



FEEDBACK

To SUPPORT PROFESSIONAL GROWTH

Reinforcement/Support When Principal clearly meets expectations (Proficient/Distinguished)	Questioning/Clarifying When Principal meets some or most expectations (Basic/Proficient)	Growth Areas/Needs When Principal has many growth areas/needs (Unsatisfactory/Basic)
Highlights areas where work is strong	Promotes refinement of the work	Challenges current practice and provides direction
<ul style="list-style-type: none">➤ Reinforce what is working by naming specific effective strategies from the Rubrics that are observed/discussed with <u>specific, effective supporting evidence</u>➤ Ensure language is authentic and sincere with an intent to encourage continued use of identified and measured effective practices➤ Listen for support needs expressed by Principal	<ul style="list-style-type: none">➤ Ask questions intended to support the Principal's reflection and deepen the thinking of the Principal to support refinement of effective practices identified in the Rubrics➤ Ask questions designed to elicit effective practices in response to possible disconnects, gaps, or variances from established Rubrics criteria/elements/strategies➤ Consider these tenants:<ul style="list-style-type: none">○ Conversation may be introduced by a probing question or statement to focus the dialogue○ Conversation is driven by invitational, open-ended questions○ Positive pre-suppositions encourage reflection that result in positive behavioral change○ Effective feedback addresses the Principal's professional practice and decision-making, but is not about the person	<ul style="list-style-type: none">➤ Name significant areas of concern and state the improvement needed➤ Show specific evidence/data directly aligned with areas of concern➤ Prepare to describe steps needed for improvement while allowing the Principal to describe/consider steps to move to a more directive stance when:<ul style="list-style-type: none">○ Principal seems unable to identify what is needed○ Principal seems unwilling to address student or staff learning needs➤ Remember: Effective feedback addresses the Principal's professional practice and decision-making, but is not about the person

Reinforcement/Support EXAMPLES/STEMS	Questioning/Clarifying EXAMPLES/STEMS	Growth/Needs EXAMPLES/STEMS
<ul style="list-style-type: none"> ❖ “The student scores on the District Reading Assessment have increased annually in all grades during your tenure as Principal in this school. I would appreciate learning more about... <ul style="list-style-type: none"> • Specific steps you have taken to assist teachers in using multiple data sources to reflect on the effectiveness of a reading lesson and additional steps you are considering for the future.” <i>(3.4 Distinguished)</i> ❖ “At the next district-wide meeting of Principals, would you be willing to share...” ❖ “You have really thought deeply about...” ❖ “I see evidence of...” 	<ul style="list-style-type: none"> ❖ “Over the past three years there has been steady growth on the District Reading Assessment for students in your school in grades three and four but little or no growth in other grades. <ul style="list-style-type: none"> • What steps might you take to determine how the grade three and four teachers use data to guide the next instructional steps needed for their students? • What ideas do you have for helping the teachers in other grades consider the need for using the evidence gleaned from data to develop their reading lessons? • How can you support your teachers as they change teaching strategies based on what they learn from data? • Of the resources you have available to assist teachers, which might provide the most leverage?” <i>(3.4 Basic to Proficient)</i> ❖ “When a teacher needs additional support in lesson guidance, what ideas/support do you provide for that teacher?” ❖ “I wonder what would happen if...” ❖ “What connections might you make to...?” ❖ “What other Principal or District resource might you turn to for guidance?” 	<ul style="list-style-type: none"> ❖ “Assessment measures used by this District have shown very little academic growth in reading for the students in your school over the past three years. It is important that, as the leader in this school, you take steps to regularly assist your staff in using multiple data sources to reflect on the effectiveness of reading instructional lessons. In order to address the reading learning needs of each of the students in your school, instructional practices need to change, and you need to lead that effort.” <ul style="list-style-type: none"> • “I would like you to consider...” • “It will be necessary to begin implementing...” • “I am willing to ask XXX to assist you in developing a plan for addressing this need.” • “I would like to observe your staff meeting when you describe the steps that must be taken to address this need, and would like to meet with you after to describe what I saw and to beginning planning...” <i>(3.4 Unsatisfactory)</i> ❖ “XXX is an area of concern...” ❖ “I have observed this pattern... How are your behaviors impacting your progress?” ❖ “Staff decisions are getting in the way of student learning. I want to assist you as you take steps to change that culture.”