**Salem-Keizer, Crook Co., Redmond, Lebanon**

**Observation of Principal Conducting a Post-Observation Conference with Teacher**

1. **Demonstrates Knowledge of Evaluation Criteria**

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| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| There are minimal examples of teacher performance provided.  The conversation appears to be unplanned or unstructured – lacks direction.  Staff member appears to be confused. There are no checks for clarifications or understanding or information that the staff member can use beyond the conference. | There are examples of teacher performance that may or may not be relevant.  There is a plan, but it lacks coherence or the conversation becomes easily sidetracked.  Staff member gains little in the way of constructive feedback for their professional growth. | Collects meaningful and relevant observation evidence of teacher performance.  Conducts the conference using a pre-planned approach to structure the conversation in an easy to follow and organized manner.  It is evident that the teacher receiving the information understands it and there is constructive feedback that may influence the teacher’s professional growth. | Collects strong meaningful and relevant observation evidence of teacher performance.  Conducts the conference using a pre-planned approach to structure the conversation in an easy to follow, organized and facilitative manner.  It is evident that the teacher receiving the information understands it and there is constructive feedback that influences the teacher’s professional growth and results in the teacher coming to a conclusion on how to improve or fine tune their skills. |

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| Evidence Identified |

1. **Aligned to School Improvement Plan and Teacher Performance goals to the Observation**

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| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| The process makes little or no connection to the observation and it’s connection to the school improvement plan. The observation meeting does not include the connection/role the teacher plays in achieving the school plan. There is no connection to the teacher’s personal performance goals. | The process makes some connection to the observation and it’s connection to the school improvement plan. The observation meeting lacks connection/role the teacher plays in achieving the school plan. There is some connection to the teacher’s personal performance goal(s). | The process aligns the teacher observation to the key instructional initiatives of the school leading the teacher in knowing their role in achieving and supporting the school plan. The observation also demonstrates a tie/connection to the teacher’s personal performance goal(s). | The principal facilitates a reflective process with the teacher, which enables the teacher to articulate the alignment of his/her goals and the school improvement plan. |

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| Evidence Identified |

1. **Displays Instructional Leadership Through Curriculum, Instruction, and Assessment**

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| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Principal provides little or no evidence of expectations or feedback for improvement. | Principal makes explicit some expectations for improvement through feedback and shares some examples of how to improve. | Principal makes explicit the expectations for improvement through meaningful data; models specific examples of student and teacher behaviors. | Principal makes explicit expectations for improvement using analyzed data; models specific examples of student and teacher behaviors using effective instructional techniques for improvement and guides or coaches the teacher to generate examples of how they will use the instructional technique. |

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| Evidence Identified |

1. **Models Respect and Professionalism**

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| Unsatisfactory | Basic | Proficient | Distinguished |
| Does not create conditions for respect by partnering with the teacher to focus on teaching and learning.  Avoids conflict surrounding performance and does not validate differing perspectives to improve student achievement. | Struggles to create conditions for respect by partnering with the teacher to focus on teaching and learning.  Does not fully or effectively address conflict surrounding performance or validate differing perspectives to improve student achievement. | Creates conditions for respect by partnering with the teacher to focus on teaching and learning.    Addresses performance in a results oriented manner while validating differing perspectives to improve student achievement. | Creates conditions for respect by partnering with the teacher to focus on teaching and learning.    Facilitates a reflective, thorough process that leads to full ownership of performance. Teacher generates different examples of outcomes to improve student achievement. |

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| Evidence Identified |

1. **Links Teacher Accountability to Student Learning**

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| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Principal does not probe for evidence of student learning with the teacher or how instruction was adapted to move students’ learning forward. | Principal shares some expectations for teacher collection of evidence of student learning and expectations to show how instruction is adapted to move students’ learning forward. | Principal makes explicit the expectation for teacher to collect evidence of student learning and to use the evidence to adapt instructional practice to move students’ learning forward. | Principal makes explicit the expectations for the collection of evidence; shares specific examples of student learning and models adaptations of instructional practice to move students’ learning forward. |

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| Evidence Identified |

1. **Effective Communication**

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| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Minimal, unclear and/or confusing feedback, no questioning strategies were observed, principal dominated conversation with no opportunity for teacher response or reflection. | Feedback is clear but not specific or is clarified after initial confusion, vague or misleading questioning strategies, principal dominated conversation with limited teacher response and/or reflection. | Clear and specific feedback, uses effective questioning strategies that elicit teacher reflection. | Principal creates a reciprocal dialogue that leads teacher to reflect on effectiveness of lesson and reflect on effective strategies to fine tune the lesson or improve student learning. |

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| Evidence Identified |

1. **Sets Goals and Makes Next Steps Explicit**

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| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Does not communicate or makes some attempt to communicate next steps of instructional improvement explicitly to the teacher. | Communicates the next steps for instructional improvement, including goals, explicitly to the teacher. | Collaborates with the teacher to develop next steps for instructional improvement and set performance goals. | Guides conversation so teacher generates or identifies the next steps for instructional improvement and teacher sets performance goals. |

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| Evidence Identified |