

Instructional Feedback Rubric

Name: _____

last revised 20 Aug 08

Benchmark	<i>low</i>	Weak	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Establishes a culture of feedback	The administrator explains the concept, goals, and rationale behind instructional feedback. However, she is not purposeful about garnering staff support or understanding. The feedback process is designed without staff input. Staff members do not believe the instructional feedback they receive is helpful or feel that the classroom observations are conducted to catch them being unsuccessful.			The administrator takes steps to explain the concept, goals, and rationale behind instructional feedback. She persuades the staff that “what gets feedback gets done better.” She solicits input regarding the type of feedback that is needed to improve instruction. She involves the staff in designing the feedback process and the creation of the instructional feedback form. The staff believes instructional feedback will help them improve their performance. The administrator ensures every person in the organization receives feedback, including the leadership team.			The administrator takes steps to explain the concept, goals, and rationale behind instructional feedback. She solicits input regarding the type of feedback that is needed to improve instruction. She involves the staff in designing the feedback process and the creation of the feedback form. She adjusts the degree of guidance and staff involvement based on the staff’s level of experience and the maturity of the feedback processes already in place. The staff understands the role of feedback in improving instruction and welcomes constructive feedback. The administrator develops a process for staff to express concerns and provide input on instructional priorities, school goals, and objectives. She conducts climate surveys to help assess <i>philosophy</i> and receive feedback.		
Benchmark	<i>low</i>	Weak	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Develops effective and systemic feedback processes	Feedback is tied to the action plan, but it is not focused or the indicators of success are not clear. The feedback process is ad hoc or is focused on compliance rather than improving instructional behavior.			The administrator focuses feedback on the instructional behavior the school values most. The feedback is tied to instructional priorities and key actions. Instructional feedback is provided in multiple ways – verbally, written, formal, informal, etc. Feedback is based on observable behavior or other objective evidence. The standards and indicators of success are clear to those receiving feedback. All observers use similar criteria for assessing instruction and provide consistent feedback. Feedback is provided regularly. [For walkthroughs, 4 times each semester for non-probationary teachers; 8 times each semester for probationary.]			The administrator focuses feedback on the key actions and the instructional behaviors the school values most. Feedback is based on observable behavior or other objective evidence. The standards and indicators of success are clear to those receiving feedback. The administrator ties the feedback process to staff development; she provides coaching and professional development on the practices she is assessing. All observers use similar criteria for assessing instruction and provide consistent feedback. Feedback is provided regularly. The frequency of the walkthroughs is differentiated to take into account experience level and proven performance.		

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Develops an effective instructional feedback instrument	The feedback instrument is not easy to use or is not easy to understand. The form does not outline measurable indicators of success or does not clearly let staff members know what is being assessed.			The written feedback instrument is easy to use and easy to understand. Administrators and mentors are able to provide constructive feedback in 5 to 15 minutes. The form includes measurable indicators of success. The form indicates whether staff members performed at the proficient level or not. The form has room for written comments.			The written feedback instrument is easy to use and easy to understand. The form includes measurable indicators of success and differentiates levels of proficiency with regard to specific instructional behaviors or practices. The form has room for written comments. Criteria on the walkthrough instrument are consistent with proficiencies on the staff evaluation instrument.		
Benchmark	<i>low</i>	Weak	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Delivers feedback constructively and professionally	Instructional feedback is vague or unclear. Staff members do not know how to use the feedback to improve. The administrator only comments on negative aspects of the staff member's performance. Written feedback is perfunctory, not regularly provided, or not provided within 24 hours of the observation.			The administrator provides positive comments to reinforce good instruction or practices. Written or oral feedback is given in a way that is validating and respectful. Feedback is also clear, specific, and provided in a way that will help improve instructional behavior. Comments focus on instructional behaviors and practices and the impact they have on student proficiency. Staff members receive feedback within 24 hours of the observation. More significant concerns are addressed face-to-face.			The administrator provides positive comments to reinforce good instruction or practices. Written or oral feedback is given in a way that is validating and respectful. Feedback is also clear, specific, and provided in a way that will help improve instructional behavior. Staff members receive feedback within 24 hours of the observation. More significant concerns are addressed face-to-face. The manner of delivery is differentiated to take into account the teacher's personality inventory. The various types of feedback are consistent and reinforcing.		
Benchmark	<i>low</i>	Weak	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Uses feedback data to improve school effectiveness	The administrator collects data from the feedback instrument. However, the data are not used to adjust professional development. Data are analyzed in a cursory way. Instructional feedback data are not shared with the staff.			The administrator collects data from the feedback instrument. The data are easy to record and input into a database. Instructional feedback data are shared with the staff. The leadership team analyzes the data and uses the data to determine professional learning needs.			The administrator collects data from the feedback instrument. The data are easy to record and input into a database. The leadership team analyzes the data and uses the data to determine professional learning needs. Feedback data are shared with the staff. The staff helps develop additional professional development and coaching strategies.		