

## 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 ☐

Principal Evaluator's Toolkit for the Instructional Feedback Observation


## 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 Basic	2 Developing	3 Proficient	4 Distinguished
 <p>The observation summary and scoring forms are complete and reference evidence collected through the observation process.</p>	<p>The observation summary and scoring forms are complete and reference evidence collected through the observation process.</p>	<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>	<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>	<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>

*Evaluator's Notes:*