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## **Principal Evaluator's Toolkit for the Instructional Feedback Observation**





# **Principal Evaluator's Toolkit**

## **for the Instructional Feedback Observation**

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## Introduction

School principals are critical agents in improving schools and raising student achievement. Accurate and fair performance evaluations of principals give them feedback that can improve their effectiveness. Observations of their work can be an effective tool for documenting and evaluating principals' impact on the quality of their schools' learning environments.

The *Principal Evaluators' Toolkit for the Instructional Feedback Observation* consists of tools that allow superintendents, assistant superintendents, human resource directors, and other evaluators to record information about a principal's performance during an instructional feedback conference, assess the principal's performance level rating on five behavioral indicators, and determine a final summative score. Principals provide instructional feedback in multiple settings; however, this tool is designed specifically for use when a principal is providing instructional feedback in a postobservation conference setting.

This toolkit should be used in conjunction with multiple measures to evaluate principals. It is compatible with the Inter-State Leadership Consortium (ISLLC) standards and with indicators adopted by many states and school districts. It should be used only by trained observers and for the specific process described in the *Principal Evaluator's Manual for the Instructional Feedback Observation*.

Before using this toolkit, please review the materials provided during the training to ensure that you, the evaluator, are able to use the tools with fidelity.



## Tool 1: Behavioral Indicators Quick Reference

**Instructions:** The following graphic summarizes the core “look-fors” for each behavioral indicator in **Tool 3: Performance Level Rubric and Rating Form**. Use this “Quick Reference” in coding and analyzing data captured in **Tool 2: Information Collection Form**.

### 1. Evidence Use

- Centers the conversation on observation evidence
- Accurately aligns data to the framework and uses framework vocabulary
- Encourages teachers to bring additional evidence
- Integrates and considers teacher-provided evidence

### 2. Professional Interactions

- Provides focused attention (e.g., eye contact, minimizes disruptions)
- Uses appropriate communication skills (e.g., respectful language, listening, checks for understanding) to create a balanced conversation
- Encourages teacher voice and instructional risk-taking

### 3. Differentiated Questioning

- Asks factual questions (name or describe practice)
- Asks reflective questions that prompt explanation of thinking
- Asks questions that help create connections or brainstorm new strategies
- Asks reflective questions that examine the feasibility of new strategies

### 4. Leading Conversations

- Sets goals and outlines a plan for the conference
- Paces the conversation intentionally to focus on high priority feedback
- Ends conversation with concrete action steps and suggested resources
- Identifies school leadership actions to support the teacher's growth

### 5. Written Feedback

- Completes observation forms and references evidence in scoring
- Uses instructional framework vocabulary and identifies areas for growth and areas of strength with concrete action steps for further improvement
- Identifies school leadership actions to support the teacher's growth

# Tool 2: Information Collection Form

Use Tool 2 to collect and record observation evidence during the instructional feedback conference (or “postobservation” conference). The multiple forms in Tool 2 provide a minimum level of observation documentation. In addition, you may choose to video record the conference as an additional method for capturing evidence.

## 2.1 Notes About the Observation Context

**Instructions:** Please provide a brief description of the observation context. Respond to the “Questions for Consideration” if relevant. Enter your comments in the box on the right.

Principal name:			
School name:			
Observer name:			
Date:		Observation #:	
Start time:		End time:	

### Questions for Consideration

- *Who attended the instructional feedback conference you observed?*
- *Why was the observation conducted (e.g., principal’s formal or informal assessment)?*
- *Describe any environmental characteristics that influenced the observation session and/or the principal’s performance.*

Notes About the Observation Context

2.2 Running Record of the Postobservation Conference

*Instructions:* Record the principal and teacher’s words and actions and any artifacts or materials used during the observation session. Recording the teacher’s responses helps to document the principal’s responsiveness, the pacing and balance of the conversation, and any evidence and interpretations the teacher shares. Note how the teacher and principal interact with the materials (e.g., observation notes, feedback forms, teacher-provided evidence).

Running Record (p. 1)

Principal says...	Teacher says...

Evidence Use

Professional Interactions

Differentiated Questioning

Leading Conversations

Written Feedback

## Running Record (p. 2)

Principal says...

Teacher says...

Evidence Use

Professional  
Interactions

Differentiated  
Questioning

Leading  
Conversations

Written  
Feedback

## Running Record (p. 3)

Principal says...

Teacher says...

Evidence Use

Professional  
Interactions

Differentiated  
Questioning

Leading  
Conversations

Written  
Feedback

## Running Record (p. 4)

Principal says...

Teacher says...

Evidence Use

Professional  
Interactions

Differentiated  
Questioning

Leading  
Conversations

Written  
Feedback

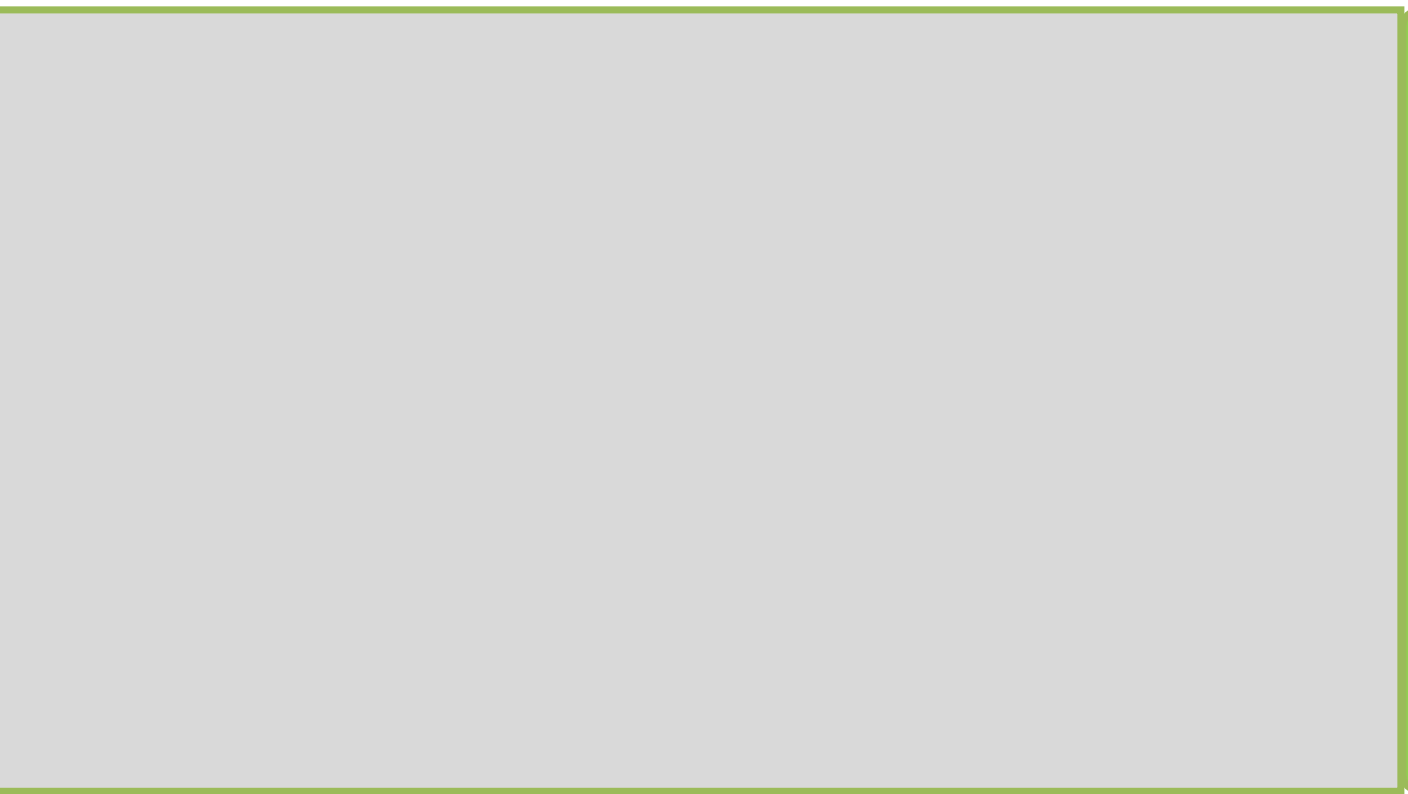
## 2.3 Notes About the Outcomes of the Postobservation Conference

**Instructions:** Please describe the outcomes of this postobservation conference and the principal's performance. Respond to the "Questions for Consideration" if relevant.

### Questions for Consideration

- *Were action steps identified for the teacher to improve his or her performance?*
- *What was the tone of the postobservation conference?*
- *Following the conference, was additional action taken by the principal?*
- *Did the principal plan a follow-up conference for additional performance feedback with the teacher?*
- *Did the principal help develop trust and a collaborative relationship with the teacher?*
- *Please describe any other relevant outcomes.*

### Notes About the Outcomes of the Observation Session



## Tool 3: Performance Level Rubric and Rating Form

**Instructions:** Please complete the following steps:

1. In the Narrative Summary box, summarize the observation, including the context and outcomes of the postobservation conference, as well as your initial thoughts on the principal's performance during the observation. Complete this summary shortly after the observation to capture your immediate reflections and comments while they are still fresh in your memory.
2. In the Performance Level Rubric, for each behavioral indicator, review the observation notes in **Tool 2: Information Collection Form** that are coded as relevant to that particular indicator; compare the observation evidence with the performance level descriptions for each indicator; (For behavioral indicator 5, review the teacher observation files that you collected against the descriptors).
3. For each indicator, select a performance level (basic, developing, proficient, or distinguished) that best reflects the evidence you collected; check the box for the appropriate performance level. In the "Evaluator's Notes" section after each indicator, record evidence about the principal's specific practices and behaviors, and write feedback to share with the principal later during the postobservation meeting.

**!** Review the "Step C: Analyze" section of the manual before using this tool.

### Narrative Summary of the Observation Session



## Rating Tips

In making rating decisions, evaluators should pay careful attention to the following qualities of observation evidence they recorded:



- **Depth:** to what extent was the interaction limited, perfunctory, or superficial versus sustained, indepth, and meaningful?
- **Frequency:** are the majority of the interactions at one performance level, or is there a mixture? Use counts taken from your notes to help guide your performance level selection. This is particularly important for Indicator 3: Differentiated Questioning.
- **Duration:** is the interaction or practice you observed relatively short or long in proportion to the total amount of time you observed?




Not Observed ☐

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## Behavioral Indicator 2: Professional Interactions


Indicator	1 Basic	2 Developing	3 Proficient	4 Distinguished
	<p>The principal shows he/she is listening by making eye contact with the teacher throughout the meeting.</p> <p>The meeting environment allows the teacher and principal to view and edit documents.</p> <p>The principal provides undivided attention and minimizes disruptions.</p>	<p>The principal and teacher use respectful language, listen to each other when speaking, and respond to each other's viewpoints.</p> <p>The principal checks in with the teacher to ensure understanding and responds to the teacher's perspectives and needs.</p>	<p>The meeting is conversational and balanced, with the principal providing multiple opportunities for both the teacher and principal to discuss observed instructional practices.</p> <p>The principal engages with the teacher's responses by paraphrasing the teacher's statements to acknowledge, clarify, summarize, or help organize the teacher's thoughts.</p>	<p>The principal encourages and responds positively when the teacher pushes back on the principal's suggestions or interpretations.</p> <p>The principal engages the teacher in conversation about taking instructional risks, and provides assurances that risk will be supported.</p>
<p>Not Observed</p> 				

*Evaluator's Notes:*

Behavioral Indicator 3: Differentiated Questioning				
Indicator	1 <input type="checkbox"/> Basic	2 <input type="checkbox"/> Developing	3 <input type="checkbox"/> Proficient	4 <input type="checkbox"/> Distinguished
  Not Observed <input type="checkbox"/>	The principal asks factual questions that require the teacher to describe or name aspects of practice, but moves on without expanding on the teacher's comments.	The principal asks reflective questions that prompt the teacher to reflect on evidence and the rubric, and to explain his or her thinking.	The principal asks questions that help the teacher connect the observation feedback to student learning and prompt the teacher to brainstorm potential improvements or alternative strategies.	The principal asks questions that prompt the teacher to reflect on the feasibility of potential improvements or alternative strategies and their implementation in the classroom.
Evaluator's Notes: <div style="border: 1px solid black; height: 300px; margin-top: 10px;"></div>				

### Behavioral Indicator 4: Leading Conversations

Indicator	1 Basic	2 Developing	3 Proficient	4 Distinguished
	<p>The principal prepares for the conversation by identifying meeting goals and developing a short outline for the meeting.</p>	<p>The principal paces the conversation to focus primarily on no more than two areas of growth and two areas of strength based on observation evidence and framework indicators.</p>	<p>The conversation culminates in concrete action steps to improve practice immediately.</p> <p>The principal identifies resources that the teacher can access to improve in identified areas for growth and strength (e.g., colleagues, professional development, communities of practice, print and online resources).</p>	<p>The principal discusses the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.</p>
<p>Not Observed</p>				

Behavioral Indicator 5: Written Feedback				
Indicator	1 <input type="checkbox"/> Basic	2 <input type="checkbox"/> Developing	3 <input type="checkbox"/> Proficient	4 <input type="checkbox"/> Distinguished
<div>  </div> <div> <p>The observation summary and scoring forms are complete and reference evidence collected through the observation process.</p> </div> <div> <p>The written feedback references practices, evidence, or other information collected during the observation process as a rationale for ratings on each standard.</p> <p>The written feedback includes positive comments about the teacher's instructional performance.</p> <p>The written feedback uses vocabulary from the instructional framework.</p> </div> <div> <p>The written feedback identifies at least one area of growth and one area of strength for instructional improvement.</p> <p>The written feedback clearly states actions that the teacher can take for instructional improvement and identifies timelines and evidence (in the professional growth plan).</p> </div> <div> <p>The written feedback clearly states the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.</p> </div>				
<p>Not Observed <input type="checkbox"/></p> <p>Evaluator's Notes:</p>				

**!** Review the “Step D: Discuss” and “Step E: Plan” sections of the manual before using this tool.

## Tool 4: Instructional Feedback Rating Summary

**Instructions:** Use this tool as the last step in reporting the results of the observation. The observation rating for each indicator is 1–4, with the caveat that the instructional feedback observation accounts for only a portion of a principal’s overall performance evaluation. Review the scores you entered for each indicator in **Tool 3: Performance Level Rubric and Rating Form**, and mark the corresponding checkboxes below. (If you are unable to rate a principal on a particular behavioral indicator, please mark the “not enough information” option on the rating.) Then determine the principal’s final overall rating for instructional feedback and enter that rating in the last line of the chart. The tool also includes space for the optional principal’s self-rating, evaluator’s comments, and principal’s comments.

Indicator	1 Basic	2 Developing	3 Proficient	4 Distinguished	Not Enough Information	Principal’s Self-Rating
1 Evidence Use						
2 Professional Interactions						
3 Differentiated Questioning						
4 Leading Conversations						
5 Written Feedback						
Final Rating						

*Principal’s Comments (Optional):*

Principal’s  
Signature:

Date:

*Evaluator’s Comments (Optional):*

Evaluator’s  
Signature:

Date:



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