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Principal Evaluator's Manual for the Instructional Feedback Observation



Principal Evaluator's Manual for the Instructional Feedback Observation

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Matthew Clifford, Ph.D.

Nick Yoder, Ph.D.

Jenni Fetters

Jim Kurtessis

Kim Bobola, Ph.D.



20 North Wacker Drive, Suite 1231
Chicago, IL 60606-2901
800-356-2735 • 312-288-7600
www.air.org

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INTRODUCTION

Principal observation offers powerful information about principal performance (Reeves, 2005; Waters & Grubb, 2004). Such observations should focus on routine leadership tasks that have great potential for improving teaching and learning. Observing what principals do and say during principal-teacher interactions following a principal's observation of a classroom lesson offers powerful information about a principal's skill level at helping individual teachers improve their practice and raise student achievement scores.

Observing principals giving instructional feedback to teachers provides performance information on an essential and required aspect of instructional leadership (Clark, Lotto, & McCarthy, 1980; Conley, 1991; Goldring et al., 2009; Knapp, Shields, & Turnbull, 1993; Leithwood, 1994; Leithwood & Jantzi, 1990; Murphy, Elliott, Goldring, & Porter, 2006). Most principals are now required to evaluate and provide feedback on teacher effectiveness during annual formative and summative teacher-evaluation conferences. As a result, principals' feedback to teachers can influence the quality of instruction in a school.

Although certain teacher evaluation systems may be well designed, these systems will not be effective unless principals—who commonly evaluate teachers—follow procedures and provide teachers with data-based feedback on performance in a manner that supports collaboration, planning, and development (Clark & McCarthy, 1983; Marzano, Waters, & McNulty, 2005). Research indicates that principals vary in the quality and impact of performance feedback given to teachers (Balcazar, Hopkins, & Suarez, 1986; Kluger & DeNisi, 1998; Shute, 2007). These variations occur in three areas: trustworthiness of feedback data, focal point of feedback (i.e., task-centered versus person-centered), and the way that feedback is provided (i.e., constructive criticism versus blaming). By implementing a structured process of observing principals and evaluating their instructional feedback conferences, principal evaluators have new opportunities to help make principals' feedback to teachers more consistent and the impact on classroom performance more reliable.

Observing and providing feedback to principals on their work with teachers, therefore, holds potential for improving instructional quality. The ***Instructional Feedback Observation*** is designed to be fully customizable for any district's needs.

About This Manual

The ***Principal Evaluator's Manual for the Instructional Feedback Observation*** provides an overview of the process for observing a principal who is providing instructional feedback to a teacher. The separate ***Principal Evaluator's Toolkit for the Instructional Feedback Observation*** provides forms that you (as a principal evaluator) will need to complete for each observation.

Together, the manual and toolkit provide an instrument for you to use when assessing a critical aspect of principal practice: the principal's evaluation of teachers and feedback given to teachers on their instruction. The manual and toolkit should be used only when observing a principal during a post-observation conference, when a principal and teacher meet to discuss the teacher's classroom observation and the principal provides feedback, ratings, and information on planning for improvement.

The tools in this instrument require the completion of training before you can use them to generate fair, valid, and reliable ratings of a principal's performance.

This manual provides a five-step process for observing a principal's work and explains how to use several observation tools. The manual—and its accompanying toolkit—were designed by American Institutes for Research (AIR) to reflect best practices in personnel evaluation and research on instructional leadership. The manual is organized into three sections. The first section (this introductory portion) provides an overview of the observation process. The second section introduces a rubric, which you will use to assess the principal's performance as he or she provides instructional feedback to a teacher. The third section introduces the five-step process for collecting and using the observation evidence to evaluate a principal's ability to provide instructional feedback to teachers.

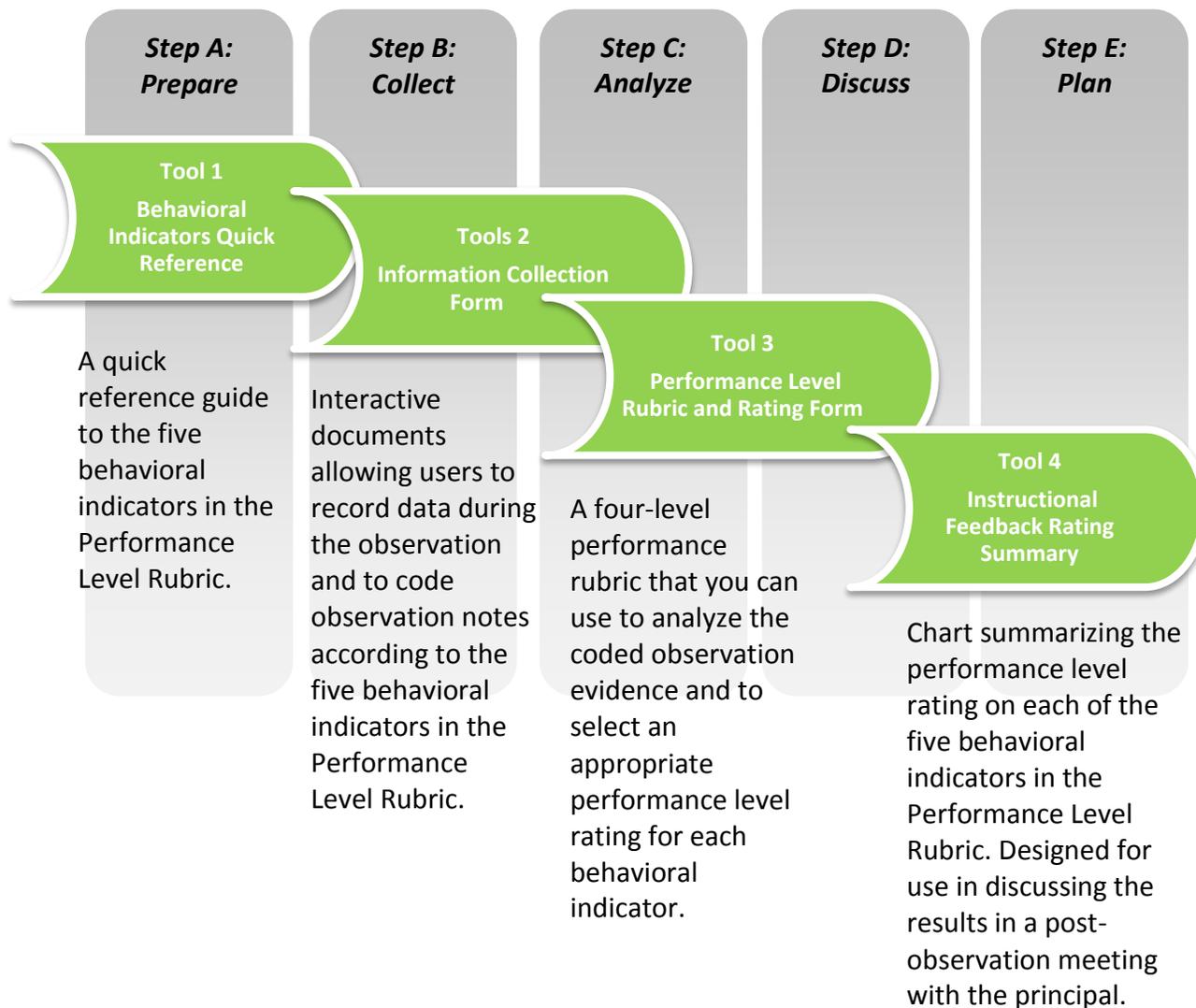
The manual should be used in conjunction with the tools provided in the ***Principal Evaluator's Toolkit for the Instructional Feedback Observation***. Together, the manual and toolkit allow superintendents and assistant superintendents to record information about a principal's performance in providing instructional feedback during a teacher evaluation; assess the principal's performance level rating on five behavioral indicators (evidence use, professional interactions, differentiated questioning, leading conversations, and written feedback); and determine a final summative observation score.

Overview of the Observation Tools

The four tools (provided in the ***Principal Evaluator's Toolkit for the Instructional Feedback Observation***) are designed to help you complete the five-step observation process (see Figure 1), which ends with an assessment of a principal's performance as a teacher evaluator. These tools will help you capture data and evidence during the observation; analyze the evidence; make valid decisions about a principal's level of performance; give thoughtful, targeted feedback; and help the principal to plan for improvement in specific areas. The observation process provides evaluators with evidence of a principal's skill in providing instructional feedback to teachers.

Each tool is described in more detail in the sections that follow, but you should note that these tools are designed specifically for the purpose of observing and rating a principal’s performance *when conducting a post-observation conference with a teacher*. The tools should not be used to make observations in other contexts (e.g., faculty meetings, classroom walk-throughs, brief one-on-one conversations) or for other purposes.

Figure 1. Overview of the Instructional Feedback Observation Process and Tools



In addition to these four tools, we are providing you sample pre-observation and post-observation conference protocols, an observation checklist to help you stay organized, and a teacher consent form to assist with planning.

Overview of the Observation Process

As an observer, your work is organized in five steps: prepare, collect, analyze, discuss, and plan. Figure 2 provides an overview of the steps. Your observation of principal practice will be fair and consistent only to the extent that you carefully prepare for and follow the procedures outlined in this manual. A minimum of two instructional feedback observations for each principal is required as part of the U.S. Virgin Islands annual principal evaluation process.

Figure 2. Overview of the Five Steps



THE PERFORMANCE LEVEL RUBRIC: THE FOUNDATION

As part of the principal evaluation process, you will be assessing the degree to which principals are strong teacher evaluators and specifically provide teachers with actionable feedback. You might want to think about the following questions: What does good instructional feedback look like? What is the difference between instructional feedback that seems to generate no change and instructional feedback that leads to steady improvements in teacher practice? What effective practices do instructional leaders use in generating collaborative, productive conversations with teachers about their performance?

Tool 3: Performance Level Rubric and Rating Form describes key practices that principals should use when conducting post-observation conferences with teachers to review observation results and provide feedback. The rubric translates these practices into five concrete behavioral indicators (evidence use, professional interactions, differentiated questioning, leading conversations, and written feedback) that are described across four levels of performance (Unsatisfactory, Basic, Proficient, and Distinguished). As an evaluator, you will use this rubric as the foundation for the instructional feedback observation process.

The rubric provides you and the principals you evaluate with a common language and framework for discussing individual strengths and weaknesses and for identifying concrete steps that a principal can take to improve his or her instructional feedback. The rubric also helps to ensure that your ratings and feedback are evidence based, and it enables you to more efficiently assess the quality of feedback that principals give to teachers—for example, whether it is the principal’s performance on “evidence use” or the principal’s “professional interactions” that need more attention in coaching and professional development planning.

Figure 3 shows the behavioral indicators for the instructional feedback observation.

Figure 3. Behavioral Indicators for Instructional Feedback



The rubric uses a four-point scale to score principals:

1. **Unsatisfactory.** The principal demonstrates the *practices and behaviors that are minimally necessary* to provide teachers with useful instructional feedback.
2. **Basic.** The principal demonstrates basic levels of proficiency and a *partial command of the practices and behaviors* necessary to provide teachers with useful instructional feedback.
3. **Proficient.** The principal demonstrates basic levels of proficiency and a *full command of the core practices and behaviors* necessary to provide teachers with useful instructional feedback.
4. **Distinguished.** The principal demonstrates a *full command of the core practices and behaviors* necessary for providing teachers with useful instructional feedback and demonstrates *additional practices and behaviors* to ensure that teachers receive the support necessary to improve their instruction and achieve professional goals.

The performance descriptions that define each level are purposely developmental and focus on informed practice. By describing concrete practices and skills at different levels of performance, the rubric enables evaluators and supervisors to gather precise data on principal performance and use those data to give feedback to principals. A principal and his or her supervisor can use the practices and skills described in the *proficient* and *distinguished* categories to build on strengths or to strategize ways to improve in areas of weakness.

The rubric supports principals' efforts at leading learning by providing evidence that principals are knowledgeable about and can do the following: focus teachers' attention on making instructional decisions based on data or students' needs; ask probing questions of teachers that lead to deeper understandings about what they must know and be able to do to teach well; offer task-centered instead of person-centered feedback; and plan for improvements in student

learning, teacher reflection, and professional growth. This rubric addresses Interstate School Leaders Licensure Consortium (ISLLC) Standard 2: “An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth” (Council of Chief State School Officers, 2008, p. 14).

COMPLETING THE OBSERVATION PROCESS: FIVE STEPS

The process of observing a principal for evaluation purposes consists of five steps:

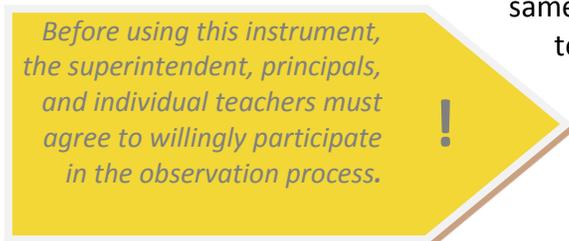
- Step A: **Prepare** for the observation.
- Step B: **Collect** information at the observation.
- Step C: **Analyze** the information.
- Step D: **Discuss** the results with the principal.
- Step E: **Plan** for continuing improvement.

Each step is discussed in the following pages.



Evaluating instructional feedback requires attention to planning and careful preparation to ensure you have the knowledge, skills, and materials required to complete the observation process with fidelity. Observing instructional feedback must be done carefully and requires that all parties agree to and understand the purpose of the observation. Respecting and ensuring confidentiality is a central concern in observing a principal during a principal-teacher instructional feedback conference. Teachers rightfully may not wish to have a third party present when receiving formal feedback from their principal. The presence of a principal evaluator during the conference could influence both participants and their interactions in unexpected ways. In addition, teachers understandably may be concerned that information about their performance is being made available to a third party.

The following sections describe the strategies in **Step A: Prepare** for an in-person observation. To help address confidentiality concerns, you can ask the principal or another person to videotape the instructional feedback conferences rather than observing the conferences directly. If this approach is adopted, however, you must follow the same steps for communicating, scheduling and obtaining teacher permission that are described under Step A.1.



Confidentiality

Principals should have the opportunity to conduct an instructional feedback conference in a confidential manner. The information collected by the principal's evaluator should not be made available to anyone except the principal. Similarly, the collection of teacher evaluation data is confidential and is used by the principal's supervisor only to give formative feedback to the principal.

The teacher is a participant in the instructional feedback conference and is not being evaluated; the evaluator's rating of the principal's performance during the teacher evaluation meeting should never be used to influence a teacher's evaluation

You should prepare school staff by ensuring that the principal and teachers being observed are fully informed and understand the purpose and importance of the observation, when it will occur, how long it will take, how the observer will be involved, and the expected outcomes. It is particularly important that teachers understand that you will be observing the *principal's* work and will not be evaluating the teacher's work.

Before you begin your observations, you should complete the following steps:

Step A.1: Communicate

- **Send the principal** a copy of the Observation Preparation Checklist and any additional forms to orient them to the observation process. Take time to explain how the observation fits into coaching or performance evaluation activities.
- **Meet with the principal** for the pre-observation meeting. You should use the **Pre-observation Conference Protocol Form**.
- **Orient the principal** to the observation process for instructional feedback, **Principal Observation Scoring Form**, so that he or she thoroughly understands performance expectations and procedures (first observation only).
- **Principals Explain to teachers in advance why you are observing.** Teachers will be concerned that you are attending their instructional feedback conference, and this situation can influence what occurs during the conference. The principal uses the Principal

Observation Teacher Consent Form to obtain teacher consent. The principal notifies the teacher beforehand and explains to him or her that you will be observing this conference and that the purpose of your visit is to evaluate the principal, not the teacher.

Step A.2: Schedule

- **Arrange a time to observe the principal in post-observation conferences** during which the principal provides observation results and feedback to an individual teacher. You should select conferences with both new and experienced teachers or teachers whose evaluation ratings are both high and low. You will want to observe a principal providing instructional feedback in these varied settings—to ensure consistency and to ensure that the principal can give effective feedback that meets teachers’ individual needs. Although coaching low-performing teachers is often a core focal point in instructional leadership, giving good instructional feedback to the strongest teachers is equally important in helping principals to continually improve and to reaffirm a culture of learning and professional growth among administration and instructional staff. Because this observation focuses on instructional feedback given by the principal to a teacher, be sure to select conferences in which the focus will be on sharing instructional feedback rather than addressing disciplinary or other issues.

To generate valid feedback and ratings, you will observe a principal at two different instructional feedback conferences. If your principal does not evaluate two or more teachers annually, this instrument should not be used to rate the principal’s performance.

To generate valid feedback and ratings, the instrument requires you to observe a principal at a minimum of two different teacher evaluation conferences.

- **Dedicate 45 minutes** of time (in addition to the time needed to observe) to complete all required forms for each observation and to analyze the observation data to prepare formative feedback for the principal.
- **Schedule a 30-minute, post-observation meeting** for each observation with the principal to share feedback about his or her performance. During the informative post-observation meeting, do not show or discuss your specific ratings with the principal, but discuss areas in which the principal is performing well or could improve based on the observation data you collected.

Remember: Do not surprise the principal and teacher by showing up unexpectedly to observe a principal-teacher post-observation conference!

Step A.3: Review

- **Make sure that you understand the five behavioral indicators** for instructional feedback. Study the descriptors on the **Principal Observation Scoring Form**. Other resources include

Tool 3: Performance Level Rubric and Rating Form and Tool 1: Behavioral Indicators Quick Reference.

- **Make sure that your use of the rating system** is objective. Carefully read the **Appendix: Common Rating Errors and How to Avoid Them** (pages 26–28) before beginning your observations and making ratings. Having knowledge about rating errors will help you to ensure that your ratings are fair, accurate, and free from bias.
- **Review the primary duties** of the principal you are evaluating. You also should talk to the principal about his or her role as a teacher evaluator to better understand the role played by the principal in these evaluations. These steps are important for ensuring that you understand the actual (not assumed) job duties of the principal you are evaluating and that your use of this form is appropriate.
- **Review all the documents in TalentEd, the U.S. Virgin Islands Principal Guidebook used in the observation. Tool 2: Information Collection Form** in this manual provides the procedures for taking notes in, however **all notes are to be in TalentEd.**

Step B: Collect

Collecting and recording accurate information is essential in a principal’s performance evaluation. In particular, a detailed observation is more likely to result in accurate and fair performance ratings and also is more likely to be technically sound and legally defensible.

Step B.1: Establish the Right Conditions to Observe

- Before the observation session begins, **do a quick review of** appropriate behaviors for providing instructional feedback. Use **Tool 1: Behavioral Indicators Quick Reference**.
- Before the observation session begins, note **the context of the situation** that you are observing. In particular, you should take notes about the teacher’s level of experience, the students’ prior achievement and achievement goals, school-specific initiatives for curriculum and instruction that may be relevant to the instructional feedback, and other factors. You should provide as much information as possible so that the situation can be clearly described in your narrative summary and the behavior of the principal can be evaluated within the context you have provided.

Materials Required

- ✓ **Tool 1: Behavioral Indicators Quick Reference** (Toolkit)
- ✓ **Tool 2: Information Collection Form** (Toolkit)
- ✓ Teacher observation forms

REMEMBER!

During the observation, be like a fly on the wall: Strive to maintain a presence that is unobtrusive and, to the extent possible, unnoticed. Remember that you should not become involved or participate in the session. Also refrain from any verbal or facial expressions that can be interpreted by the teacher and principal during the observation.

- When you arrive for the observation, **ask the teacher if he or she has any questions or concerns** about your presence and verify that the teacher received the earlier notifications about the observation. Again, ask the teacher for his or her verbal permission for you to sit in on the post-observation conference and to obtain a copy of the teacher evaluation data used as part of the conference.
- **Position yourself in a place where you can clearly see the principal, the teacher, and their interaction.** You should avoid sitting so close to the principal or teacher that you become part of the instructional feedback conference; however, you should sit close enough that you can clearly see and hear everything.

Step B.2: Take Detailed Notes

- **Take notes during the observation session. Notes are taken in TalentEd** using the Principal Observation form. Specific “Questions for Consideration” are provided in each section of Tool 2 in this manual as prompts to guide you in recording information during the post-observation conference.
- **Take as many notes as possible** so that your summaries are detailed and accurate; however, you should be careful to balance note taking with observing nonverbal gestures and interactions between the teacher and principal.
- **Create a running record of the interaction.** Describe what the principal says, what the teacher says, and what information or materials are used during their interactions. Pay careful attention to capturing the questions the principal asks, the teacher’s responses, and the sources of evidence that the principal and teacher include in the discussion.
- **Describe any outcomes of the post-observation conference**, such as any follow-up actions taken by the principal or the teacher. Note any relevant outcomes that may provide information about the principal’s performance or could have an impact on the

principal’s future performance—for example, if the principal set up additional coaching or feedback conferences with a teacher.

Figure 4 shows an example of the completed Tool 2.

Figure 4. Example of Information Collection Form

Running Record (p. 1)

Principal says...	Teacher says...
<p>At preconf, you mentioned trying to use grading rubrics with your kids. Risky—with observer in room. Admire you took that risk.</p> <p>How has that evolved?</p> <p>Really? You didn’t seem thrown off. Telling me about your planning?</p> <p>So, think about how you prepared, where do you think you were on the rubric?</p>	<p>Took 2 days to develop the student rubric. Longer than I thought.</p> <p>Combined rubrics from 2 classes into single rubric, made copies and handed out to each class. But meat of rubric developed by each class. Students grasped the lesson, seemed to like it.</p> <p>I think it went well, think I was proficient.</p>

Evidence Use

Professional Interactions

Differentiated Questioning

Leading Conversations

Written Feedback

General Tips for Conducting Observations

- **Focus only on the principal's comments, questions, or references to classroom data or student-teacher interactions.** Do not think about or rate the principal on other aspects of his or her practice that you are not observing. If you do, you will miss critical information or will include extraneous information in your ratings.
- **Record only information that you observe.** Do not assume that other practices are occurring, and do not "fill in the blanks" on missing behaviors or information. You should record and rate only what you observe, and you should not include information from teachers or other school administrators that you cannot verify or have not observed yourself. By relying only on what you observe, your ratings will be more accurate and fair.
- **Avoid incorporating extraneous performance.** The focus during your observation should be on the actual performance of the principal you are observing. You should avoid incorporating the performance of other individuals into your ratings. In addition, the outcomes of the performance should not be incorporated into your ratings unless these outcomes reflect the performance of the principal.

Step B.3: Gather Additional Evidence, and Summarize the Findings

- **Review the teacher observation forms in TalentEd or collect copies of the teacher observation forms** to document the observation session. Behavioral indicator 5 requires you to assess how the principal has provided written feedback and you should use the teacher observation documents to verify that the correct evidence was accurately presented to the teacher.
- **Return to your notes immediately after the observation session** so that you can add any information you may not have had the time to write down during your observation. Incorporate any additional evidence or details into your notes to ensure that you have captured all relevant information from the session.
- Use the **Principal Observation Form** in TalentEd to record the evidence gathered during the observation session and rate the performance of the principal in using

evidence from your notes that you took during the actual observation session. Include as much detail as possible.

Step C: Analyze

Analyzing the observational information that you collected is an essential step in the principal evaluation process. You will need to allocate some time to reflect upon the notes you took. Be sure to review all notes and any relevant materials before assigning performance ratings to the principal using the **Principal Observation Form in TalentEd**. To accurately analyze your notes, you need to carefully read your observation notes, interpret the data, and compare them with the performance level descriptions **Principal Evaluation Form** in TalentEd. Spending this additional time reviewing your materials is essential if you want to accurately evaluate the principal's performance.

Materials Required

- ✓ **Tool 1: Behavioral Indicators Quick Reference** (Toolkit)
- ✓ **Tool 2: Information Collection Form** (Toolkit)
- ✓ **Tool 3: Performance Level Rubric and Rating Form** (Toolkit)
- ✓ **Tool 4: Instructional Feedback Rating Summary** (Toolkit)
- ✓ Teacher observation files

The following guidelines will help you to analyze the data and make your performance ratings:

Step C.1: Be Ready to Analyze

- **Analyze soon after observing.** Although you have taken notes and completed a summary of the event, you will be partially relying on memory to rate the principal. Completing the required documentation and making your ratings soon after completing your observation will help to ensure that your ratings are fair and accurate.
- **Keep in mind the desired behaviors for instructional feedback.** Refer often to **Tool 1: Behavioral Indicators Quick Reference** to help you as you make decisions about what information in your observation notes applies to each of the six behavioral indicators. Print this page out and keep it next to you, or open it up as a separate document on your laptop so you can toggle back and forth between it and your observation notes.

Step C.2: Code the Observation Notes

- **Tool 2: Information Data Collection Form** is a resource that can be used to code notes taken during an observation. Figure 5 demonstrates one approach for coding. Other options are possible, depending on your personal preferences.

Figure 5. Example of Coded Observation Notes

Running Record (p. 1)	
Principal says...	Teacher says...
<p>At preconf, you mentioned trying to use grading rubrics with your kids. Risky—with observer in room. Admire you took that risk.</p> <p>How has that evolved?</p> <p>Really? You didn't seem thrown off. Telling me about your planning?</p> <p>So, think about how you prepared, where do you think you were on the rubric?</p>	<p>Took 2 days to develop the student rubric. Longer than I thought.</p> <p>Combined rubrics from 2 classes into single rubric, made copies and handed out to each class. But meat of rubric developed by each class. Students grasped the lesson, seemed to like it.</p> <p>I think it went well, think I was proficient.</p>

Evidence Use

Professional Interactions

Differentiated Questioning

Leading Conversations

Written Feedback

- **Review your materials and coding.** Before marking your performance ratings in TalentEd, start by reviewing all relevant materials. This approach will help you to recall your observations and also may help you to identify where you should add more information to your notes.

Step C.3: Choose a Rating for Each Indicator

- **Open Principal Observation Form** in TalentEd and scroll to the first behavioral indicator: evidence use. Review the performance level descriptors for this indicator. Refer all notes you have coded as relevant for that behavioral indicator.
- **Compare your observation information to the performance level description.** Use your coded notes to make judgments about the level of performance you observed. By comparing the performance you observed and recorded in your notes with the level of performance, you should be able to assign the principal one of the four ratings (Unsatisfactory, Basic, Proficient, and Distinguished) for that indicator.
- **Look back at your observation notes for pertinent information** about specific practices, behaviors, or evidence that you want to share with the principal when providing him or her with formative feedback during the post-observation meeting. Copy these notes to the “Evaluator’s Notes” section at the bottom of each indicator in Tool 5. After the post-observation meeting, you also can note here any information (e.g., clarifications, plans for improvement) for future post-observation meetings with the principal.
- **For behavioral indicator 5, review the teacher observation documents** in TalentEd or that you collected. Consider the following questions, and note any relevant information for formative feedback in the notes section for those indicators:
 - Are the examples or data that the principal cited during the post-observation conference accurately reflected in the teacher observation forms?
 - Did the principal provide feedback on the most important aspects of the teacher’s performance, as detailed in the observation forms? In other words, did the principal fail to discuss any key deficiencies or unique strengths that are documented in the forms?
 - Is there any evidence that the principal misinterpreted data or evidence when communicating feedback to the teacher?
- **Determine the ratings for each indicator and mark the appropriate checkboxes** on the **Principal Observation Form** in TalentEd. When assigning a rating, be sure to examine the behavioral anchors for a higher and lower value than the rating you think should be assigned. This approach will help you to target which rating you should give. You should also review the “Rating Tips” for additional guidance on selecting ratings.

Step C.4: Determine a Final Overall Rating (only after final observation)

A final overall rating for the principal on his or her ability to provide instructional feedback during a teacher evaluation is calculated in TalentEd using the ratings for each behavioral indicator.

Figure 6 shows an example of the calculated score.

Figure 6. Example of Instructional Feedback Rating Summary

	Indicator	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished	Not Observed
1	Evidence Use			✓		
2	Professional Interactions			✓		
3	Differentiated Questioning		✓			
4	Leading Conversations				✓	
5	Written Feedback		✓			
Final Rating = 2.8 (3+3+2+4+2 divided by 5)						

Step D: Discuss

You must conduct a post-observation meeting after each observation. At this meeting, you will discuss the observation, provide summative feedback, and discuss your summative scoring decisions.

Giving a principal good feedback, especially when combined with regular coaching, helps a principal identify and develop behavioral adjustments or skills that are crucial for improving leadership practice (Goldring et al., 2009).

Just as principals often vary in their skill levels at delivering evaluative instructional feedback to teachers, superintendents often vary widely in their level of comfort and their training for

providing feedback and coaching to principals. The following strategies will assist you in giving formative feedback to the principal.

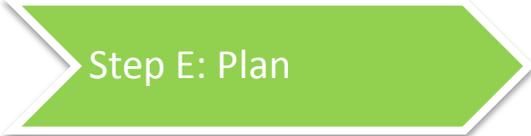
Step D.1: Prepare for the Discussion

- **Review your observation notes and ratings**
- **Determine the principal's major areas of strength and weakness** that were demonstrated in the instructional feedback observations. Use your notes as evidence.
- **Ask the principal to reflect his or her performance at providing instructional feedback** using a copy of the Principal Observation Reflection Form, which can be accessed on the VIDE EES web portal at <http://tle.vide.vi>.

Step D.2: Conduct the Discussion

- **Meet with the principal** in a private and comfortable office to discuss the results of the observations and the ratings.
- **Use the suggested post-observation questions**, which are in the Principal Observation Guidebook, to structure your discussion.
- **Prompt the principal to share his or her reflections.** Do not explicitly discuss and compare your ratings with the principal's reflection; however, when the principal's reflection of his or her performance on an indicator is significantly different from yours, ask the principal to describe his or her interpretation of the behavioral indicator and how the principal feels it was reflected in his or her performance during the instructional feedback conference. Draw on your observation notes to clarify any misunderstandings the principal may have about a behavioral indicator and to base the conversation on strengths or weaknesses that the principal may have overlooked in his or her own reflection.
- **Reinforce the principal's strengths.** Diligently cite evidence from your observation notes that highlight what the principal did particularly well during the instructional feedback conference.
- **Build on the principal's self-reflections and the evidence in your observation notes** to discuss areas of weakness and specific practices and behaviors that were not demonstrated. Ask the principal to reflect on how he or she might approach the particularly challenging aspects of the previous instructional feedback conference in a different way in future conferences.

- **Use the evidence in the teacher observation forms and your observation notes** to point out instances where the principal made good use of evidence during his or her explanations. If you encountered any inconsistencies or deficiencies in the principal's use of the teacher observation evidence, point these out and ask the principal to explain his or her reasoning.
- **If applicable, note any progress** (or lack thereof) that the principal has made in areas identified as an area for growth in previous post-observation meetings.



Step E: Plan

Helping principals to develop clear goals and feasible plans for improving their instructional feedback skills is a crucial step in the formative process (Finnerty, 2008; Hooijberg & Lane, 2009; Whitmore, 2004). After providing the principal with feedback during each post-observation meeting, set aside time to assist the principal in developing strategies and identifying resources to improve any areas of weakness. Offer a variety of resources, strategies, and exercises for each behavioral indicator to help your principal map out a strategy for improvement.

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APPENDIX

COMMON RATING ERRORS AND HOW TO AVOID THEM

When observing and rating a principal's job performance, raters can easily make errors that reduce the accuracy and objectivity of the ratings. These errors also can limit the validity, fairness, and reliability of ratings. For accurate performance appraisal, it is essential for raters to minimize these errors as much as possible.

Following is a list of several common rater errors. In addition to a brief definition of each error, this list provides some general suggestions for minimizing their impact on your ratings. Please examine these rater errors and refer back to them periodically during your ratings to avoid making these errors.

Central Tendency

Definition: A rater evaluates the principal using points on the middle of the scale and avoids extremely high or low ratings.

How to avoid this error: Make sure to pay careful attention to the behavioral anchors that define job performance at each scale point. Compare information about an employee's performance with these behavioral examples. Also, keep in mind that behavioral anchors are examples. Thus, if a candidate does not display every single behavior for a particular rating, this situation does not prevent you from using that rating.

Contrast Effect

Definition: A rater directly compares the performance of one principal to the performance of another principal. This contrast effect is exacerbated when the performance levels of the compared principals differ significantly. This effect may lead to higher ratings for above-average principals and lower ratings for poorer performing principals.

How to avoid this error: When making performance ratings, do not compare principals. Instead, compare the performance of principals to the anchors on the rating scale.

Focusing on One or Two Incidents

Definition: A rater bases ratings on a few particularly effective or ineffective principal behaviors. As a result, ratings of performance are based on just a few instances rather than on the full range of that principal's behavior.

How to avoid this error: Although some principal behaviors—such as very effective or very ineffective behaviors—may stand out in your mind, remember to take into account the full range of performance you observe. Taking detailed notes and frequently referring to the performance dimensions, especially the behavioral indicators, can help to avoid this error.

Frame of Reference

Definition: A rater’s personal performance standards inappropriately take the place of the job requirements outlined by the school or district.

How to avoid this error: Carefully examine the rating scale for each dimension. In particular, you should focus on the behavioral anchors associated with each performance level. Prior to making your ratings, review the official job description for the principal position. Try to avoid incorporating your personal standards or feelings about what should constitute effective job performance.

Halo Error

Definition: A rater allows ratings on one behavioral indicator to influence ratings on another behavioral indicator.

How to avoid this error: Remember that behavioral indicators are independent. Therefore, your ratings on one behavioral indicator should not influence ratings on another behavioral indicator. Instead, consider a principal’s performance on each behavioral indicator separately. Use only information that is relevant to the behavioral indicator that you are rating.

High Potential Error

Definition: A rater gives higher ratings to a principal than he or she actually deserves. The higher rating is given because the rater believes that the principal has the potential to one day be an excellent principal. Alternatively, this error also could occur when a rater believes that the principal has low potential; in this situation, the rater gives that principal lower ratings than he or she deserves.

How to avoid this error: Remember to consider *all* instances of an employee’s *actual* job performance. Ratings should be made based only on an employee’s behavior. Ratings should not be made based on an employee’s anticipated improvements or declines.

Leniency and Severity

Definition: A rater gives mostly high (lenient) or low (severe) ratings to a principal in a manner that is inconsistent with the principal’s actual performance.

How to avoid this error: Make sure to pay careful attention to the scale anchors when making your ratings. Also, review the anchors in order to understand how performance is defined at each scale point. You should not try to intentionally be an “easy” or “hard” rater.

Recency Bias

Definition: A rater is inclined to remember recent events better than those that occurred in the past. In this situation, the rater often places greater emphasis or weight on what a principal has done most recently. This error results in ratings that are often based on a smaller sample of work.

How to avoid this error: When making performance ratings, consider all of the principal’s performance over the entire rating time period. This approach will help to ensure that a complete group of behaviors is considered. Remind yourself that the level of performance at the beginning of the time period is just as important as more recent performance.

Similar-to-Me Bias

Definition: A rater provides higher ratings to principals who are similar to themselves, and lower ratings to principals who are dissimilar. A related bias occurs when raters allow how much they like or dislike a principal to influence the principal’s performance ratings.

How to avoid this error: Avoid incorporating personal feelings or perceptions about a principal into your performance ratings. Only actual job performance should be used to make ratings, and other pieces of information should not be used.

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20 North Wacker Drive, Suite 1231

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