






PRINCIPAL OBSERVATION SCORING FORM SY15-16

Superintendent observes and rates Principals during a Teacher Post-observation Conference. The Superintendent observes each Principal providing instructional feedback to one teacher based on his/her formal observation.

For each indicator, select a performance level (Unsatisfactory, Basic, Proficient or Distinguish) that best reflects the principal's specific practice and behaviors based on evidence collected during principal observation. Use the cumulative rubric provided and document evidence.






Behavioral Indicator 1: Evidence Use *

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
				
The principal provides the teacher with completed evaluation forms in writing.	The principal centers the conversation on evidence collected during the classroom observation. The principal accurately connects evidence with appropriate standards and indicators and uses vocabulary from the instructional framework.	The principal considers the teacher's interpretations of the observation evidence. The principal encourages teachers, either during pre-observation or post-observation meetings, to bring additional evidence to determine effectiveness of observed teaching and learning.	The principal integrates observation evidence with teacher-provided evidence (e.g., student work related to observed lesson).	If the component is not observed during the principal observation, no score is assigned or used in the total domain score.

Evidence:

Document the evidence collected during the principal observation and used to rate this indicator. *

Behavioral Indicator 2: Professional Interactions *

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
				
<p>The principal shows he/she is listening by making eye contact with the teacher throughout the meeting. The meeting environment allows the teacher and principal to view and edit documents. 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. 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. The principal engages with the teacher's responses by paraphrasing the teacher's statements to acknowledge, clarify, summarize, or help</p>	<p>The principal encourages and responds positively when the teacher pushes back on the principal's suggestions or interpretations. The principal engages the teacher in conversation about taking instructional risks, and provides assurances that risk will be supported.</p>	<p>If the component is not observed during the principal observation, no score is assigned or used in the total domain score.</p>






organize the teacher's
thoughts.

Evidence:

Document the evidence collected during the principal observation and used to rate this indicator. *








Behavioral Indicator 3: Differentiated Questioning *

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
				
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.	If the component is not observed during the principal observation, no score is assigned or used in the total domain score.

Evidence:

Document the evidence collected during the principal observation and used to rate this indicator. *

Behavioral Indicator 4: Leading Conversations *






1=Unsatisfactory	2=Developing	3=Proficient	4=Distinguished	Not Observed
				
The principal prepares for the conversation by identifying meeting goals and developing a short outline for the meeting.	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.	The conversation culminates in concrete action steps to improve practice immediately. 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	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.	If the component is not observed during the principal observation, no score is assigned or used in the total domain score.

practice, print and online resources).

Evidence:

Document the evidence collected during the principal observation and used to rate this indicator. *

Behavioral Indicator 5: Written Feedback *

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
				
The observation summary and scoring forms are complete and reference evidence collected through	The written feedback references practices, evidence, or other information collected during the observation process as a rationale for ratings on each standard. The written feedback includes positive	The written feedback identifies at least one area of growth and one area of strength for instructional improvement. The written feedback clearly states actions that the teacher can take for instructional	The written feedback clearly states the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to	If the component is not observed during the principal observation, no score is assigned or used in the

the observation process.	comments about the teacher's instructional performance. The written feedback uses vocabulary from the instructional framework.
--------------------------	---

<p>comments about the teacher's instructional performance. The written feedback uses vocabulary from the</p>	<p>improvement and identifies timelines and evidence (in the professional growth plan).</p>
--	---

improvement and identifies timelines and evidence (in	support the teacher in improving performance.
---	---


support the teacher in improving performance.	total domain score.
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
43	43
44	44
45	45
46	46
47	47
48	48
49	49
50	50
51	51
52	52
53	53
54	54
55	55
56	56
57	57
58	58
59	59
60	60
61	61
62	62
63	63
64	64
65	65
66	66
67	67
68	68
69	69
70	70
71	71
72	72
73	73
74	74
75	75
76	76
77	77
78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

total domain
score.

Document the evidence collected during the principal observation and used to rate this indicator. *

[illegible]

Field value will be calculated upon Save Progress.



Attachment #1 [Delete](#)

Attachment #2 [Delete](#)

Attachment #3 [Delete](#)

If the attachment will not upload properly, [click here](#) to try the alternate version.