purpose of meeting team specific student learning /achievement goals. (O) (D – Management System Artifacts)	
	<b>Professional Development: Adjusting Support</b>  Observation Setting	Business or Parent Meeting <b>Leadership Team Meeting</b> Professional Learning Instructional Conference Site Visit	<b>Accurately</b> analyzes student learning data and <b>in-depth</b> patterns of teacher progress, <b>relevant</b> teacher conceptions/misconceptions, and <b>anecdotal information about teacher.</b> (O) (D – Instructional Support Plans)  Accurately identifies high priority next areas for refinements in content, rigor, <b>and/or</b> pedagogical shifts for differentiated teacher groups <b>and targeted student groups.</b> (O) (D – Instructional Support Plans)  <b>Interprets</b> the impact of the <b>type of instructional support and the strategy for delivery (i.e. frequency, duration, and level of scaffolding)</b> on the progress of differentiated groups or individual teachers and makes adjustments to <b>the type of instructional support and strategies for delivery (i.e. frequency, duration, level of scaffolding)</b> to remove obstacles and improve student achievement. (O) (D – Instructional Support Plans)	Analyzes student learning data and <b>patterns</b> of teacher progress, <b>teacher conceptions, and teacher misconceptions.</b> (O) (D – Instructional Support Plans)  <b>Accurately</b> identifies <b>high priority next areas</b> for refinements in content, rigor, <b>and/or</b> pedagogical shifts for differentiated groups. (O) (D – Instructional Support Plans)  <b>Interprets</b> the impact of <b>instructional support strategies on the progress of differentiated groups or assigned individual teachers and makes adjustments to future instructional support to remove obstacles and improve student achievement.</b> (O) (D – Instructional Support Plans)	<b>Collects and analyzes teacher progress monitoring evidence of instructional effectiveness.</b> (O) (D – Instructional Support Plans)  <b>Identifies needs for refinements in content, rigor, and/or pedagogical shifts for differentiated groups.</b> (O) (D – Instructional Support Plans)  <b>Identifies relationship between professional development efforts and impact on student learning to adjust instructional support for teacher groups. (i.e. planning, content or pedagogy training, application/practice in collaborative teams, observation, coaching, checking for understanding).</b> (O) (D – Instructional Support Plans)	Maintains records of teacher progress and articulates the progress and potential obstacles of individual teachers. (O) (D – Instructional Support Plans)  Identifies refinements in pedagogical shifts for at least one teacher group. (O) (D – Instructional Support Plans)  Identifies areas of professional development support that need adjustment. (O) (D – Instructional Support Plans)

Rewarding Excellence in Instruction & Leadership | Leading Observation Instrument

**SECURING ACCOUNTABILITY RUBRIC**

The *Securing Accountability* rubric is designed to support the school administrator in creating conditions for student success. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

Element		4	3	2	1	0
		Descriptors				
<b>Accountability for Goals</b>  Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	Utilizes an effective process to consistently monitor, review and revise horizontal and vertical team goals/action plans and/or CIP. (O) (D – CIP)	Utilizes an effective process to consistently monitor, review and revise horizontal team goals/action plans and/or CIP. (O) (D – CIP)	Utilizes an <b>effective</b> process to consistently monitor, review, and revise team goals or CIP in critical areas (e.g., tracks annual outcomes and monthly/weekly data against plan milestones to monitor, track, and review progress; adjusts strategies in order to reach goals). (O) (D – CIP)	Utilizes a process to monitor school or team goals. (O) (D – CIP)		
	<b>Exceeds</b> school-wide performance goals for student achievement and for targeted sub-groups in core content areas. (D – Student Achievement Data)	Meets performance goals for student achievement in <b>targeted sub-groups in core content</b> areas. (D – Student Achievement Data)	<b>Meets</b> performance goals for student achievement in <b>core content</b> areas. (D – Student Achievement Data)	Demonstrates measurable <b>student achievement gains in core content</b> goal areas. (D – Student Achievement Data)		
<b>Supervision of, Written, Taught, &amp; Tested Curriculum</b>  Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	Monitors teaching to assess alignment and team-specific gaps between written, taught, tested curriculum and student achievement results; summarizes implementation of <b>more than</b> one content vertical progression. (O) (D –Teacher Observational Data or Artifacts)	Monitors teaching to assess alignment and gaps between written, taught, and tested curriculum and student achievement results; summarizes implementation of <b>at least one content vertical progression</b> . (O) (D –Teacher Observational Data or Artifacts)	Monitors teaching alignment to the standards in <b>all subjects</b> through teacher evaluation process, classroom visits, and supervision of collaborative team meetings. (O) (D –Teacher Observational Data or Artifacts)	Monitors teaching of the standards in core subjects (or assigned core subject for assistant principal) through teacher evaluation process, classroom visitations, and supervision of collaborative team meetings. (O) (D –Teacher Observational Data or Artifacts)		

Element		4	3	2	1	0
		Descriptors				
Implementation of Strategies	Observation Setting	Establishes academic priorities that are non-negotiable, and teachers demonstrate <b>implementation</b> of strategies to promote the academic priorities <b>throughout the school or assigned group of teachers.</b> (O)	Establishes academic priorities that are non-negotiable, <b>and teachers demonstrate support of strategies to promote the academic priorities.</b> (O)	Establishes academic priorities <b>that are non-negotiable.</b> (O)	Establishes academic priorities. (O)	
	Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	Holds staff and teams accountable for implementing CIP aligned strategies <b>and tracks effectiveness of implementation of strategies by school and team based on teaching and student learning.</b> (D – Management System Artifacts)	Holds staff and teams accountable for implementing CIP aligned strategies <b>and tracks effectiveness of implementation of strategies school-wide.</b> (D – Management System Artifacts)	<b>Holds staff and teams accountable for implementing strategies that align teaching and learning with CIP.</b> (D – Management System Artifacts)	Communicates expectation for implementing strategies that align to CIP. (D – Management System Artifacts)	
Educator Goal Plans	Observation Setting	Develops and/or annually revises Educator Goal Plans in collaboration with teachers that include measurable goals that will have the greatest impact on student learning, aligned action steps, and sufficient support or resources for the teacher clearly identified within the plan and <b>provided to nearly all teachers.</b> (D – Educator Goal Plan)	Develops and/or annually revises Educator Goal Plans in collaboration with teachers that include measurable goals that will have the greatest impact on student learning, aligned action steps, and sufficient support or resources for the teacher clearly identified within the plan <b>and provided to most teachers.</b> (D – Educator Goal Plan)	Develops and/or annually revises Educator Goal Plans in collaboration with teachers that include measurable goals and aligned actions steps for all assigned teachers using student achievement and teacher observation data. (D – Educator Goal Plan)	Develops and/or annually revises Educator Goal Plan for all teachers using refinement goal from assigned teachers' observation(s). (D – Educator Goal Plan)	
	Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	Produces documentation that <b>90%</b> of teachers achieved their EGP goals. (D – Educator Goal Plan)	Produces documentation that <b>80%</b> of teachers achieved their EGP goals. (D – Educator Goal Plan)	Produces documentation that <b>70%</b> of teachers achieved their EGP goals. (D – Educator Goal Plan)	Produces documentation that <b>less than 70%</b> of teachers achieved their EGP goals. (D – Educator Goal Plan)	

Leading Observation Instrument		Observation Settings					Documentation							Survey		
		Business or Parent Meeting (1X)	Leadership Team Meeting (2X)	Professional Learning (2X)	Instructional Conference (1X)	Site Visit (2X)	CIP Plans	Instructional Support Plans	Educator Goal Plans	Student Achievement Data	Certified Evaluator Rating	Management System Artifacts	Teacher/School Observational Data or Artifacts	Parent Survey	Staff Survey	Student Survey
Setting & Communicating Direction	Shared Purpose		√√	√√												
	CIP: Goal Setting						√		√			√				
	CIP: Action Plans						√									
	School Resource Management						√√				√√					
Building Relationships	Accessibility					√√					√√		√	√	X	
	Mutual Trust & Respect	√				√√							√	√	X	
	Conflict Facilitation		√√	√√												
Developing the Organization	Group Facilitation	√	√√													
	Change Process		√√	√√										√		
	Communication	√									√		√	√		
	Management Systems	√									√			√		
	Recruitment, Retention, & Succession Planning		√√								√√					
Leading Instruction	Observation & Evaluation of Instruction				√					√		√				
	Pre & Post Conference: Data Gathering				√											
	Post Conference: Reinforcement & Refinement				√											
	Professional Development: New Learning			√√												
	Collaborative Learning Structures			√√							√					
	Professional Development: Adjusting Support		√√					√√								
Securing Accountability	Accountability for Goals		√√				√		√							
	Supervision of Written, Taught, & Tested Curriculum					√√						√√				
	Implementation of Strategies					√√					√√					
	Educator Goal Plans							√√								

√ = Required score      X = Optional score