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Principal Evaluator's Toolkit for the Instructional Feedback Observation



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Principal Evaluation TOOLKIT | Instructional Feedback

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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

