






Non-Instructional Feedback Observation Scoring Form SY15-16

This form is used to score a non-instructional observation. Two practices are identified and observed during a non-instructional observation. **If the practice is not one of the two practices observed, then the principal selects NOT OBSERVED as the rating for the practice.**

Provide a short summary of the observation (e.g., the context, participants, place)

Leadership Practice 1. Build Shared Purpose

Indicator 1.1: Support School Mission

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>References and ensures that others reference the school mission and improvement plan when making decisions. Shows evidence of enacting the school objectives by engaging with other staff.</p>	 <p>Gathers input from a diverse set of stakeholders, including the principal and school leadership team, when creating or implementing program plans. Monitors program progress toward attaining goals, particularly with respect to the educational attainment of all students.</p>	 <p>Contributes to the development and/or enacts procedures for public reflection and collective action to improve program performance and school conditions. Collaborates and/or facilitates adjustments to programs to better contribute to the attainment of the school mission. Collaborates and/or facilitates attainment annual and quarterly objectives in the school improvement plan.</p>	 <p>Coaches teachers, teacher leaders, and/or other assistant principals on developing, enacting, and monitoring the program or school improvement plan.</p>	 <p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

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

Leadership Practice 2. Focus on Learning

Indicator 2.1: Improve Instructional Program

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p>With others, contributes to program plans that include benchmarks and measures.</p> <p>Uses a common language for discussing instructional practice with supervised teachers and staff that reflects the district's instructional framework.</p> <p>Ensures that teachers develop instructional plans that reflect rigorous standards for learning for the programs and personnel he or she supervises.</p> <p>Ensures that all personnel implement programs that he or she supervises.</p> <p>Collects and/or properly manages student learning data (e.g., formative and summative</p>	<p>Connects teachers with resources on research-based instructional practices.</p> <p>Monitors instructional plans or other aspects of the program to ensure that instructional priorities are met, including implementation of rigorous learning standards.</p> <p>Monitors individualized and other learning programs to ensure that they are implemented as planned.</p> <p>Ensures that instructional choices and programs are informed by student or school performance data.</p> <p>Supports and, as needed, leads data discussions among</p>	<p>Connects individual teachers with professional learning experiences to address student-performance trend data, teacher performance on the instructional framework, and research or policy changes.</p> <p>Facilitates collaborative and coordinated adjustments to individual and other learning plans for students.</p> <p>Supports teachers' accurate and appropriate use of data through assessment and professional development.</p>	<p>Leads development of school-level procedures to ensure that all students have equal access to effective curricula and instruction. OR</p> <p>Coaches teachers, teacher leaders, or other assistant principals to support instructional effectiveness among teachers.</p> <p>Coaches teachers, teacher leaders, or other assistant principals on data analysis and use, including identification of strategies for improving student learning. OR</p> <p>Leads or co-leads program review presentations at</p>	<p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>






<p>assessment, student work, teacher judgment).</p> <p>Highlights for teachers and staff the importance of students learning about different cultures and interacting with students who have different backgrounds, experiences, and preferences for learning.</p> <p>Ensures that the staff members that he or she supervises set attainable and measurable academic learning and student behavior (e.g., social and emotional skills) goals for students, for the people or programs that he or she supervises.</p>	<p>teachers to analyze and disaggregate student learning data, modify instruction, identify root causes, and provide access to support services for all students.</p> <p>Assists the school leadership team to monitor program performance through the use of performance data.</p> <p>Within programs that the assistant principal oversees, ensures that teachers provide opportunities for students to learn about different cultures and interact with students of different races and ethnicities through curriculum and instruction.</p> <p>Assesses teachers' progress on student academic learning and student behavior (e.g., social and emotional skills) goals by using disaggregated data from multiple sources.</p>	<p>Models the use of data when making programmatic decisions about instructional programs.</p> <p>Contributes to the school leadership team's accurate and appropriate use of data for school wide decision making.</p> <p>Within programs that the assistant principal oversees, establishes processes to discuss and change conditions related to students' race, ethnicity, cultures, and other sources of difference that may produce discrimination, ineffective practice, or interpersonal conflict.</p> <p>Ensures that student learning plans align with academic, cultural, and student behavior standards, and other standards as adopted.</p>	<p>the district level, which draw on student data as a rationale for program decisions.</p> <p>Within programs that the assistant principal oversees, leads school wide activities to discuss and address issues related to students' race, ethnicity, cultures, and other sources of difference that may produce discrimination, ineffective practice, or interpersonal conflict.</p> <p>Coaches teachers, teacher leaders, and other assistant principals in developing, monitoring, and adjusting the school's academic and behavior goals for students.</p>
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Evidence:

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

Leadership Practice 2. Focus on Learning

Indicator 2.2: Support teacher's development of a positive classroom environment

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>Describes to teachers what they should do to create a positive classroom climate that promotes the social, emotional, and academic skills of students.</p>	 <p>Monitors progress in developing a positive classroom climate where students' social, emotional, and academic skills are developed. Monitors school climate, as experienced by teachers, staff, and students within programs that he or she oversees. Guides teachers with relevant research-based strategies on creating positive learning environments or selects programs that focus on social and emotional learning or positive behavioral interventions.</p>	 <p>Collaborates with teachers and staff to revise programs or practices for improving the school and classroom climate to support students' academic, social, and emotional development. Coaches teachers to communicate with students, professionals, and other stakeholders respectfully and professionally.</p>	 <p>Actively works with the school leadership team to improve the school wide climate for all students to regularly experience a positive classroom climate that promotes their social and emotional learning. Works with the school leadership team to provide, directly or through the work of others, staff with access to professional learning opportunities and resources promoting a positive school and classroom climate and social and emotional learning. Coaches others to work with teachers, staff, and students.</p>	 <p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

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

Leadership Practice 3. Manage Organizational Systems

Indicator 3.1: Manage Organizational Systems

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p>Complies with pertinent laws and policies regarding school safety.</p> <p>Adheres to the school safety plan for programs that he or she supervises, which addresses potential physical and emotional threats.</p> <p>Drafts agendas and operational procedures within programs for approval by the principal.</p> <p>Allocates program tasks to appropriate formal and informal leaders for the programs that he or she oversees.</p>	<p>Leads all, or aspects of, the school safety plan and student discipline.</p> <p>Monitors the performance of the school safety, crisis management, equity, and student discipline plans for programs that he or she supervises by conducting school walk-throughs, analyzing data, or other means of monitoring.</p> <p>Assists in the development of the school safety and crisis management plans.</p> <p>Contributes to school leadership team assessments of school safety and crisis management plan implementation.</p> <p>Supports school wide initiatives through regular communication with staff.</p> <p>Raises staff awareness of programs and services.</p> <p>Implements a strategy for managing educator talent by coordinating human resources supports.</p> <p>Develops and communicates the program calendar that is aligned with plans, for the programs and staff that he or she oversees</p>	<p>Engages faculty, staff, and students in identifying concerns or threats to school safety, crisis management, student access to services, and equity issues for the programs that he or she supervises. Acts on information.</p> <p>Engages faculty, staff, and students in identifying and utilizing effective disciplinary practices, procedures, and policies that remove students from learning opportunities only as a last resort.</p> <p>Collaborates with staff to create and adjust school schedules to ensure the maximum amount of time for instruction.</p> <p>Supports staff to set priorities and manage time and other resources.</p> <p>Evaluates talent distribution within programs, identifies areas for improvement, and recommends staff reallocations, as needed</p>	<p>Coaches teachers, teacher leaders, and other assistant principals on effective practices, procedures, or policies to support school safety and student service equity.</p> <p>Recommends improvements to the school safety and crisis management plans, as appropriate.</p> <p>Coaches teachers, teacher leaders, or other assistant principals on staff management issues.</p> <p>Coaches teachers, teacher leaders, or other assistant principals on planning processes</p>	<p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

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

Leadership Practice 3. Manage Organizational Systems

Indicator 3.2: Lead and Develop Personnel






1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p>○</p> <p>Ensures that teachers and other staff whom he or she supervises successfully complete professional development plans (TPGP) in a timely manner.</p> <p>Conducts teacher observations.</p> <p>Reviews teacher performance ratings with the principal for approval.</p>	<p>○</p> <p>Monitors teacher and staff progress toward completion of professional growth goals.</p> <p>Leads and facilitates reflective conversations with teachers about their professional growth and career paths.</p> <p>Connects teachers with the resources and supports necessary to achieve their professional development goals.</p> <p>Completes teacher observations and provides teachers feedback, per procedures.</p> <p>Uses questioning techniques that require higher order thinking and critical self-reflection on practice when providing feedback to teachers.</p>	<p>○</p> <p>Creates structured opportunities for teachers and other staff to lead learning for colleagues in the school.</p> <p>Mentors or coaches new teachers, or arranges mentoring and coaching for new teachers and teachers in need of improvement.</p> <p>Implements all assigned evaluation procedures with fidelity.</p> <p>Ensures that all performance feedback is grounded in</p>	<p>○</p> <p>Leads or supports school wide efforts for the provision of professional development.</p> <p>Coaches teacher leaders or other assistant principals in best practices for developing professional growth plans with staff.</p> <p>Coaches other assistant principals to be strong teacher evaluators. OR</p> <p>Coaches teachers or teacher leaders to observe instructional practice for formative feedback.</p> <p>Coaches teachers, teacher leaders, and other assistant principals to lead professional learning communities and strong grade-level or content-area teams.</p>	<p>○</p> <p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Provides teacher teams and professional learning communities with consistent meeting times and material resources. Meeting with teachers and other staff in professional community activities.	Coordinates with others to enact professional learning community activities. Employs consistent communications to keep staff informed about policies, procedures, and other news. Monitors the professional culture within programs and the school.	evidence and encourages expression of teacher perspectives as part of the feedback process. Mobilizes cross-organizational teams within the school. Raises questions about professional activities and instructional practices in order to disrupt biases that affect students. Maintains professional traditions and practices in the school that celebrate accomplishments.
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Evidence:

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

Leadership Practice 3. Manage Organizational Systems
Indicator 3.3: Manage Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>Manages available personnel and material resources. Communicates a management structure and its relationship to staff. Assists with the strategic management of planning and instructional time for the instructional staff that he or she supervises</p>	 <p>Collects and analyzes data from a variety of sources—including feedback from stakeholders—in evaluating allocations of personnel, materials, and other resources, at the discretion of the principal. Evaluates how instructional time is used by teachers; identifies more effective use of time, as necessary. Protects collaborative teacher planning time (e.g., data teams).</p>	 <p>Modifies programs and procedures, with input from the school leadership team, to increase efficiency while achieving the school mission. Collaborates with teacher leaders to improve use of instructional time. Facilitates substantive conversations about instruction and student learning during teachers' collaborative planning time</p>	 <p>Advocates for and contributes to school wide efforts to improve the effective and efficient use of resources. Coaches teacher leaders and other assistant principals to manage school resources effectively and equitably. Coaches teacher leaders and other assistant principals to improve instruction and the use of instructional time.</p>	 <p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

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

Leadership Practice 4. Collaborate with Community

Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs






1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p>Identifies opportunities to collaborate with the community served by the school.</p> <p>Responds to family and/or community needs through the principal or school leadership team.</p> <p>Manages partnerships with families and community organizations to provide supports to the school.</p>	<p>Supports school wide programs to communicate with families about their child's specific social, emotional, and academic learning needs.</p> <p>Monitors staff efforts to communicate directly with families about school matters in a timely and reasonable manner.</p> <p>Implements family and community programs and actions to support programs, as appropriate.</p>	<p>With the school leadership team, adjusts programs or processes supporting collaboration among educators, parents, and community members.</p> <p>Coordinates community engagements and communications to support the mission of the school.</p> <p>Collaborates with teachers and support staff to expand or adjust the use of community resources to accomplish the school mission.</p> <p>Coordinates community involvement programs with the school improvement team.</p> <p>Analyzes data on economic, social, and other issues to monitor and adjust school plans</p>	<p>Coaches teacher leaders and other assistant principals in effective strategies for responding to family and community needs.</p> <p>Works with the school leadership team to leverage community assets to enhance the school.</p>	<p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

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

Leadership Practice 5. Lead with Integrity

Indicator 5.1: Demonstrate Personal and Professional Responsibility

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>Inconsistent adherence to federal and local guidelines, contracts, and departmental procedures. Completes the professional growth plan. Sets professional goals that are aligned to district and school needs</p>	 <p>Adheres to federal and local guidelines, contracts, and departmental procedures. Receives feedback, creates professional improvement plans, and adjusts practice. Demonstrates respect for others, honors confidentiality, and engages in honest interactions that reflect ethical and legal principles. Completes the professional growth plan in a timely manner. Sets and meets professional goals that are aligned to district and school needs. Pursues professional development and training to support and lead key programs and efforts in the school.</p>	 <p>Reflects on decisions and behaviors, and makes adjustments in the best interest of the school. Acknowledges mistakes and takes personal responsibility for improving practices. Collaborates with colleagues within the school and beyond it to continuously improve leadership skills. Applies learning gained from the professional growth plan to change personal practices.</p>	 <p>Coaches teachers, teacher leaders, and other assistant principals on ethical decision making and consistently professional actions. Contributes to district efforts to improve assistant principal professional development. Coaches other school leaders in growing as a professional to better meet school, teacher, and student needs.</p>	 <p>If the component is not observed during the assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

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

Total Observation Score:

Average of practice scores