

Instructional Feedback Observation Performance Level Rubric

Behavioral Indicator 1: Evidence Use				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The principal or assistant principal provides the teacher with completed evaluation forms in writing.</p>	<p>The principal or assistant principal centers the conversation on evidence collected during the classroom observation.</p> <p>The principal or assistant principal accurately connects evidence with appropriate standards and indicators and uses vocabulary from the instructional framework.</p>	<p>The principal or assistant principal considers the teacher’s interpretations of the observation evidence.</p> <p>The principal or assistant principal encourages teachers, either during pre-observation¹ or post-observation meetings, to bring additional evidence to determine effectiveness of observed teaching and learning.</p>	<p>The principal or assistant principal integrates observation evidence with teacher-provided evidence (e.g., student work related to observed lesson).</p>

¹ Evaluators can gather evidence for this indicator during their pre-observation meetings with the principal or by reviewing the principal and teacher’s pre-observation meeting forms.

Behavioral Indicator 2: Professional Interactions

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The principal or assistant 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 or assistant principal to view and edit documents.</p> <p>The principal or assistant principal provides undivided attention and minimizes disruptions.</p>	<p>The principal or assistant principal and teacher use respectful language, listen to each other when speaking, and respond to each other's viewpoints.</p> <p>The principal or assistant 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 or assistant principal providing multiple opportunities for both the teacher and principal or assistant principal to discuss observed instructional practices.</p> <p>The principal or assistant 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 or assistant principal encourages and responds positively when the teacher pushes back on the principal's or assistant principal's suggestions or interpretations.</p> <p>The principal or assistant principal engages the teacher in conversation about taking instructional risks, and provides assurances that risk will be supported.</p>

Behavioral Indicator 3: Differentiated Questioning

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	The principal or assistant 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 or assistant principal asks reflective questions that prompt the teacher to reflect on evidence and the rubric, and to explain his or her thinking.	The principal or assistant 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 or assistant principal asks questions that prompt the teacher to reflect on the feasibility of potential improvements or alternative strategies and their implementation in the classroom.

Behavioral Indicator 4: Leading Conversation

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	The principal or assistant principal prepares for the conversation by identifying meeting goals and developing a short outline for the meeting.	The principal or assistant 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>The conversation culminates in concrete action steps to improve practice immediately.</p> <p>The principal or assistant 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>	The principal or assistant 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.

Behavioral Indicator 5: Written Feedback

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	<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, or assistant principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.</p>