Educator Evaluation:
The Principal's Role in Improving Instructional Effectiveness

Conducting Difficult Conversations

Leading to Improved Instruction

Annette Brinkman, ObserverTab, LLC

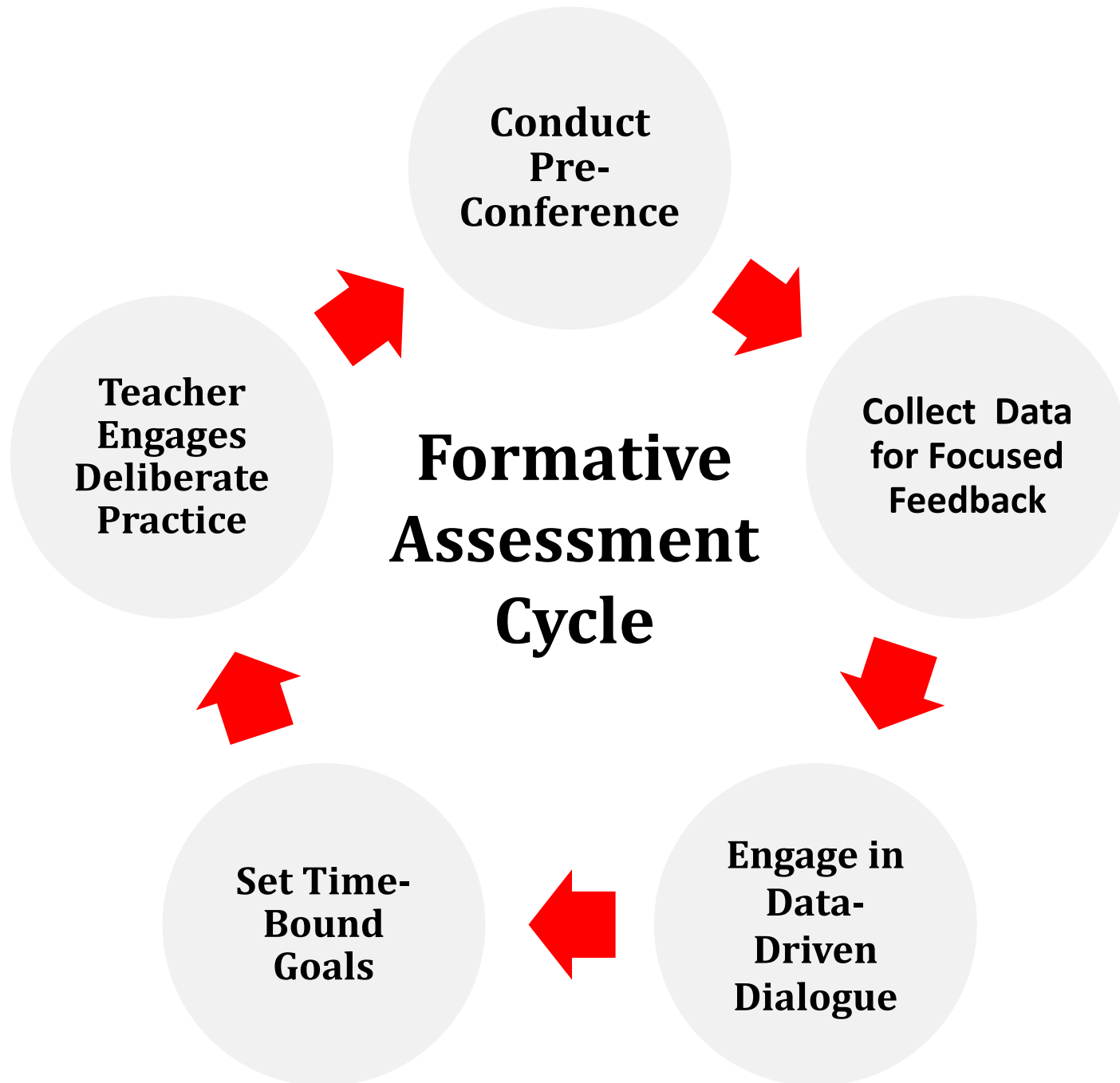(801) 540-3833 • annettebrinkma@gmail.com

Tiered Levels of Support

Tier III: Formal Remediation		
Teacher	*Coach's Role - Strategies*	*Administrator's Role - Strategies*

Tier II: Evaluation/Conversation by the administrator. Support from the coach. Observations by the administrator		
Teacher	*Coach's Role - Strategies*	*Administrator's Role - Strategies*

Tier I: Support from the administrator and coach		
Teacher (level 1)	*Coach's Role - Strategies*	*Administrator's Role - Strategies*

Focused Observation Cycle

- **Collect diagnostic data** through observation of teachers in practice
- Engage in **dialogue** around observation data that culminates in a **growth-promoting, time bound goal**
- **Consult or Coach** using the observation data
- Follow up on the teacher's progress on time-bound improvement/fine-tuning goal
- Begin the process again with a new slice of expert practice

Formative Assessment Cycle

Conduct Pre-Conference

Collect Data for Focused Feedback

Engage in Data-Driven Dialogue

Set Time-Bound Goals

Teacher Engages Deliberate Practice

Utah Effective Teaching Standards
Correlation to ObserverTab 2.0 Formative Tools

USOE Domain	USOE Standard	ObserverTab 2.0 Observation (Formative) tools	
The Learner and Learning	**Standard 1: Learner Development** *The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.*	**ObserverTab** Drop-In Cueing Effective Instruction Tool	**AssistTab** Mentor Walk Through Cueing Mentoring Tool Effective Instruction Mentor Observation
	Standard 2: Learning Differences *The teacher understands individual learner differences and cultural and linguistic diversity.*	**ObserverTab** Drop-In (Special Ed Pull-Out and Push-In) Drop-in (ESL) Time Limits Effective Instruction Tool Common Core Tools (Math and Language Arts)	**AssistTab** Mentor Walk Through Effective Instruction Mentor Observation Time Limits Mentoring Tool Alignment to CCSS math CCSS Math Lesson Design
	Standard 3: Learning Environments *The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.*	**ObserverTab** Drop-In Expectations Cueing Proximity Attention Prompts Signals Time Limits Tasking Voice Time-On-Task Explicit Instruction	**AssistTab** Mentor Walk Through Cueing Mentoring Tool Expectations Mentoring Tool Proximity Mentoring Tool Attention Prompts Mentoring Tool Signals Mentoring Tool Time Limits Mentoring Tool Tasking Mentoring Tool Voice Mentoring Tool Effective Instruction Mentor Observation Questioning During Instruction Student Response Opportunities
Instructional Practice	**Standard 4: Content Knowledge** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline.*	**ObserverTab** Common Core Tools (Math and Language Arts)	**AssistTab** CCSS Math Lesson Design CCSS Math Proficiency Assessing CCSS Math Alignment to CCSS Math Vocabulary Observation
	Standard 5: Assessment *The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.*	**ObserverTab** Explicit Instruction Effective Instruction Common Core Tools (Math and Language Arts)	**AssistTab** Assessment-Lesson Sequence Assessing CCSS math

|			
	Standard 6: Instructional Planning *The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices and community context.*	**ObserverTab** Explicit Instruction Effective Instruction Common Core Tools (Math and Language Arts)	**AssistTab** Explicit Instruction Observation Tool Effective Instruction Observation Tool CCSS Math Lesson Design
	Standard 7: Instructional Strategies *The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.*	**ObserverTab** Explicit Instruction Effective Instruction Common Core Tools (Math and Language Arts)	**AssistTab** Explicit Instruction Observation Tool Effective Instruction Observation Tool Alignment to CCSS Math
Professional Responsibility	**Standard 8: Reflection and Continuous Growth** *The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.*	**ObserverTab**	**AssistTab** CCSS Math Lesson Design CCSS Math Proficiency Assessing CCSS Math Alignment to CCSS Math (All of these tools include planning and reflective conversation questions)
	Standard 9: Leadership and Collaboration *The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.*	**ObserverTab**	**AssistTab**
	Standard 10: Professional and Ethical Behavior *The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.*	**ObserverTab**	**AssistTab**

Interaction Stances

Administrator	Mentor		Coach
Evaluation: Directive Driven	Consulting: Growth Driven	The Bridge: Consulting/Coaching	Coaching: Data Driven
•The teacher is not willing to see his/her own problems. •Problematic situation with termination as a possible result. •The teacher does not own his/her problems in the classroom	•The teacher does not have the knowledge. •The teacher cannot see his/her own problems. •Lack of assessment of students and self	•The teacher wants to make a change or trying a new strategy; but is unsure and not willing to chance mistakes along the way. •The teacher is in need of a friend for his/her own growth. •The teacher and coach both hold pieces of the knowledge and the combination will create a synergistic product. •The teacher is unaware of what is causing certain situations but through looking at data, he/she is able to take ownership of the situation and make the necessary changes.	•The teacher knows what objective (core and/or management) he/she wants to focus on and assessment (how he/she will know if students have met the objective). •The teacher is an innovator – desiring to try new teaching strategies. •The teacher is concerned about meeting the various needs of his/her students.

CONSULT (80% consultant/20% teacher)
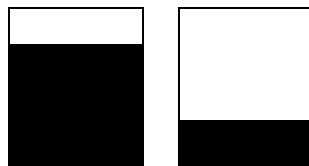


Consultant   Teacher

•Inform regarding process and protocols
•Advice based on well-developed expertise; share the reason why a specific strategy is important: offer the "expert" frame before the data
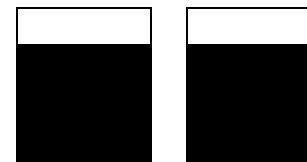•Advocate for particular choices and actions

COACH (20% coach/80% teacher)
•Nonjudgemental mediation of thinking/decision making
• Presumes the other person has the knowledge.
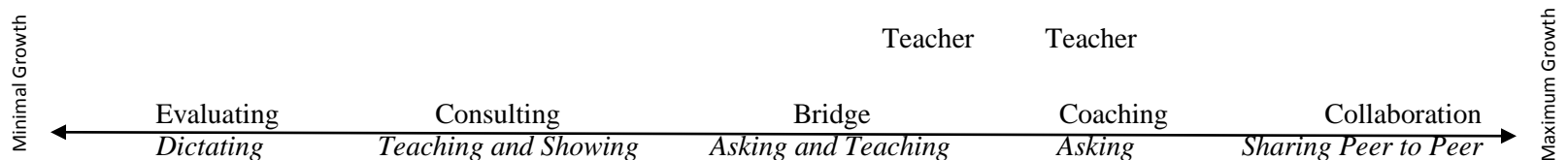•It is important not to offer solutions.
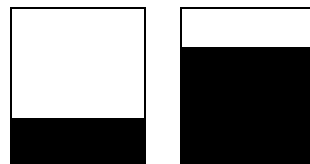
Coach   Teacher

COLLABORATE (80% teacher/80% teacher)
•Participate in joint planning, reflecting and problem solving

Teacher   Teacher

Growth Continuum

Minimal Growth   Maximum Growth

Evaluating	Consulting	Bridge	Coaching	Collaboration
Dictating	*Teaching and Showing*	*Asking and Teaching*	*Asking*	*Sharing Peer to Peer*

Continuum Checklist

Think of a person you are currently working with. Check each statement that applies to the individual.

♣ ___ The teacher is not willing to own his/her own problems.

○ ___ The teacher requires a model of effective practice to implement new methodology.

■ ___ The teacher has ideas of how to make refinements in the classroom, but requires sounding board to reflect and analyze thought.

♣ ___ There is a problematic situation where termination is a possible result.

▲ ___ The teacher has in-depth knowledge of his/her craft, but desires to co-think with a partner in order to deepen his/her own practice.

♣ ___ Parents or other staff are raising concerns about interactions with students.

▲ ___ The teacher desires to join with a team of effective teachers to impact school change, student learning, etc.

○ ___ The teacher is unaware of what is causing problems in his/her classroom.

▲ ___ The teacher is willing to change personal practice and personal ideas based on ideas of other people and/or research-based practices.

♣ ___ Testing scores are considerably lower than other teachers on staff.

■ ___ The teacher is in need of outside support to promote continuous improvement and to assess growth.

○ ___ The teacher desires to improve, but does not know where to begin.

■ ___ The teacher knows what he/she want to focus on and has the skills to implement the practice.

○ ___ The teacher wants to make a change, but is fearful of failing.

▲ ___ The teacher desires to work with other teachers (one or more) to examine their own practice including student products for personal growth.

♣ ___ The teacher is unconcerned with meeting the learning needs of individual students.

■ ___ The teacher is working to implement practices that address the varied needs of students in the classroom.

♣ ___ The teacher is openly defiant about school initiatives and change.

○ ___ The teacher does not have the background knowledge to implement needed practice.

▲ ___ The teacher holds pieces of knowledge that when put together with another teacher will create a synergistic process that will result in a solution or product that neither could have created on their own.

○ ___ The teacher lacks the ability to assess personal and student needs.

■ ___ The teacher has solid classroom management skills and instructional skills, but is changing assignment and wants support in the new environment.

■ ___ The teacher is an innovator – desiring to try and assess the effectiveness of new strategies.

▲ ___ The teacher desires to work with other individuals who share a similar passion which can be promoted through working together.

Tally the number of responses for each shape:

_____ ♣   _____ ■

_____ ○   _____ ▲

Continuum Checklist Scoring Guide:

♣ **Cluster One (Evaluate):** Evaluations and directives are based upon approved standards.

3	● I base summative evaluations upon district or state teaching standards. ● I have evaluations conducted by several sources (administrator, outside evaluator, staff developer). ● I base formative evaluations upon district or state teaching standards measured frequently by several sources (administrator, outside evaluator, staff developer). ● I base directives upon the district approved evaluation tool. no ● I make sure the teacher is clear on the evaluation process and has a copy of the tool.
2	● I base summative evaluations upon district or state teaching standards. ● I conduct evaluations frequently. ● I base formative evaluations upon district or state teaching standards. ● I base directives upon the approved evaluation tool. ● I give the teacher a copy of the evaluation tool.
1	● I base formative evaluations upon district or state teaching standards. ● I base directives upon the approved evaluation tool. ● I do not give the teacher a copy of the approved evaluation tool.
0	● I base evaluations and directives upon whether I like the teacher or not. ● I give evaluations (without teacher input) based on what I hear from others rather than what I see and hear myself. ● I do not give the teacher a copy of the approved evaluation tool.

○ **Cluster Two (Consult):** Differentiated professional development is designed and delivered to meet teachers' individual needs.

3	● I differentiate professional development to meet the teacher's individual learning needs and agenda. ● Professional development is based on state core curriculum, current research and best practices. ● I model strategies and shadow the teacher throughout his/her struggling points.
2	● I differentiate professional development to meet the teacher's individual learning needs and agenda. ● Professional development is based on state core curriculum and best practices.
1	● I provide professional development to meet the teacher's individual learning needs according to my agenda.
0	● I consult with the teacher according to my agenda and previous preparation. I give them professional development in a group setting – one size fits all. ● I only provide consultation outside of the classroom. I do not provide follow-up.

○■ **The Bridge (Coach and Consult):** Coaching occurs prior to the observation and data based consulting occurs after the observation.

3	● I conduct a planning conversation with the teacher 1-2 days prior to the observation according to the teacher's agenda. ● I collect ONLY the data requested by the teacher in the planning conversation. ● I provide the teacher with data immediately following the observation giving him/her time to review the data prior to the reflective conversation. ● I consult areas in which the teacher is lacking knowledge. ● I consult the teacher through use of collected data in the reflective conversation to support desired growth and knowledge.
2	● I conduct a planning conversation with the teacher prior to the observation according to the teacher's agenda. ● I collect ONLY the data requested by the teacher in the planning conversation. ● I consult, without using data, areas in which the teacher is lacking knowledge according to the teacher's agenda. .
1	● I conduct a planning conversation with the teacher prior to the observation according to my agenda. ● I collect the data requested by the teacher and data according to my agenda. ● I consult areas in which the teacher is lacking knowledge according to my agenda.
0	● I coach the teacher (planning conversation) according to my agenda. ● I coach the teacher (planning conversation) immediately prior to teaching the lesson without providing the teacher time to think before the observation. ● I collect data according to my own agenda.

■ **Cluster Three (Coach):** The topic and timing of coaching are the teacher's agenda.

3	● I conduct a planning conversation with the teacher 1-2 days prior to the observation according to the teacher's agenda. ● I collect ONLY the data requested by the teacher in the planning conversation. ● I provide the teacher with data immediately following the observation giving him/her time to review the data prior to the reflective conversation. ● I conduct a reflective conversation with the teacher within 1 day of the observation after the teacher has had time to personally examine their data.
2	● I conduct a planning conversation with the teacher prior to the observation according to the teacher's agenda. ● I collect ONLY the data requested by the teacher in the planning conversation. ● I conduct a reflective conversation with the teacher immediately following the observation.
1	● I conduct a planning conversation with the teacher prior to the observation according to my agenda. ● I collect the data requested by the teacher and data according to my agenda. ● I conduct a reflective conversation with the teacher immediately following the observation. I also consult in areas the teacher needs additional help.
0	● I conduct a planning conversation with the teacher immediately prior to the observation according to my agenda. ● I collect the data according to my agenda. ● I conduct a reflective conversation with the teacher immediately following the observation. ● I consult in areas the teacher needs additional help.

▲ **Cluster Four (Collaborate):** Collaboration is a stretching interaction that occurs with a consistent group on a consistent time schedule.

3	● I collaborate with an individual or a consistent group on at least a weekly basis according to our combined needs. ● Collaboration involves transferring the idea into practice for those involved in the creation and others that would benefit from the new knowledge. ● Collaboration involves reinforcing and checking ideas. ● We don't always agree – but our disagreements create a deeper interaction rather than conflict.
2	● I collaborate with a consistent group on at least a monthly basis according to our combined needs. ● Collaboration involves sharing of ideas to synergistically create new ideas. ● Collaboration involves transferring the idea(s) into practice for those involved in the creation.
1	● I collaborate with people on at least a quarterly basis according to my needs. ● Collaboration involves sharing of ideas.
0	● I determine the outcome of the finished product prior to meeting with others making sure their responses match my agenda. ● I assign others tasks for completion.

Debriefing Template – CONSULTATION

Introduction: (Take the teacher out of the "danger" zone)	
What bothers you	"As I observed in your classroom today, I watched for what bothers you. It was obvious that when kids do ____, it bothers you because I see/hear you do ____. If you can decrease what bothers you, just think how much more you will enjoy teaching… Today I noticed…
Explain the form	1. Intervals 2. Percentage of students engaged – not just quiet –engaged. 3. Write what I see/hear ONLY. 4. Identify engaging and unengaging behaviors.
Use the form (Do not show the teacher every line on the form – only show him/her the lines that relate to the one thing he/she needs to refine)!	1. Discuss the "good" lines – 80% or above. If a teacher can hit 80% once, he/she can do it twice, three times… 2. Show the data relating to the problem area (the √-, - and the line by line evidence). *Highlighting in yellow what you would like the teacher to focus on is helpful.*

Set a goal	● If EVERY line is 50% or below, leave the teacher with the goal
	   to raise engagement to 60% not to the benchmark of 80%.
	● Refer once again to the check marks and reiterate the difference
	   in engagement the teacher can make if he/she focuses on this one thing.

Establish a Timeline	Set another date to: ●Observe for the specific item the teacher is working on – do this QUICKLY – usually within a day or two. ●Shadow for the specific item if the teacher is not sure when to use it. ● Observe a model teacher with YOU!
Closure: (Leave the teacher in the "risk" zone)	● "I am looking forward to watching your growth in ____. I have every confidence that you can do this because I saw ___ (attempt to point out using the data one time when the teacher used the strategy)." ● Emphasize that your work together (right now) is not formal – your role is that of a mentor rather than an administrator.

Coaching for Specific Management Skill

Expectations

Planning Conversation
• What is your Expectation goal during your lesson?
• Walk me through your lesson. What opportunities do you see at each step fur using immediate and habitual expectations?
• What behavioral problems do you foresee? How can you use Expectations to preempt these possible situations?
• What will you see that will cue you to refocus your use of Expectations?
• How will you know if your use of Expectations is successful?

Reflective Conversation
• How did it go? To what degree did you meet your goal for Expectations? How do you know?
• Did your plans to use Expectations go as planned? Why or why not?
• What patterns do you see in the data I shared with you?
• What does this data tell you about your use of Expectations?
• What did you learn about the use of Expectations that you want to replicate?
• What ONE thing do you want to refine to enhance your use of Expectations?

Attention Prompts

Planning Conversation
• What is your Attention goal during your lesson?
• Walk me through your lesson. What opportunities do you see for using Attention Prompts?
• What behavioral problems do you foresee? How can you use Attention Prompts to preempt these possible situations?
• What will you see that will alert you to refocus your use of Attention Prompts?
• How will you know if your use of Attention Prompts is successful?

• Reflective Conversation
• How did it go? To what degree did you meet your goal with Attention Prompts? How do you know?
• Did your strategies to use Attention Prompts go as planned? Why or why not?
• What patterns do you see in the data I shared with you?
• What does this data tell you about your use of Attention Prompts?
• What did you learn about Attention Prompts that you want to replicate?
• What ONE thing do you want to refine further in your use of Attention Prompts?

Proximity

Planning Conversation
• What is your Proximity goal during your lesson?
• Walk me through your lesson. What opportunities do you see at each step for using physicality and nonverbal Proximity?
• What behavioral problems do you foresee? How can you use Proximity to curtail these possible situations?
• What will you see that will alert you to refocus your Proximity?
• How will you know if your Proximity is successful?

• Reflective Conversation
• How did it go? To what degree did you meet your goal with Proximity? How do you know?
• Did your plans to address Proximity go as planned? Why or why not?
• What patterns do you see in the data I shared with you?
• What does this data tell you about your use of Proximity?
• What did you learn about Proximity that you want to replicate every time you teach?
• What ONE thing do you want to refine further in your use of Proximity skills?

P. 22a

Cueing

Planning Conversation
• What is your Cueing goal during your lesson?
• What Expectations will you give your students? What Cues will you use to reinforce your Expectations?
• Which student(s) will be unfocused during your lesson? What behaviors do these students exhibit that are problematic? How can you use strategic Cueing to curtail these possible situations?
• How will you know if your Cueing is successful?
• **Reflective Conversation**
• How did it go? To what degree did you meet your goal with Cueing? How do you know?
• Did your plans to address Cueing go as planned? Why or why not?
• What patterns do you see in your data?
• What does this data tell you about your Cueing? How does this affect your classroom environment?
• What did you learn about Cueing that you want to replicate every time you teach?
• What ONE thing do you want to refine further in your use of Cueing skills?

Signals

Planning Conversation
• What is your Signaling goal during your lesson?
• Walk me through your lesson. What transitions will there be? What directions will you give at each transition? How will you have students kinesthetically respond that they are ready?
• During the direct instruction portion of your lesson, what opportunities for Signals are there? During guided practice, what opportunities for Signals are there?
• During independent practice, how will students Signal that they need help or are finished?
• What behavioral problems do you foresee? How can you use Signals to curtail these situations?
• What will you see that will alert you to use a Signal?
• How will you know if your use of Signals is successful?
• **Reflective Conversation**
• How did it go? To what degree did you meet your goal with Signals? How do you know?
• Did your plans to use Signals go as planned? Why or why not?
• What patterns do you see in the data I shared with you?
• What does this data tell you about your use of Signals?
• What did you learn about Signals that you want to replicate every time you teach?
• What ONE thing do you want to refine further in your use of Signal skills?

Time Limits

Planning Conversation
• What is your goal for using Time Limits?
• What opportunities do you see for using Time Limits? How long will students have to complete ___? How long will students have to begin working on ____?
• What will your Cueing sound like to reinforce your Time Limits?
• What behavioral problems do you foresee? How can you use Time Limits to curtail these situations?
• How will you know if your use of Time Limits is successful?
• **Reflective Conversation**
• How did it go? To what degree did you meet your goal with Time Limits? How do you know?
• Did your plans to utilize Time Limits go as planned? Why or why not?
• What patterns do you see in your data?
• What does this data tell you about your use of Time Limits?
• What did you learn about Time Limits that you want to replicate every time you teach?
• What ONE thing do you want to refine further in your use of Time Limits?

P. 22b

Tasking

Planning Conversation
- What is your Tasking goal during your lesson?   - What percentage of your questions will be engagement types?   - Walk me through your lesson. -Direct Instruction: How will students actively respond? -Guided Practice: How will students actively respond?   - What behavioral problems do you foresee? How can you use Tasking to curtail these possible situations?   - What will you see that will alert you to refocus your Tasking?   - How will you know if your Tasking is successful?

• **Reflective Conversation**
- How did it go? To what degree did you meet your goal with Tasking? How do you know?   - What part of your lesson were students most engaged? What did you do that caused that to happen?   - Did your efforts to address active engagement go as planned? Why or why not?   - What patterns do you see in the data I shared with you?   - What does this data tell you about your use of Tasking?   - What did you learn about Tasking that you want to replicate every time you teach?   - What ONE thing do you want to refine further in your use of Tasking?

Voice

Planning Conversation
- What is your Voice goal during your lesson?   - Walk me through your lesson. -List the points in your lesson in which you will need to be mindful of your Voice goal. -What techniques will you have to be conscious of incorporating in your Voice?   - What behavioral problems do you foresee? How can you use your Voice to preempt these problems from occurring?   - What will you see (e.g. student behaviors) that will cue you to refocus the use of your Voice?   - How will you know if you are using an effective Voice?

• **Reflective Conversation**
- How did it go? To what degree did you meet your goal with Voice? How do you know?   - Did your plans to use Voice go as planned? Why or why not?   - What patterns do you see in the data I shared with you?   - What does this data tell you about your use of Voice?   - What did you learn about the use of your Voice that you want to replicate every time you teach?   - What ONE thing do you want to refine to enhance your classroom Voice?