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.
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.

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

**No Compromises!!**

All observation and evaluation documents can be tailored or customized to reflect your own individual preferences!
Teacher: Charles Abernathy
Subject: US History
Observer: Tom Craig

Date Observed: 11/05/2005
Time: 10:15 - 10:22
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.
Teacher: Tom Johnson
Subject: Freshman English
Observer: Bill Craig

Walkthrough Visit Series - 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 Series - 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 Series - 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 Visit Summary - 2/16

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

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
Teacher: Sherry Carlson  
Class: Reading  
Observer: Bill Craig  
Date Observed: 11/05/2005  
Time: 9:15 - 9:45  
Students present: 28

Summary of Instructional Observation

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.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>Planned appropriate activities to fill available class time.</td>
</tr>
<tr>
<td>Good</td>
<td>Prepared sufficient instructional materials.</td>
</tr>
<tr>
<td>Very Good</td>
<td>Clear statement of instructional purpose.</td>
</tr>
<tr>
<td>Very Good</td>
<td>Established why lesson is important for students to learn.</td>
</tr>
</tbody>
</table>

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.

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

Instructional Performance

Mrs. Carlson began the class with a brief review of the sight word vocabulary from the last lesson. Introduction of the story 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.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>Conveyed enthusiasm for lesson content and successfully motivated student participation.</td>
</tr>
<tr>
<td>Very Good</td>
<td>Demonstrated appropriate understanding of characteristics of primary grade students.</td>
</tr>
<tr>
<td>Good</td>
<td>Provided appropriate and varied instructional stimuli</td>
</tr>
<tr>
<td>Very Good</td>
<td>Monitored active engagement of all students.</td>
</tr>
<tr>
<td>Very Good</td>
<td>Varied instruction to accommodate different learning styles.</td>
</tr>
<tr>
<td>Very Good</td>
<td>Skilledly varied the pace of instruction to reach students of all ability levels.</td>
</tr>
<tr>
<td>Good</td>
<td>Made appropriate accommodations for special needs students.</td>
</tr>
<tr>
<td>Good</td>
<td>Provided guided practice and time to work on assignments.</td>
</tr>
</tbody>
</table>
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

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

Teacher

Date
Instructional Aide Evaluation

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.
Confidential

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  Date
Principal

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

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 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.
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                                   Date
Principal

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)

Summary of Instructional Observation

<table>
<thead>
<tr>
<th>Teacher: Alice Jones</th>
<th>Date Observed: 11/06/2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: Art</td>
<td>Time: 9:30 - 10:00</td>
</tr>
<tr>
<td>Observer: Bill Craig</td>
<td>Students present: 24</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Excellent</td>
</tr>
</tbody>
</table>

The Four by Four format (non-rated)

Summary of Instructional Observation

<table>
<thead>
<tr>
<th>Teacher: Alice Jones</th>
<th>Date Observed: 11/06/2005</th>
</tr>
</thead>
<tbody>
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Quality indicators are shown below.

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned activities were appropriate to the stated purpose of the lesson.</td>
</tr>
<tr>
<td>Activities focused on the stated goals of the approved curriculum.</td>
</tr>
<tr>
<td>Activities were sensitive to the developmental level of the students.</td>
</tr>
<tr>
<td>Duration of the activities was appropriate to the class attention span.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulletin board content supported the lesson.</td>
</tr>
<tr>
<td>Purchased materials were supplemented by teacher made items.</td>
</tr>
<tr>
<td>Directions in the use of the materials were concise and to the point.</td>
</tr>
<tr>
<td>Students seemed to find the materials engaging.</td>
</tr>
</tbody>
</table>

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

- 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.
Teacher: [Teacher's Name]

Date Observed: [Date]

Class: [Class]

Observer: Bill Craig

Observation / Evaluation Checklist
Washington School

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.
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- 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
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
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.

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.

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 aids 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

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

__________________________________________________________________________
Principal

Principal’s Annual Performance Appraisal
Superintendent’s Visit Summary

Principal: Kevin Cotter Date Observed: 11/07/2005
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.
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.

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

Friendly, welcoming classroom environment.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>Very Good</td>
<td>7</td>
</tr>
<tr>
<td>Good</td>
<td>33</td>
</tr>
<tr>
<td>Fair</td>
<td>4</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
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</table>

Mean: 3.14

Meaningful recitation from all students.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>5</td>
</tr>
<tr>
<td>Very Good</td>
<td>19</td>
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<tr>
<td>Good</td>
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<tr>
<td>Fair</td>
<td>12</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
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</table>

Mean: 3.10

Quiet, orderly classroom atmosphere.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>2</td>
</tr>
<tr>
<td>Very Good</td>
<td>14</td>
</tr>
<tr>
<td>Good</td>
<td>18</td>
</tr>
<tr>
<td>Fair</td>
<td>16</td>
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</tbody>
</table>

Mean: 3.04

Skillful classroom management.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Excellent</td>
<td>8</td>
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<tr>
<td>Very Good</td>
<td>17</td>
</tr>
<tr>
<td>Good</td>
<td>10</td>
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<tr>
<td>Fair</td>
<td>11</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
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</table>

Mean: 3.28

Students appropriately engaged in meaningful activities

<table>
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<tr>
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<tbody>
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<td>Good</td>
<td>13</td>
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<tr>
<td>Fair</td>
<td>10</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
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</table>

Mean: 3.42

Teacher skillfully guiding direct instruction.

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<tr>
<td>Very Good</td>
<td>8</td>
</tr>
<tr>
<td>Good</td>
<td>20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>09/22/2006</td>
</tr>
<tr>
<td>10/18/2006</td>
</tr>
<tr>
<td>11/22/2006</td>
</tr>
<tr>
<td>01/16/2007</td>
</tr>
<tr>
<td>02/26/2007</td>
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</table>

Diane White Total 5

<table>
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</thead>
<tbody>
<tr>
<td>09/22/2006</td>
</tr>
<tr>
<td>10/18/2006</td>
</tr>
<tr>
<td>11/22/2006</td>
</tr>
<tr>
<td>01/16/2007</td>
</tr>
<tr>
<td>02/26/2007</td>
</tr>
</tbody>
</table>

Susan Harris Total 5

**Mary Woods Total** 10

**Eisenhower School Total** 10

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## Jefferson School

**Matthew Magnuson**

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>09/19/2006</td>
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<tr>
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<tr>
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<tr>
<td>01/17/2007</td>
</tr>
<tr>
<td>02/14/2007</td>
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</table>

John Taylor Total 5

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>09/19/2006</td>
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</tr>
<tr>
<td>01/17/2007</td>
</tr>
<tr>
<td>02/14/2007</td>
</tr>
</tbody>
</table>

Tim Brown Total 5

**Matthew Magnuson 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.
Danielson Model Observation Summary

Teacher: Kevin Cotter
Subject: Biology
Observer: Bill Craig

Date Observed: 10/14/2006
Time: 9:00 - 9:45
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.
- Plans & practices reflect understanding of prerequisite relationships among topics & concepts.
- Pedagogical practices reflect current research on best pedagogical practice.
- Pedagogical practices anticipate student misconceptions.

Knowledge of Students

**Proficient**
- Displays thorough understanding of developmental characteristics of age group.
- Understands exceptions to general patterns of developmental characteristics of age group.
- Displays solid understanding of different approaches to learning that students exhibit.

**Distinguished**
- Displays knowledge of student skills.
- Displays knowledge of groups of students.
- Displays knowledge of special needs students.
- 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.
- Goals are suitable for most students in the class.
- 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.
- Knows how to gain access to resources for students.

Designing Coherent Instruction

**Proficient**
- Learning activities are suitable to students and instructional goals.
- Progression of activities in the unit is even.
- Activities reflect most recent professional research.
- Materials and resources support the instructional goals.
- Materials and resources engage students in meaningful learning.
- Instructional groups vary appropriately according to instructional goals.

**Distinguished**
- Lesson or unit has a clearly defined structure that activities are organized around.
- Time allocations for lesson or unit are reasonable.

Assessing Student Learning

**Distinguished**
- All instructional goals are assessed appropriately through an assessment plan.
- 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.
Instructional materials and resources engage students mentally.

Lesson has a clearly defined structure around which activities are organized.

Pacing of the lesson is appropriate for most students.

Providing Feedback to Students

Feedback to students is consistently of high quality.

Feedback to students is consistently provided in a timely manner.

Teacher makes provisions for students to apply feedback to their learning.

Students make prompt and appropriate use of teacher feedback.

Demonstrating Flexibility and Responsiveness

Teacher makes minor adjustments to a lesson smoothly and successfully.

Teacher successfully accommodates student questions or interests.

Teacher persists in seeking approaches appropriate for students who have difficulty learning.

Teacher uses an appropriate repertoire of instructional strategies.

Reflecting on Teaching

Teacher makes accurate assessment of a lesson's effectiveness.

Teacher can articulate the extent to which a lesson achieves its goals.

Teacher can express ideas to improve lesson another time.

Maintaining Accurate Records

Teacher's system for maintaining information on student completion of assignments is fully effective.

Students participate in maintenance of student records.

Teacher's system for maintaining information on student learning is effective.

Teacher's system for maintaining information on non-instructional activities is effective.

Communicating with Families

Teacher provides appropriately frequent information to parents regarding the instructional program.

Students participate in the preparation of information for their families.

Teacher communicates with parents about student progress on a regular basis.

Teacher is available as needed to respond to parent concerns.

Teacher efforts to engage families in the instructional program are frequent and successful.

Contributing to the School and District

Support and cooperation characterize teacher relationships with colleagues.

Teacher takes initiative in assuming leadership among the faculty.

Teacher volunteers to participate in school events and makes a substantial contribution.

Teacher volunteers to participate in school and district projects and makes a substantial contribution.

Growing and Developing Professionally

Teacher seeks opportunities for professional development to enhance content knowledge.

Teacher seeks opportunities for professional development to enhance pedagogical skills.

Teacher participates effectively in assisting other educators

Teacher initiates important activities to contribute to the profession.

Showing Professionalism

Teacher is appropriately proactive in serving students.

Teacher works within the team or department to ensure all students receive a fair opportunity to succeed.

Teacher maintains an open mind and participates in team or departmental decision making.
I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Bill Craig
Principal

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
No Criteria
Date: 07/01/2006 thru 06/30/2007

Unmatched for visual impact, this graph conveys the distribution of ratings for all indicators observed in the classroom.
Perceptions
All Performance Indicators
Criteria: Roosevelt School
Date: 07/01/2006 thru 06/30/2007

Very Good: 11.7%
Excellent: 8.3%
Good: 30.0%
Fair: 41.7%
Poor: 8.3%

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

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.