

The Administrative Observer

Document Illustrations

The Administrative Observer has two versions.

- The standard edition documents all your observations, but does no analysis.
- The professional edition provides documentation **and** analysis abilities.

Reports from both versions can output to a variety of formats, including

- Hardcopy
- MS Word (DOC)
- MS Excel (XLS)
- PDF (great for emailing)
- HTML
- Text (TXT or RTF)

Click the appropriate link to view sample documents.

- [Standard Edition](#) document samples
- [Professional Edition](#) document samples.

The Administrative Observer

Standard Edition

These sample documents reflect some of the template language included with ***The Administrative Observer***. Please note that all the language can be revised to reflect your locally preferred content.

A variety of output styles are available with no additional formatting.

Click the links below to view the examples.

Document Illustrated	Style Shown
Walkthrough Summary	Standard – non-rated
Walkthrough Series Documentation	Bulleted with notes
Teacher Observation Summary	Standard format – rated
Instructional Aide Evaluation	Bulleted checklist
Secretary Evaluation	Paragraph narrative
Alternative format	4 X 4
Pre-Observation Guide	Standard format
Observation Checklist	Standard format
Principal's Annual Evaluation	Standard evaluation format
Superintendent's Building Visit	Standard walkthrough format

No Compromises!!

All observation and evaluation documents can be tailored or customized to reflect your own individual preferences!

Walk Through Observation Summary

[Back to top](#)

Teacher: Charles Abernathy

Date Observed: 11/05/2005

Subject: US History

Time: 10:15 - 10:22

Observer: Tom Craig

Students Present: 27

Perceptions

I saw many good things when I visited your classroom today. My perceptions are summarized below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities
- Meaningful recitation from all students.
- Teacher skillfully guiding direct instruction.
- Friendly, welcoming classroom environment.
- Skillful classroom management.
- Appropriate accommodations for special needs students
- Comprehensive substitute teacher folder containing all needed information

Reflections

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

- Classroom decor.

Comments

Your classroom seems to be a place where children enjoy learning from a skillful teacher. My compliments.

Despite your instructional strengths, I encourage you to improve your classroom decor.

Walkthrough Observation Summary (Unrated)

Walkthrough Visit Series

[Back to top](#)

Teacher: Tom Johnson

Initial Visit: 11/14/2005

Subject: Freshman English

Observer: Bill Craig

Walkthrough Visit Summary - 11/14

I saw many good things when I visited your classroom today. Desirable teaching behaviors I observed are shown below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities.
- Meaningful recitation from all students.
- Teacher skillfully guiding direct instruction.
- Friendly, welcoming classroom environment. Appropriate classroom decor.
- Skillful questioning technique and feedback to students.
- Skillful classroom management.

No deficiencies or substandard performance observed during this visit. Keep up the good work.

Walkthrough Visit Summary - 12/12

I saw many good things when I visited your classroom today. Desirable teaching behaviors I observed are shown below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities
- Meaningful recitation from all students.
- Teacher skillfully guiding direct instruction.
- Friendly, welcoming classroom environment. Appropriate classroom decor.
- Skillful questioning technique and feedback to students.
- Skillful classroom management.

I encourage you to consider resuming the use vocabulary overviews and/or concept organizers to improve the power of your lessons.

Walkthrough Visit Summary - 1/13

I saw many good things when I visited your classroom today. Desirable teaching behaviors I observed are shown below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities.
- Meaningful recitation from all students.
- Skillful questioning technique and feedback to students.
- Comprehension aides - - vocabulary overviews and/or concept organizers.
- Skillful classroom management.

Instructional skills observed during this visit were strong. That being said, classroom decor needs your attention. A messy classroom does not set a good example and detracts from focused, engaged learning.

Walkthrough Series Documented – Bulleted w/Notes

Walkthrough Visit Summary - 2/16

[Back to top](#)

I saw many good things when I visited your classroom today. Desirable teaching behaviors I observed are shown below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities.
- Meaningful recitation from all students.
- Teacher skillfully guiding direct instruction.
- Friendly, welcoming classroom environment. Appropriate classroom decor.
- Skillful questioning technique and feedback to students.
- Comprehension aides - - vocabulary overviews and/or concept organizers.
- Skillful classroom management.

No recommendations at this time. Keep up the good work.

Conference Summary

Conferences were held during Mr. Johnson's conference period on the date of each walkthrough visit.

Comments

Your classroom seems to be a place where children enjoy learning from a skillful teacher. My compliments.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

Summary of Instructional Observation

[Back to top](#)
Teacher: Sherry Carlson
Date Observed: 11/05/2005
Class: Reading
Time: 9:15 - 9:45
Observer: Bill Craig
Students present: 28

Preparation

Mrs. Carlson prepared a complete lesson plan focused on vocabulary development and reading comprehension prior to class. Meaningful activities from the adopted basal series were planned. The activities filled the available class time. The basal reader, the workbook, and supplemental instructional materials were used. Mrs. Carlson clearly expressed the purpose of the lesson was to learn new vocabulary and to understand the story in detail.

Quality indicators are shown below.

Very Good	Planned appropriate activities to fill available class time.
Good	Prepared sufficient instructional materials.
Good	Clear statement of instructional purpose.
Very Good	Established why lesson is important for students to learn.
Very Good	Reviewed student work from previous period.

Components of the lesson

Mrs. Carlson skillfully included the necessary parts of a good reading lesson. The following components were clearly in evidence: introduction, clear instructional objective, substantive content, modeling of desired outcomes, check for student understanding, guided practice, independent practice, and closure.

Quality indicators are shown below.

Very Good	Successfully focused student attention with a good introduction.
Good	Clearly expressed instructional objective.
Very Good	Included meaningful, substantive, and developmentally appropriate content.
Very Good	Modeling of desired outcomes.
Excellent	Systematically checked for student understanding.
Good	Provided ample time for guided practice.
Good	Provided opportunity for independent practice.
Very Good	Brought appropriate closure to the lesson.

Instructional Performance

Mrs. Carlson began the class with a brief review of the sight word vocabulary from the last lesson. Introduction of the story of the followed. Mrs. Carlson established interest with a series of provocative questions. Oral reading of the story followed. Mrs. Carlson appropriately overlooked minor oral reading miscues, calling attention only to those that might affect comprehension. Students completed a reinforcing vocabulary worksheet after the story was complete. Mrs. Carlson reviewed this vocabulary worksheet prior to assigning a series of comprehension questions to be completed during quiet study time.

Quality indicators are shown below.

Very Good	Conveyed enthusiasm for lesson content and successfully motivated student participation.
Very Good	Demonstrated appropriate understanding of characteristics of primary grade students.
Good	Provided appropriate and varied instructional stimuli
Very Good	Monitored active engagement of all students.
Very Good	Varied instruction to accommodate different learning styles.
Very Good	Skillfully varied the pace of instruction to reach students of all ability levels.
Good	Made appropriate accommodations for special needs students.
Good	Provided guided practice and time to work on assignments.

Assessment and feedback to students

Mrs. Carlson used provocative questions and intermittent student recitation to assess the extent to which students understood the lesson. Questions included literal, interpretive, and evaluative types and tended to originate with the teacher. Follow-up questions to probe student understanding and generate clarity were well done.

Quality indicators are shown below.

Very Good	Systematically assessed understanding of all students in the class.
Excellent	Required meaningful recitation from all students.
Good	Followed incorrect answers with probing questions for clarity.
Very Good	Required production from all students.
Good	Effectively used wait time following questions to increase student engagement.
Good	Provided timely and constructive feedback to students.
Very Good	Encouraged student self-evaluation.

Classroom Management

Students were well behaved under Mrs. Carlson's direction. A genuine caring relationship with the students was evident. Mrs. Carlson's movement to all areas of the room during instruction helped maintain instructional focus and appropriate student behavior.

Quality indicators are shown below.

Excellent	Arranged and decorated the classroom to enhance learning.
Excellent	Routinely called students by name throughout the lesson.
Good	Demonstrated empathetic understanding of student questions.
Very Good	Maintained high level of on-task behaviors throughout the class period.
Good	Made good use of non-verbal cues.
Good	Overlooked minor infractions appropriately.
Very Good	Made good use of classroom aide and parent volunteers.

Commendations

Mrs. Carlson was well prepared for this class and kept students on task appropriately. A genuine caring relationship with the students was evident. Students were focused and engaged throughout the period.

Recommendations

1. The power of your questions may be increased by asking students to explain why an answer is right or wrong.
2. You may also want to consider establishing and charting production goals for students in your class to improve engagement.

Bill Craig
Principal

Date

I have discussed this information with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

Instructional Aide Evaluation

[Back to top](#)

Instructional Aide: Bridget Abernathy

Conference Date: 03/07/2006

Evaluation Period: FY06

Evaluator: Bill Craig

Preparation and Training

Excellent	Demonstrates appropriate skill in the use of classroom and clerical equipment.
Very Good	Consistently follows standard classroom practices.
Very Good	Demonstrates appropriate skill and good judgement in following district policies and procedures.
Good	Attends required training and integrates new procedures into daily routine as directed.
Good	Seeks help and asks questions appropriately when confronted with novel situations.

Performance Assisting Students

Very Good	Demonstrates an appropriate, empathetic understanding of the students.
Very Good	Demonstrates skills needed for successful one-to-one tutoring.
Good	Requires student effort before providing assistance with assigned work.
Good	Successfully guides small groups to completion of assigned work within allotted time.

Performance Assisting Teachers

Good	Demonstrates clear understanding of role expectations for instructional aides.
Good	Exercises initiative when appropriate.
Fair	Understands which matters must be deferred to classroom teacher or administrative staff.
Very Good	Completes appropriate amount of work in the allotted time.
Very Good	Quality of completed work is high.
Excellent	Routinely holds in confidence all information related to students and classroom operations.
Good	Handles non-routine situations appropriately while completing assigned daily tasks.
Good	Works well with minimal supervision once instructions are given.

Supervision of Students

Very Good	Demonstrates good supervisory judgement in a variety of settings.
Very Good	Enforces school expectations evenhandedly with students.
Good	Is attentive and alert to the activities of students.
Excellent	Consistently demonstrates a concern for student safety.

Essential Behaviors

Good	Demonstrates dependability.
Good	Demonstrates reliable consistency in the performance of assigned duties.
Fair	Is consistently punctual for assigned duty shifts.
Very Good	Maintains solid record of attendance with absences only for approved reasons.
Very Good	Maintains good working relationship with other employees.
Excellent	Demonstrates appropriate relationship with students.
Excellent	Demonstrates appropriately helpful relationship with visitors to the school.

Commendations

Mrs. Abernathy has taken work seriously during this evaluation period. Attentive during training sessions, Mrs. Abernathy has integrated concepts taught into the daily operational routine. Mrs. Abernathy provides significant assistance to the students and teachers of this school.

Recommendations

1. You are generally punctual, but late for work more often than most. Work to improve your on-time arrival during the next evaluation period.
2. You demonstrate understanding of the supportive role generally, but sometimes take initiative that belongs to teachers. Consult with your assigned teachers before undertaking non-routine tasks.
3. You have many good ideas. Consider contributing to the employee suggestion program to improve daily efficiencies.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my supervisor and was given the opportunity to ask questions about its content.

Instructional Aide

Date

Office Staff Evaluation[Back to top](#)**Employee: Sarah Johnson****Conference Date: 11/05/2005****Evaluation Period: FY06****Evaluator: Bill Craig**

Preparation and Training

Mrs. Johnson consistently demonstrates appropriate foundation skills for a smoothly functioning office. Standard operating procedures are followed routinely. When new equipment, policies, or procedures are added to the expectations for the office staff, Mrs. Johnson attends the appropriate training sessions and integrates the concepts learned into the daily operational routine as directed. When novel situations emerge, Mrs. Johnson had demonstrated good judgement in seeking help or clarification.

Daily Performance

Mrs. Johnson demonstrates a clear understanding of the work that must be performed on each duty shift. An appropriate quantity of work is normally completed in the allotted time, and the quality of that work is typically good. Mrs. Johnson serves as a pleasant point of first contact for school visitors and works well with minimal direct supervision. When confronted with unusual situations, Mrs. Johnson typically uses good judgement in deciding which merit an immediate action or answer and which must be deferred to the administrative staff.

Workspace Management

Mrs. Johnson consistently demonstrates good workplace awareness and technique. In all dealings with students and staff, Mrs. Johnson uses good judgement and observes the approved protocols for safety and confidentiality. Mrs. Johnson generally manages time well and prioritizes tasks consistent with district expectations. Excessive or inappropriate absences have not been a problem.

Essential Behaviors

Mrs. Johnson has been dependable and reliable in the performance of assigned duties. Consistently punctual, Mrs. Johnson has maintained a good record of attendance and has earned a reputation as a good worker who perseveres to complete assigned tasks. Mrs. Johnson appears to have a good working relationship with other employees, our students, and the public that visits our school.

Commendations

Mrs. Johnson has taken work seriously during this evaluation period. Attentive during training sessions, Mrs. Johnson has integrated concepts taught into the daily operational routine. Mrs. Johnson has been an important member of the office staff for this school.

Secretary Evaluation Document - Narrative

[Back to top](#)

Recommendations

1. Attend leadership workshops as assigned to improve your advancement potential.
2. You have many good ideas. Consider contributing to the employee suggestion program to improve daily efficiencies.

Bill Craig
Principal

Date

I have discussed the information contained in this document with my supervisor and was given the opportunity to ask questions about its content.

Employee

Date

The Four by Four format (rated)

Confidential

Summary of Instructional Observation

Teacher: Alice Jones

Date Observed: 11/06/2005

Class: Art

Time: 9:30 - 10:00

Observer: Bill Craig

Students present: 24

Activities and Materials

Mrs. Jones prepared a complete lesson plan prior to class. Planning appropriate activities and supportive materials seems to have been a priority. Activities focused on the goals of the approved curriculum and were sensitive to the developmental levels of students. Duration of the activities was appropriate for the class attention span. The planned activities engaged all students and allowed recitation from each. Bulletin board decorations supported the lesson content. Purchased materials were supplemented with high quality teacher made materials. Directions in the use of the supplied materials were concise and to the point.

Quality indicators are shown below.

	Activities
Very Good	Planned activities were appropriate to the stated purpose of the lesson.
Very Good	Activities focused on the stated goals of the approved curriculum.
Excellent	Activities were sensitive to the developmental level of the students.
Good	Duration of the activities was appropriate to the class attention span.
	Materials
Good	Bulletin board content supported the lesson.
Very Good	Purchased materials were supplemented by teacher made items.
Good	Directions in the use of the materials were concise and to the point.
Excellent	Students seemed to find the materials engaging.

The Four by Four format (non-rated)

Confidential

Summary of Instructional Observation

Teacher: Alice Jones

Date Observed: 11/06/2005

Class: Art

Time: 9:30 - 10:00

Observer: Bill Craig

Students present: 24

Activities and Materials

Mrs. Jones prepared a complete lesson plan prior to class. Planning appropriate activities and supportive materials seems to have been a priority. Activities focused on the goals of the approved curriculum and were sensitive to the developmental levels of students. Duration of the activities was appropriate for the class attention span. The planned activities engaged all students and allowed recitation from each. Bulletin board decorations supported the lesson content. Purchased materials were supplemented with high quality teacher made materials. Directions in the use of the supplied materials were concise and to the point.

Quality indicators are shown below.

	Activities
	Planned activities were appropriate to the stated purpose of the lesson.
	Activities focused on the stated goals of the approved curriculum.
	Activities were sensitive to the developmental level of the students.
	Duration of the activities was appropriate to the class attention span.
	Materials
	Bulletin board content supported the lesson.
	Purchased materials were supplemented by teacher made items.
	Directions in the use of the materials were concise and to the point.
	Students seemed to find the materials engaging.

Alternate Format – Four by Four rated and nonrated

Teacher: _____

Your observation / evaluation is scheduled for:

The categories and quality indicators listed in this guide illustrate some of the performance qualities that may be considered when conducting your observation / evaluation.

Preparation

- Planned appropriate activities to fill available class time.
- Prepared sufficient instructional materials.
- Clear statement of instructional purpose.
- Established why lesson is important for students to learn.
- Reviewed student work from previous period.

Components of the lesson

- Successfully focused student attention with a good introduction.
- Clearly expressed instructional objective.
- Included meaningful, substantive, and developmentally appropriate content.
- Modeling of desired outcomes.
- Systematically checked for student understanding.
- Provided ample time for guided practice.
- Provided opportunity for independent practice.
- Brought appropriate closure to the lesson.

Instructional Performance

- Conveyed enthusiasm for lesson content.
- Successfully motivated student participation.
- Provided appropriate and varied instructional stimuli
- Monitored active engagement of all students.
- Made effective use of current technology to enhance learning.
- Varied instruction to accommodate different learning styles.
- Skillfully varied the pace of instruction to reach students of all ability levels.
- Effectively incorporated manipulatives and hands-on materials.
- Made appropriate accommodations for special needs students.
- Provided guided practice and time to work on assignments.

Assessment and feedback to students

- Systematically assessed understanding of all students in the class.
- Required meaningful recitation from all students.
- Followed incorrect answers with probing questions for clarity.
- Required production from all students.
- Effectively used wait time following questions to increase student engagement.
- Provided timely and constructive feedback to students.
- Encouraged student self-evaluation.

Classroom Management

[Back to top](#)

- Arranged and decorated the classroom to enhance learning.
- Routinely called students by name throughout the lesson.
- Demonstrated empathetic understanding of student questions.
- Systematically monitored student work to ensure engagement.
- Clearly expressed and applied behavior expectations.
- Maintained high level of on-task behaviors throughout the class period.
- Made good use of non-verbal cues.
- Overlooked minor infractions appropriately.
- Consistently applied school rules in a firm, fair manner.

See Bill Craig if you have questions about the meaning of the categories or the quality indicators shown in this guide.

Observation / Evaluation Checklist Washington School

[Back to top](#)

Teacher:

Date Observed: / /

Class:

Time:

Observer: Bill Craig

Students present:

Preparation

- _____ Planned appropriate activities to fill available class time.
- _____ Prepared sufficient instructional materials.
- _____ Clear statement of instructional purpose.
- _____ Established why lesson is important for students to learn.
- _____ Reviewed student work from previous period.

Notes:

Components of the lesson

- _____ Successfully focused student attention with a good introduction.
- _____ Clearly expressed instructional objective.
- _____ Included meaningful, substantive, and developmentally appropriate content.
- _____ Modeling of desired outcomes.
- _____ Systematically checked for student understanding.
- _____ Provided ample time for guided practice.
- _____ Provided opportunity for independent practice.
- _____ Brought appropriate closure to the lesson.

Notes:

Instructional Performance

- _____ Conveyed enthusiasm for lesson content.
- _____ Successfully motivated student participation.
- _____ Provided appropriate and varied instructional stimuli
- _____ Monitored active engagement of all students.
- _____ Made effective use of current technology to enhance learning.
- _____ Varied instruction to accommodate different learning styles.
- _____ Skillfully varied the pace of instruction to reach students of all ability levels.
- _____ Effectively incorporated manipulatives and hands-on materials.
- _____ Made appropriate accommodations for special needs students.
- _____ Provided guided practice and time to work on assignments.

Notes:

Observer's Checklist

**Page 2
On Back**

Assessment and feedback to students

- _____ Systematically assessed understanding of all students in the class.
- _____ Required meaningful recitation from all students.
- _____ Followed incorrect answers with probing questions for clarity.
- _____ Required production from all students.
- _____ Effectively used wait time following questions to increase student engagement.
- _____ Provided timely and constructive feedback to students.
- _____ Encouraged student self-evaluation.

Notes:

Classroom Management

- _____ Arranged and decorated the classroom to enhance learning.
- _____ Routinely called students by name throughout the lesson.
- _____ Demonstrated empathetic understanding of student questions.
- _____ Systematically monitored student work to ensure engagement.
- _____ Clearly expressed and applied behavior expectations.
- _____ Maintained high level of on-task behaviors throughout the class period.
- _____ Made good use of non-verbal cues.
- _____ Overlooked minor infractions appropriately.
- _____ Consistently applied school rules in a firm, fair manner.

Notes:

Commendations

Recommendations

Principal's Performance Appraisal

[Back to top](#)

Principal: Tom Johnson

Date: 02/27/2006

School: Washington High School

Evaluation Period: FY06

Evaluator: Bill Craig

Instructional Leadership

Consistent with statutory requirements, the majority of Mr. Johnson's time as principal is devoted to instructional leadership. Most often this takes the form of systematic classroom observation followed by post-observation conferences. Emphasis is placed on how students were affected by the teacher's instructional effort and how that might be improved. Mr. Johnson consistently demonstrates a strong understanding of the curriculum, instructional methods, and assessment techniques and does a good job relating this knowledge to teachers. Data describing student achievement is used well at Mr. Johnson's school and plays a central role in creating goals for school improvement each year.

Quality indicators.

Very Good	Completes summative evaluations of all employees according to District policy.
Good	Demonstrates broad understanding of curriculum, instructional methods, and assessment.
Very Good	Systematically uses appropriate data for school improvement.
Good	Guides the faculty in the improvement of individual instructional practices.
Very Good	Establishes and fulfills appropriate goals for school improvement annually.

School Governance

Mr. Johnson routinely consults affected staff members prior to making decisions that may impact them. Consensus building, a hallmark of Mr. Johnson's governance style, has been exemplified in the annual development of the ISBE required school improvement plan which has been implemented faithfully. Consensus building has also been instrument in Mr. Johnson's administration of the site budget which is treated as an expression of the priorities of the school. Employee morale at Mr. Johnson's school seems to be good, with staff concerns relatively few in number and minor in their impact.

Quality indicators.

Very Good	Seeks input from staff prior to making decisions that affect them when appropriate.
Very Good	Involves teachers in the development of an annual plan for school improvement.
Very Good	School improvement plan implemented annually to good effect.
Very Good	Employee concerns or conflicts are resolved promptly or referred to appropriate venue for solution.
Very Good	Budgeting and purchasing practices express the priorities of the district.

Administrative Responsibilities

Mr. Johnson skillfully prioritizes time to allow for the successful completion of tasks assigned as "other duties." Demonstrating a year-round commitment, Mr. Johnson has paid particular attention to the completion of goals expressed by the Board of Education in its Strategic Plan. Additionally, Mr. Johnson has represented the district professionally as liaison to other agencies with whom it has intergovernmental agreements. As often happens with skillful principals, Mr. Johnson fulfills certain central office functions, with grant administration and facilities management worthy of special mention.

Quality indicators.

Good	Represents the district well in its intergovernmental agreements.
Good	Effectively fulfills the Business Plan / Strategic Plan
Good	Demonstrates a year-round commitment to professional responsibilities.
Excellent	Exemplifies professional behavior always beyond reproach.

Student Advocacy and Program Development

Mr. Johnson consistently demonstrates a strong understanding of developmental psychology and child development appropriate to students at this site. Sincere, empathetic attention to differentiated instruction for special education, regular division, and academically talented students is the result. Mr. Johnson's efforts to provide appropriate programs for students is reflected by strong efforts to provide a solid core curriculum, a diverse elective offering, and a balanced program of extra-curricular activities.

Quality indicators.

Very Good	Demonstrates clear understanding of developmental psychology and child development.
Excellent	Sincere and empathetic in advocacy for students.
Very Good	Committed to accommodations for special education students.
Very Good	Attentive to the needs of regular division students.
Very Good	Advocate for academically talented and advanced placement students.
Excellent	Holds high standards for student performance in core curricular areas.
Very Good	Prioritizes school resources to provide diverse elective course offerings.
Good	Advocates gender balanced offering of athletic and non-athletic activities for students.
Good	Recommends textbook review and adoption to the Board of Education.
Very Good	Recommends periodic review and improvement of the curriculum in all areas.

School Improvement, Recognition, and Accreditation

Mr. Johnson models a personal commitment to school improvement through Administrator's Academy activities. The creation and fulfillment of the local school improvement plan seems to reflect a commitment to the school. Strong student achievement at this school reflects attention to the Illinois Standards.

Quality indicators.

Very Good	Attends to the fulfillment of ISBE requirements for recognition and accreditation.
Very Good	Creates and fulfils a local plan for school improvement annually.
Excellent	Emphasizes formative improvement through teacher observations and evaluations
Good	Completes Administrator's Academy requirements in a professional, timely manner.
Excellent	Demonstrates solid understanding of appropriate statutes and Board policy in daily operations.

Management Style

The faculty and staff see Mr. Johnson firm, fair, and consistent. The office projects a neat, orderly appearance that suggests attentiveness to detail. While keeping an eye on the "big picture" and district priorities, Mr. Johnson seems to treat staff concerns as important and aides in the resolution of those concerns. Consistently requesting input and recommendations from the faculty and staff, Mr. Johnson's style has been described as one of "encouraging."

Quality indicators.

Good	Presents a neat, orderly appearance personally and throughout the office.
Very Good	Subordinates personal concerns to those of the staff and those of the district.
Very Good	Is firm, fair, and consistent in dealings with staff, students, and the public.
Very Good	Seeks input from all appropriate sources and uses it where possible.
Excellent	Consistently encourages the pursuit and application of best practices by all employees.

Principal's Annual Performance Appraisal

Commendations

Mr. Johnson has taken his responsibilities seriously during this evaluation period. Seen as a leader among colleagues, Mr. Johnson keeps a clear mind focused on what is best for students and strives for consensus among members of the administrative team.

Recommendations

Mr. Johnson demonstrates a strong skills profile with no areas of substandard performance at this time. My only recommendation is that he continue to focus in laser-like fashion on the goals of the school improvement plan for his school site.

Bill Craig
Superintendent

Date

I have discussed the information contained in this document with my Superintendent and was given the opportunity to ask questions about its content.

Principal

Date

Principal's Annual Performance Appraisal

Superintendent's Visit Summary

Principal: Kevin Cotter

Date Observed: 11/07/2005

Building: Washington School

Time: 11:15 - 11:35

Observer: Bill Craig

Impressions

I saw many good things when I visited your school today. My perceptions are summarized below.

- Building has friendly and welcoming atmosphere.
- Hallways appear to be quiet and orderly.
- Helpful and friendly staff assists visitors.
- Offices, hallways, and classrooms are clean and inviting.
- School routines give the impression of smooth-running efficiency
- Students appear to be engaged appropriately.
- District protocols for safety and security appear to be followed.

Recommendations

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

- No recommendations at this time.
- Keep up the good work!

Comments

It is a pleasure to visit a well run school where students seem to be the focus and where learning is obviously underway. My compliments.

Superintendent's Visit Summary

The Administrative Observer

Professional Edition

Analysis reports from The Administrative Observer Professional Edition can yield data to support decisions regarding

- school improvement plans
- staff development efforts
- personnel recommendations
- and more!

The Administrative Observer Professional provides

- Textual summary reports
- Merge reports (portfolio reports)
- Graph reports

A variety of output styles are available with no additional formatting. Click the links below to view examples.

Document Format Illustrated	Analysis Shown
Text summary report #1	Frequency & mean of quality ratings during observation
Text summary report #2	Frequency of recommendations following observation
Text summary report #3	Summary of completed observations by date
Merge document	Portfolio combination of several observation summaries
Bar graph report	Summary distribution of quality throughout the district
Pie chart report	Summary distribution of quality in one particular school
Line graph report	Expression of change over time for one teaching behavior

Perceptions

The frequency of each rating given during classroom observation and the mean of those values are very useful expressions of quality.

Friendly, welcoming classroom environment.

- 4 Excellent
- 7 Very Good
- 33 Good
- 4 Fair
- 2 Poor

Mean 3.14

Meaningful recitation from all students.

- 5 Excellent
- 19 Very Good
- 8 Good
- 12 Fair
- 6 Poor

Mean 3.10

Quiet, orderly classroom atmosphere.

- 2 Excellent
- 14 Very Good
- 18 Good
- 16 Fair

Mean 3.04

Skillful classroom management.

- 8 Excellent
- 17 Very Good
- 10 Good
- 11 Fair
- 4 Poor

Mean 3.28

Students appropriately engaged in meaningful activities

- 7 Excellent
- 19 Very Good
- 13 Good
- 10 Fair
- 1 Poor

Mean 3.42

Teacher skillfully guiding direct instruction.

- 9 Excellent
- 8 Very Good
- 20 Good

Excellent	5
Very Good	4
Good	3
Fair	2
Poor	1

Reflections

Classroom decor.
6

Classroom management.
13

Daily student recitation.
14

Keep up the good work.
28

No recommendations at this time.
29

Student engagement.
12

For performance indicators observed but not rated and for reflection objects, a simple frequency count can be helpful.

This illustration shows how often each topic was mentioned for improvement following observation.

Eisenhower School

Mary Woods

Diane White
09/22/2006
10/18/2006
11/22/2006
01/16/2007
02/26/2007

Diane White Total 5

Susan Harris
09/22/2006
10/18/2006
11/22/2006
01/16/2007
02/26/2007

Susan Harris Total 5

Mary Woods Total 10

Eisenhower School Total 10

It can be easy to lose track of which teachers have been observed and how many times. This report makes it easy to track that information.

Jefferson School

Matthew Magnuson

John Taylor
09/19/2006
10/17/2006
11/22/2006
01/17/2007
02/14/2007

John Taylor Total 5

Tim Brown
09/19/2006
10/17/2006
11/22/2006
01/17/2007
02/14/2007

Tim Brown Total 5

Matthew Magnuson Total 10

Danielson Model Observation Summary

[Return to top](#)

Teacher: Kevin Cotter

Date Observed: 10/14/2006

Subject: Biology

Time: 9:00 - 9:45

Observer: Bill Craig

Students present: 23

Knowledge of Content and Pedagogy

- Distinguished** Displays solid content knowledge.
- Proficient** Makes connections between the content, other parts of the discipline, and other disciplines.
- Proficient** Plans & practices reflect understanding of prerequisite relationships among topics & concepts.
- Proficient** Pedagogical practices reflect current research on best pedagogical practice.
- Proficient** Pedagogical practices anticipate student misconceptions.

The merge report combines several observation files into a single, more complete document, a portfolio of several visits.

Knowledge of Students

- Proficient** Displays thorough understanding of developmental characteristics of age group.
- Proficient** Understands exceptions to general patterns of developmental characteristics of age group.
- Proficient** Displays solid understanding of different approaches to learning that students exhibit.
- Distinguished** Displays knowledge of student skills.
- Proficient** Displays knowledge of groups of students.
- Proficient** Displays knowledge of special needs students.
- Basic** Displays knowledge of the interests or cultural heritage of students.

Selecting Instructional Goals

- Basic** Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.
- Proficient** Goals are clear, include student activities, and permit viable methods of assessment.
- Proficient** Goals are suitable for most students in the class.
- Proficient** Goals reflect different types of learning and opportunities for integration.

Knowledge of Resources

- Distinguished** Displays knowledge of all resources available through the school and district.
- Distinguished** Knows how to gain access to resources for students.

Designing Coherent Instruction

- Proficient** Learning activities are suitable to students and instructional goals.
- Proficient** Progression of activities in the unit is even.
- Proficient** Activities reflect most recent professional research.
- Proficient** Materials and resources support the instructional goals.
- Proficient** Materials and resources engage students in meaningful learning.
- Proficient** Instructional groups vary appropriately according to instructional goals.
- Distinguished** Lesson or unit has a clearly defined structure that activities are organized around.
- Proficient** Time allocations for lesson or unit are reasonable.

Assessing Student Learning

- Distinguished** All instructional goals are assessed appropriately through an assessment plan.
- Distinguished** Assessment criteria and standards are clear.
- Distinguished** Assessment criteria and standards have been communicated clearly to students.

Creating an Environment of Respect & Rapport

- Proficient** Teacher / student interactions are friendly and demonstrate warmth, caring, and respect.
- Basic** Teacher / student interactions are appropriate to developmental and cultural norms.
- Distinguished** Students exhibit respect for the teacher.

Distinguished Student interactions are generally polite and respectful.

Establishing a Culture of Learning

Proficient Teacher conveys genuine enthusiasm for the subject being taught.

Proficient Students demonstrate consistent commitment to the value of the subject being taught.

Distinguished Teacher insists on work of high quality.

Proficient Students generate work of high quality.

Distinguished Students demonstrate pride in their work.

Distinguished Instructional goals convey high expectations for student achievement.

Basic Teacher / student interactions convey high expectations for student achievement.

Distinguished Classroom environment conveys high expectations for student achievement.

Managing Classroom Procedures

Distinguished Tasks for student group work are well organized.

Proficient Groups are managed so most students are engaged at all times.

Proficient Transitions occur smoothly with little loss of instructional time.

Distinguished Routines for handling supplies & materials occur smoothly with little loss of instructional time.

Distinguished Efficient systems for non-instructional duties minimize loss of instructional time.

Proficient Volunteers and paraprofessionals are productively and independently engaged during the entire class.

Managing Student Behaviors

Distinguished Standards are clearly expressed for all students.

Proficient Teacher is alert to student behavior at all times.

Proficient Teacher response to misbehavior is appropriate and successful.

Distinguished Teacher response to misbehavior respects the student's dignity.

Proficient Student behavior is generally appropriate.

Organizing Physical Space

Proficient The classroom is safe.

Proficient The furniture arrangement is a resource for learning activities.

Proficient The teacher uses physical resources skillfully.

Distinguished All learning activities are equally accessible to all students.

Communicating Clearly & Accurately

Proficient Teacher directions and procedures are clear to students.

Proficient Teacher directions contain an appropriate level of detail.

Proficient Teacher spoken & written language is clear and correct.

Proficient Teacher vocabulary is appropriate to student age and interests.

Using Questioning and Discussion Techniques

Proficient Teacher questions are of high quality.

Distinguished Teacher allows adequate time for students to respond to questions.

Proficient Classroom interaction represents true and genuine discussion.

Distinguished Teacher steps to the side in discussions when appropriate.

Distinguished Teacher successfully engages all students in classroom discussions.

Engaging Students in Learning

Distinguished Representation of content is appropriate and links well with student knowledge & experience.

Distinguished Activities and assignments are appropriate to students.

Distinguished Almost all students are cognitively engaged in most activities and assignments.

Proficient Instructional groups are productive.

Proficient Instructional groups are fully appropriate to students or to the instructional goals of a lesson.

Basic Instructional materials and resources are suitable to the instructional goals.

- Proficient** Instructional materials and resources engage students mentally.
- Distinguished** Lesson has a clearly defined structure around which activities are organized.
- Proficient** Pacing of the lesson is appropriate for most students.

Providing Feedback to Students

- Proficient** Feedback to students is consistently of high quality.
- Proficient** Feedback to students is consistently provided in a timely manner.
- Basic** Teacher makes provisions for students to apply feedback to their learning.
- Basic** Students make prompt and appropriate use of teacher feedback.

Demonstrating Flexibility and Responsiveness

- Proficient** Teacher makes minor adjustments to a lesson smoothly and successfully.
- Proficient** Teacher successfully accommodates student questions or interests.
- Proficient** Teacher persists in seeking approaches appropriate for students who have difficulty learning.
- Distinguished** Teacher uses an appropriate repertoire of instructional strategies.

Reflecting on Teaching

- Proficient** Teacher makes accurate assessment of a lesson's effectiveness.
- Proficient** Teacher can articulate the extent to which a lesson achieves its goals.
- Proficient** Teacher can express ideas to improve lesson another time.

Maintaining Accurate Records

- Proficient** Teacher's system for maintaining information on student completion of assignments is fully effective.
- Proficient** Students participate in maintenance of student records.
- Proficient** Teacher's system for maintaining information on student learning is effective.
- Proficient** Teacher's system for maintaining information on non-instructional activities is effective.

Communicating with Families

- Proficient** Teacher provides appropriately frequent information to parents regarding the instructional program.
- Basic** Students participate in the preparation of information for their families.
- Proficient** Teacher communicates with parents about student progress on a regular basis.
- Basic** Teacher is available as needed to respond to parent concerns.
- Basic** Teacher efforts to engage families in the instructional program are frequent and successful.

Contributing to the School and District

- Basic** Support and cooperation characterize teacher relationships with colleagues.
- Proficient** Teacher takes initiative in assuming leadership among the faculty.
- Proficient** Teacher volunteers to participate in school events and makes a substantial contribution.
- Distinguished** Teacher volunteers to participate in school and district projects and makes a substantial contribution.

Growing and Developing Professionally

- Proficient** Teacher seeks opportunities for professional development to enhance content knowledge.
- Distinguished** Teacher seeks opportunities for professional development to enhance pedagogical skills.
- Proficient** Teacher participates effectively in assisting other educators
- Distinguished** Teacher initiates important activities to contribute to the profession.

Showing Professionalism

- Basic** Teacher is appropriately proactive in serving students.
- Basic** Teacher works within the team or department to ensure all students receive a fair opportunity to succeed.
- Basic** Teacher maintains an open mind and participates in team or departmental decision making.

Commendations

[Return to top](#)

Recommendations

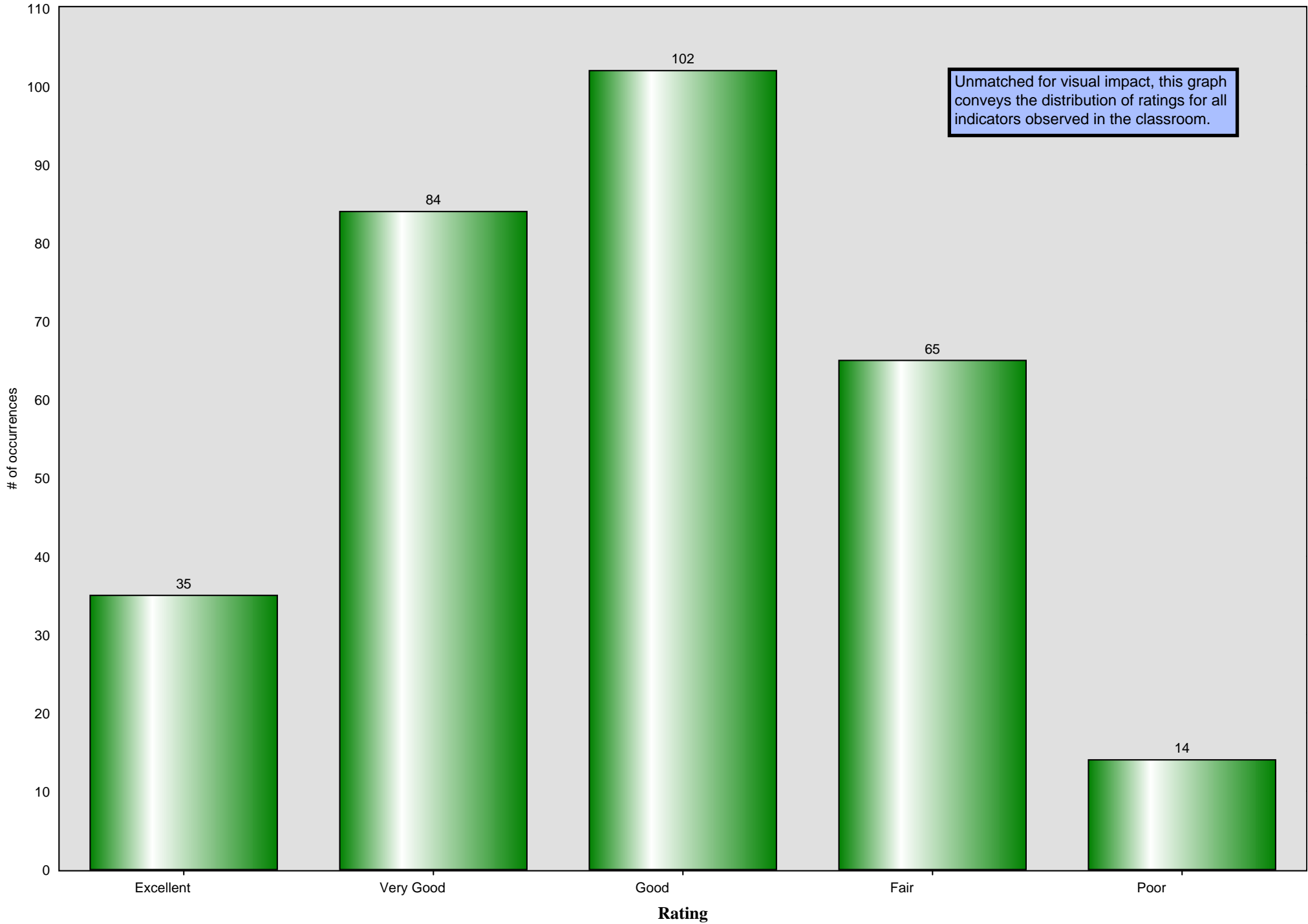
**Bill Craig
Principal**

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

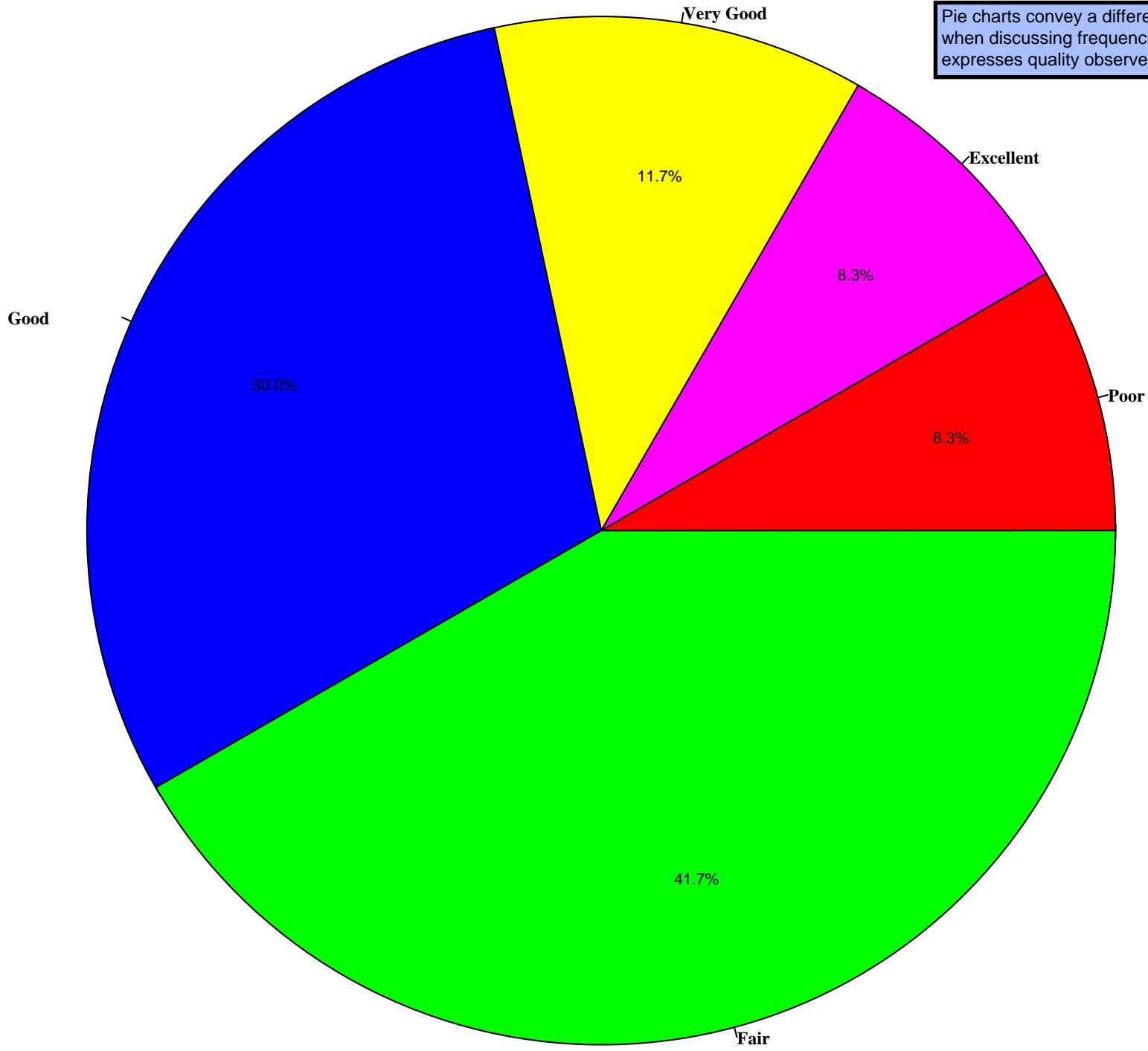
Date



Perceptions
All Performance Indicators
Criteria: Roosevelt School
Date: 07/01/2006 thru 06/30/2007

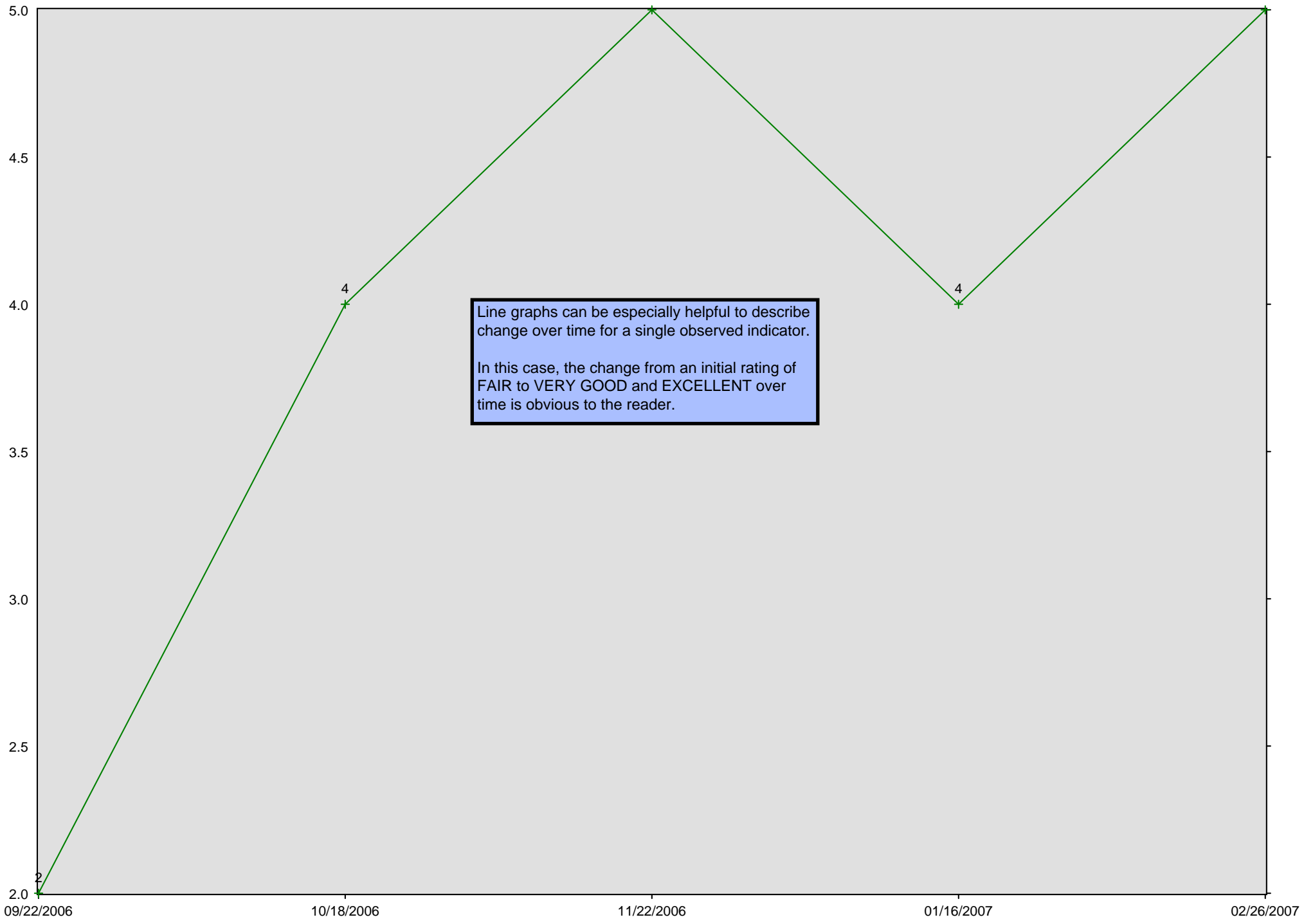
[Return to top](#)

Pie charts convey a different visual impact when discussing frequencies. This illustration expresses quality observed at a single school.



Perceptions
Skillful classroom management.
Criteria: Susan Harris
Date: 07/01/2006 thru 06/30/2007

[Return to top](#)



Line graphs can be especially helpful to describe change over time for a single observed indicator.

In this case, the change from an initial rating of FAIR to VERY GOOD and EXCELLENT over time is obvious to the reader.