

# LEPG Instructional Feedback Observation Toolkit

## Overview

Principals and other school-level administrators create conditions for better teaching and learning to occur in schools by allocating resources, putting programs and procedures in place, and working directly with teachers. One way that school-level administrators influence teaching is by providing teachers with feedback on instructional quality during performance evaluation procedures. We call this **instructional feedback**.

The Maine Schools for Excellence (MSFE) Leader Evaluation and Professional Growth (LEPG) system assesses school-level leaders' performance as instructional leaders. MSFE has adopted the American Institutes for Research (AIR) instructional feedback observation protocol, which has undergone extensive content validation. The observation is intended for use by MSFE educators. These observation results will assist supervisors in evaluating principal effectiveness on

- **Core Proposition 4. Teaching and Learning**
  - **Standard Indicator 4.3** *Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.*

## Observation Information

<b>Principal name:</b>			
<b>School name:</b>			
<b>Observer name:</b>			
<b>Date:</b>		<b>Observation No.:</b>	
<b>Start time:</b>		<b>End time:</b>	

## Inside the Toolkit

- **Example:** Running Record Note-Taking Form
- **Quick Reference:** Observation Indicators
- **Instructional Feedback Observation Rubric**
- **Quick Reference:** LEPG Rubric and Instructional Feedback Alignment

# Example: Running Record Note-Taking Form

Time	Principal Says...	Teacher Says...	Materials Used

## Quick Reference: Observation Indicators



### Using Evidence and TEPG Rubric

- Centers the conversation on observation evidence
- Accurately aligns data to the TEPG rubric and uses rubric's vocabulary
- Encourages teachers to bring additional evidence
- Integrates and considers teacher-provided evidence



### Professional Interactions

- Provides focused attention (e.g., eye contact, minimizes disruptions)
- Uses appropriate communication skills (e.g., respectful language, listening, checks for understanding) to create a balanced conversation
- Encourages teacher voice and instructional risk-taking



### Differentiated Questioning

- Asks factual questions (name or describe practice)
- Asks reflective questions that prompt explanation of thinking
- Asks questions that help create connections or brainstorm new strategies
- Asks reflective questions that examine the feasibility of new strategies



### Leading Conversations

- Sets goals and outlines a plan for the conference
- Paces the conversation intentionally to focus on high priority feedback
- Ends conversation with concrete action steps and suggested resources
- Identifies school leadership actions to support the teacher's growth



### Written Feedback

- Completes observation forms and references evidence in scoring
- Uses instructional framework vocabulary and identifies areas for growth and areas of strength with concrete action steps for further improvement
- Identifies school leadership actions to support the teacher's growth

### *Supervisor's Coding Hints, Notes, and Tips*

# Instructional Feedback Observation Rubric

The **Instructional Feedback Observation Rubric** presents four levels of performance. The levels of performance are the parallel in each of the six observation indicators. The levels of performance are as follows:

1. **Ineffective.** The principal demonstrates the *practices and behaviors that are minimally necessary* to provide teachers with useful instructional feedback.
2. **Developing.** 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. **Effective.** 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.

Instructional Feedback Observation Rubric				
Indicators	1 Ineffective	2 Developing	3 Effective	4 Distinguished
Use of Evidence and the TEPG Rubric 	The principal provides the teacher with completed evaluation forms in writing.	The principal centers the conversation on evidence collected during the classroom observation.  The principal accurately connects evidence with appropriate standards and indicators and uses vocabulary from the TEPG rubric.	The principal considers the teacher’s interpretations of the observation evidence.  The principal encourages teachers, either during preobservation <sup>1</sup> or postobservation meetings, to bring additional evidence to determine effectiveness of observed teaching and learning.	The principal integrates observation evidence with teacher-provided evidence (e.g., student work related to observed lesson).

<sup>1</sup> Evaluators can gather evidence for this indicator during their preobservation meetings with the principal or by reviewing the principal and teacher’s preobservation meeting forms.

**Instructional Feedback Observation Rubric**

Indicators	1 Ineffective	2 Developing	3 Effective	4 Distinguished
<p><b>Professional Interactions</b></p> 	<p>The principal shows he/she is listening by making eye contact with the teacher throughout the meeting.</p> <p>The meeting environment allows the teacher and principal to view and edit documents.</p> <p>The principal provides undivided attention and minimizes disruptions.</p>	<p>The principal and teacher use respectful language, listen to each other when speaking, and respond to each other's viewpoints.</p> <p>The principal checks in with the teacher to ensure understanding and responds to the teacher's perspectives and needs.</p>	<p>The meeting is conversational and balanced, with the principal providing multiple opportunities for both the teacher and principal to discuss observed instructional practices.</p> <p>The principal engages with the teacher's responses by paraphrasing the teacher's statements to acknowledge, clarify, summarize, or help organize the teacher's thoughts.</p>	<p>The principal encourages and responds positively when the teacher pushes back on the principal's suggestions or interpretations.</p> <p>The principal engages the teacher in conversation about taking instructional risks, and provides assurances that risk will be supported.</p>
<p><b>Differentiated Questioning</b></p> 	<p>The principal asks factual questions that require the teacher to describe or name aspects of practice, but moves on without expanding on the teacher's comments.</p>	<p>The principal asks reflective questions that prompt the teacher to reflect on evidence and the rubric, and to explain his or her thinking.</p>	<p>The principal asks questions that help the teacher connect the observation feedback to student learning and prompt the teacher to brainstorm potential improvements or alternative strategies.</p>	<p>The principal asks questions that prompt the teacher to reflect on the feasibility of potential improvements or alternative strategies and their implementation in the classroom.</p>
<p><b>Leading Conversations</b></p> 	<p>The principal prepares for the conversation by identifying meeting goals and developing a short outline for the meeting.</p>	<p>The principal paces the conversation to focus primarily on no more than two areas of growth and two areas of strength based on observation evidence and framework indicators.</p>	<p>The conversation culminates in concrete action steps to improve practice immediately. The principal identifies resources that the teacher can access to improve in identified areas for growth and strength (e.g., colleagues, professional development, communities of practice, print and online resources).</p>	<p>The principal discusses the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.</p>

**Instructional Feedback Observation Rubric**

Indicators	1 Ineffective	2 Developing	3 Effective	4 Distinguished
<p><b>Written Feedback</b></p> 	<p>The observation summary and scoring forms are complete and reference evidence collected through the observation process.</p>	<p>The written feedback references practices, evidence, or other information collected during the observation process as a rationale for ratings on each standard.</p> <p>The written feedback includes positive comments about the teacher's instructional performance.</p> <p>The written feedback uses vocabulary from the TEPG Rubric.</p>	<p>The written feedback identifies at least one area of growth and one area of strength for instructional improvement.</p> <p>The written feedback clearly states actions that the teacher can take for instructional improvement and identifies timelines and evidence (in the professional growth plan).</p>	<p>The written feedback clearly states the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.</p>

## Instructional Feedback Preobservation Conversation

### Purpose

The purpose of the instructional feedback preobservation conversation is to discuss the process with the leader's evaluator and gather information about the preparation that the leader has done for the observation activity.

### Preparing for the Conversation

<p><b>Evaluator will...</b></p> <ul style="list-style-type: none"> <li>▪ Review any documentation that submitted by the leader and aligned to the Maine Schools for Excellence (MSFE) LEPC Rubric Standard Indicators.</li> <li>▪ Review the preobservation questions and make note of any clarifying questions to ask the leader.</li> </ul>	<p><b>Leader<sup>2</sup> will...</b></p> <ul style="list-style-type: none"> <li>▪ Submit any preparation documentation to the supervisor at least two days prior to the scheduled observation.</li> <li>▪ Review and prepare responses to the preobservation questions. This can include collecting documents that are applicable to the observation activity.</li> <li>▪ Review professional goals and identify indicators of focus for the conversation or the observation.</li> </ul>
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### During the Conversation

<p><b>Evaluator will...</b></p> <ul style="list-style-type: none"> <li>▪ Ask questions and take notes on the conversation.</li> <li>▪ Collaboratively identify and document specific indicators of focus for the observation.</li> </ul>	<p><b>Leader will...</b></p> <ul style="list-style-type: none"> <li>▪ Share responses to the questions and share documents, if any.</li> <li>▪ Collaboratively identify and document specific indicators of focus for the observation.</li> </ul>
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After completion of the preobservation conversation, both the leader and evaluator should sign and date the form.

<sup>2</sup> For the purposes of this form, "leader" is defined as a principal.

# Preobservation Conversation

Leader Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Activity to be observed: <b>Teacher Evaluation for Professional Growth (TEPG) Observation Conference</b>	
Date of preobservation conference:	Time of preobservation conference:
Date of observation:	Time of observation:

Leader should review the following questions and prepare responses for the preobservation conversation. Responses can be submitted electronically or in writing prior to the conference. During the conference, the leader and evaluator will discuss the questions and share any relevant evidence.

With what teacher will I be observing you conduct a postobservation?

What are your goals for the conversation going to be?

How are your goals for the conversation connected to the teacher's TEPG goals and your professional goals, if applicable?

Are there areas I should be looking for specifically to help you improve your feedback and coaching skills?

*Signing below indicates that the preobservation meeting took place. A signed copy should be provided to the leader.*

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Instructional Feedback Postobservation Conversation

## Purpose

The purpose of the instructional feedback postobservation meeting is for the leader and evaluator to review observation evidence and share feedback.

## Preparing for the Conversation

<p><b>Evaluator will...</b></p> <ul style="list-style-type: none"> <li>▪ Review notes and score the instructional feedback practice by citing evidence in the notes.</li> <li>▪ Identify areas where information may be incomplete or missing.</li> <li>▪ Identify areas of strength and opportunities for growth by citing evidence from observation.</li> <li>▪ <i>Prepare specific questions about the school leader's feedback practices to fill in gaps in understanding.</i></li> <li>▪ Review the postobservation questions and make note of any additional questions or alignment with professional goals (Part 1).</li> <li>▪ Check to ensure the postobservation meeting fits with school leader's current schedule.</li> <li>▪ File observation forms for reference during the summative scoring and professional growth planning process.</li> </ul>	<p><b>Leader will...</b></p> <ul style="list-style-type: none"> <li>▪ Use the MSFE LEFG Rubric to self-assess his or her performance during the observation.</li> <li>▪ Review and prepare answers to the postobservation questions (Part 1).</li> <li>▪ Collect and analyze documents related to the observation.</li> <li>▪ Identify areas of strength and opportunities for growth from the observation and analysis of evidence.</li> <li>▪ <i>Check to assure the postobservation conference is scheduled at a time when you and your supervisor are currently available</i></li> </ul>
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## During the Conversation

<p><b>Evaluator will...</b></p> <ul style="list-style-type: none"> <li>▪ Ask questions and take notes on the conversation.</li> <li>▪ Share evidence, strengths, and opportunities for growth.</li> </ul>	<p><b>Leader will...</b></p> <ul style="list-style-type: none"> <li>▪ Share responses to the questions and documents from the observation.</li> <li>▪ Use evidence to identify strengths and opportunities for growth.</li> </ul>
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At the end of the conference, the evaluator and leader will receive a signed copy of the completed documents, which includes planning for growth.

## Postobservation Conversation

Leader Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Activity observed: <b>TEPG Observation Conference</b>	
Date of observation:	Length of observation:
Date of conference:	Time of conference:

**Instructions:** Leader should review the following questions and prepare responses for the postobservation conversation. Responses can be submitted electronically or in writing prior to the conference. During the conference, the leader and supervisor will discuss the questions and share any relevant evidence.

Were action steps identified for the teacher to improve his or her performance? Please explain why these action steps were chosen.

What was the tone of the postobservation conference? Please explain.

How representative of your normal practice was the session that I observed? Did you feel that you adjusted what you said because I was in the room observing you? If so, how?

What steps did you take to establish trust and collaboration with this teacher prior to, during, and after the postobservation meeting that I observed? Did the leader help develop trust and a collaborative relationship with the teacher?

*Signing below indicates that the postobservation meeting took place. A signed copy should be provided to the leader.*

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Observation Rating Summary

**Instructions:** Use this tool as the last step in reporting the results of the observation. The observation rating for each indicator is 1–4, with the caveat that the instructional feedback observation accounts for only a portion of a principal’s overall performance evaluation. Review the scores you entered for each indicator in **Instructional Feedback Observation Rubric**, and mark the corresponding checkboxes below. (If you are unable to rate a principal on a particular behavioral indicator, please mark the “not enough information” option on the rating.) Then determine the principal’s final overall rating for instructional feedback and enter that rating in the last line of the chart. The tool also includes space for the optional principal’s self-rating, evaluator’s comments, and principal’s comments.

Indicator	1 Ineffective	2 Developing	3 Effective	4 Distinguished	Not Enough Information	Principal's Self-Rating
1 Use of Evidence and TEPG Rubric						
2 Professional Interactions						
3 Differentiated Questioning						
4 Leading Conversations						
5 Written Feedback						
Final Rating						

*Principal's Comments (Optional):*

Principal's  
Signature:

Date:

*Evaluator's Comments (Optional):*

Evaluator's  
Signature:

Date: