

## Observation Cycle Record and Post-Conference Quality Rubric

<i>Student learning was best...</i>				
	Requires Attention	Developing	Proficient	Exemplary
<b>Post-Conference Conversation</b>	<p>Reflections, questions and post-conference conversation do not focus on the element(s) of when student learning was best from the observed lesson.</p> <p>Observer does majority of the speaking to identify when student learning was best.</p> <p>Reflections, questions and post-conference conversation are not connected to the Standards of Effective Instruction.</p>	<p>Reflections, questions and post-conference conversation focus on the element(s) of when student learning was best and reference evidence from the observed lesson.</p> <p>Observer does much of the speaking to identify when student learning was best.</p> <p>Reflections, questions and post-conference conversation are somewhat connected to the Standards of Effective Instruction.</p>	<p>Reflections, questions and post-conference conversation focus on the element(s) of when student learning was best and reference specific evidence from the observed lesson.</p> <p>Observer and teacher equally speak, identifying when student learning was best and recommending the teacher continue the effective instructional practice(s).</p> <p>Observer and/or teacher explain how/why the instructional practice(s) supports student achievement.</p> <p>Reflections, questions and post-conference conversation are connected to the Standards of Effective Instruction.</p>	<p>Reflections, open-ended questions and post-conference conversation focus on the element(s) of when student learning was best and reference multiple pieces of evidence from the observed lesson.</p> <p>Teacher does majority of the speaking to identify when student learning was best and shares how they will continue or expand the effective instructional practice(s).</p> <p>Observer and teacher agree on when student learning was best.</p> <p>Teacher explains how/why the instructional practice(s) accelerates student achievement.</p> <p>Reflections, questions and post-conference conversation are explicitly connected to the Standards of Effective Instruction.</p>
<b>Observation Cycle Record</b>	<p>Observer conclusions, evidence and element(s) of when student learning was best are not recorded.</p>	<p>Observer identified conclusions of when student learning was best are recorded.</p> <p>Observer identified evidence and element(s) of when student learning was best may be recorded.</p>	<p>Observer and teacher identified conclusions, evidence and element(s), of when student learning was best during the observed lesson, are recorded.</p>	<p>Observer and teacher identified conclusions, evidence and element(s), of when student learning was best during the observed lesson, are recorded.</p> <p>Observer and teacher identified instructional practice(s) that accelerates student achievement are recorded.</p> <p>Observer and teacher identified supports and resources that accelerate learning are included.</p>

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<i>Student learning could be even better...</i>				
	Requires Attention	Developing	Proficient	Exemplary
<b>Post-Conference Conversation</b>	<p>Reflections, questions and conversation do not focus on the element(s) of when student learning could be even better.</p> <p>Observer does majority of the speaking to identify when student learning could be even better.</p> <p>Reflections, questions and conversation are not connected to the Standards of Effective Instruction.</p>	<p>Reflections, questions and conversation focus on the element(s) of when student learning could be even better and reference evidence.</p> <p>Observer does much of the speaking to identify when student learning could be even better.</p> <p>Reflections, questions and conversation are somewhat connected to the Standards of Effective Instruction.</p>	<p>Reflections, questions and conversation focus on the element(s) of when student learning could be even better and reference specific evidence from the observed lesson.</p> <p>Observer and teacher equally speak to identify when student learning could be even better and recommend modifications to instructional practices.</p> <p>Observer and/or teacher explain how/why modifications to the instructional practices will better support student achievement.</p> <p>Reflections, questions and post-conference conversation are connected the Standards of Effective Instruction.</p>	<p>Reflections, open-ended questions and post-conference conversation focus on the element(s) of when student learning could be even better and reference multiple pieces of evidence from the observed lesson.</p> <p>Teacher does majority of the speaking to identify when student learning could be even better and recommend modifications to instructional practices.</p> <p>Observer and teacher agree on when student learning could be better.</p> <p>Teacher explains how/why modifications to the instructional practices will accelerate student achievement.</p> <p>Reflections, questions and post-conference conversation are explicitly connected to the Standards of Effective Instruction.</p>
<b>Observation Cycle Record</b>	<p>Observer does not record conclusions of when student learning could be even better.</p>	<p>Observer conclusions of when student learning could be even better are recorded.</p> <p>Observer identified lesson evidence and element(s) of when student learning could be even better may be recorded.</p>	<p>Observer and teacher identified conclusions, evidence, element(s) and modifications to instructional practices, of when student learning could be even better from the observed lesson, are recorded.</p>	<p>Observer and teacher identified conclusions from the observed lesson, aligned evidence and element(s) of when student learning could be even better are recorded.</p> <p>Observer and teacher identified research based or proven modifications to instructional practices that will accelerate student learning are recorded.</p> <p>Observer and teacher identified supports needed to modify instructional practices are included.</p>

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### Next Steps Plan

	Requires Attention	Developing	Proficient	Exemplary
<p><b>Next Steps Plan</b></p> <p><b>Post-conference Conversation and Observation Cycle Record</b></p>	<p>The plan was created by the observer with no teacher input reflected.</p> <p>The plan references only the element(s) of when student learning could be better from.</p> <p>The plan does not include actions for how the teacher can make modifications or is vague and incomplete.</p>	<p>The plan was created by the observer with some teacher input reflected.</p> <p>The plan references only the element(s) and evidence of when student learning could be better.</p> <p>The plan includes a model for how the teacher can make modifications, but does not indicate teacher and observer actions and/or a timeline of action steps.</p>	<p>The plan created reflects a collaborative and reflective conversation between the observer and teacher.</p> <p>The plan references conclusions, evidence and element(s) from the observed lesson of when student learning was best and of when student learning could be better.</p> <p>The plan incorporates how the teacher will continue the effective instructional practice(s).</p> <p>The plan includes aligned strategies and/or practices, and concrete model for how the teacher can make modifications to better support student learning.</p> <p>The plan identifies specific actions for both the observer and teacher and a clear timeline for next step actions.</p>	<p>The plan created reflects a collaborative and reflective conversation between the observer and the teacher with the teacher doing most of the reflecting.</p> <p>The plan references conclusions, specifically aligned evidence, and element(s) of when student learning was best and of when student learning could be better.</p> <p>The plan incorporates how the teacher will continue and expand the effective instructional practices.</p> <p>The plan includes aligned strategies and/or practices, and concrete model for how the teacher can make modifications to accelerate student learning.</p> <p>The plan identifies specific actions and clear timeline for both the observer and teacher and the resources needed.</p> <p>The plan explicitly states when the observer will return to observe discussed strategies and/or practices.</p> <p>The plan makes specific connections to other professional work (PD, PDPLC, Tenure, ProPay course, Collaborative Teams, etc.).</p>