



BerkeyLeadership.com
High Impact Leadership for Tomorrow's Schools

Effective Principal 360°

Principal's Observer Assessment

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Directions

Read each of the descriptors and place a number in the box using the following scale:

1 = Never

2 = Rarely

3 = Occasionally

4 = Frequently

5 = Almost Always

When responding to each item it is important to consider the normal daily behaviors of your principal as you perceive them. Think about how you have observed the principal invest his/her daily time and be as honest as you can. The purpose of this assessment is to get an accurate picture of the state of your principal's leadership in relation to habits and practices that positively contribute to improved teaching and learning on your school campus. Your observer assessment will be used with other observer assessments to provide your principal with an overall perception of how the faculty perceives the principal's leadership.

Your observations will be anonymous and kept confidential. Thank you for taking time in assisting your principal with this important professional development tool.

Effective principals know how to shift the culture of a school so that over time, a focus on improved teaching and learning becomes the core business of daily work. They collaborate with teachers to sharpen the vision of their schools around a shared set of expectations for curriculum, assessment, and instruction in every classroom.

Effective principals demonstrate a personal commitment to the vision by first changing their own daily habits and practices before asking others to do the same. They model their beliefs through daily interactions with teachers to improve learning for every student.

S

etting & Shaping Expectations

Effective principals set and shape expectations through rebuilding a passion for change; focusing on teaching and learning; strengthening relationships based upon common covenants; and setting high expectations for all members of the school community.

Rebuilding a Passion for Change

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

1. carries on a dialogue with staff and emphasizes the need to change and improve teaching and learning to help all children prepare for their future success.
2. ensures that faculty are acutely aware of the content, methodology, expectations, and rigor of educational systems of competing countries.
3. builds a passion and sense of urgency for continuous improvements to the quality of learning for every student.
4. sustains the need and desire for change and improvement by facilitating the collection, analysis, and distribution of data to inform teachers in the design and alteration of learning experiences for students.

Focusing on Teaching and Learning

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

1. works with teachers to bring clarity to the vision of the school by focusing on teaching and learning as the priority.
2. collaborates with teachers in the identification of expected standards for curriculum, assessment, and instruction for every classroom, every day.
3. protects the school from practices, disruptions, and distractions that take the focus away from teaching and learning as the priority.

Strengthening Relationships

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. empowers teachers to identify needs and expectations for successful learning experiences so that students, parents, staff, administration, and community understand their roles and responsibilities in supporting the vision of the school.
- 2. establishes and builds relationships that are based on covenants and commitments, not titles or transactions.
- 3. works with teachers to build strong relationships within their teams and among their colleagues so that a culture of shared learning and practice becomes the norm.
- 4. forms positive relationships with school stakeholders, based on improved teaching and learning as the priority and core business of the school.

Setting High Expectations

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. works with teachers to set high academic standards that rise above state minimum expectations.
- 2. collaborates with teachers to ensure that curriculum, assessment, and instruction are designed and delivered at a standard and expectational level that is comparable to what is provided in classrooms of competing countries.
- 3. works with teachers to establish sufficient rigor in the daily learning activities and experiences of students.

Creating Disequilibrium

Effective principals keep the school out of balance so that students and staff do not become complacent and accepting of existing conditions. The principal pushes for change and improvement by first modeling it in his/her daily practices and then facilitating it in others.

Modeling Change

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. engages others in understanding the purpose of changing his/her daily practices in order to provide greater attention to teaching and learning.
- 2. refrains from spending time on traditional duties while school is in session and instead invests the majority of his/her day in classrooms and meetings with teachers.
- 3. models an openness to learning from others and a desire to improve his/her instructional leadership skills.
- 4. demonstrates a willingness to change structures and processes to support improved teaching and learning.

Managing Change

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. resists making decisions for others and insists on the use of collaborative processes that build ownership of change and improvement.
- 2. uses the vision of the school as the filter for new initiatives and raises key questions to keep proposals in alignment with the expectations that have been set in place.
- 3. manages perceptions by addressing rumors and misperceptions with speed and clarity.

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

- 4. engages teacher leaders in the identification of problems and opportunities as well as provides them with the authority and responsibility to collaborate with colleagues on changes to improve teaching and learning.
- 5. recognizes and rewards staff for taking risks and initiating changes that advance the vision of the school.

Engaging Staff in Knowledge Transfer

Effective principals understand the knowledge transfer process and engage members of the school community in finding best practices; encouraging transfer; creating transfer; completing transfer; evaluating transfer; and assuring that transferred knowledge is used and improved throughout the school. Principals know that effective staff development is an ongoing and internal process that engages everyone in improvement.

Finding Best Practices

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. facilitates the identification of best practices that improve teaching and learning.
- 2. works with faculty to ensure that the label, *best practice*, is only assigned when the practice has been subjected to a rigorous and collaborative review, and meets specific criteria and results established by teachers.

Encouraging & Creating Transfer

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. encourages teachers to nominate improvements to curriculum, assessment, and instruction for consideration as a best practice.

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

2. provides structures and processes that encourage teachers to observe and study best practices.

3. facilitates opportunities for teachers to transfer and coach best practices with other teachers.

Ensuring & Evaluating Transfer

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

1. establishes and oversees procedures that ensure the progress and completion of the transfer of best practices among teachers.

2. facilitates the evaluation of the transfer of best practices to affirm that they are used and improved among teachers.

Improving Curriculum, Assessment & Instruction

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

1. facilitates the collection, distribution, analysis, and use of data to drive improvements to curriculum, instruction, and assessment.

2. demonstrates a current knowledge of curriculum, assessment, and instruction in collegial work with teachers to improve and strengthen teaching and learning in every classroom.

3. provides teachers with common planning time on a daily basis and participates in their meetings to collaborate on specific improvements to the learning experiences for every student.

Observing and Coaching the Learning Process

Effective principals conduct daily classroom walkthroughs; coach effective instruction; resolve specific learning problems of students; and create a learning environment that successfully reaches all children.

Conducting Classroom Walkthroughs

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. creates a climate that is accustomed to regular and frequent visits to the classroom by professionals.
- 2. visits classrooms to observe and monitor the quality of curriculum, assessments, and instruction that engage students in successful learning.
- 3. engages teachers in an exchange of feedback from classroom walkthroughs that focus on the vision of the school and agreed upon standards.

Coaching Effective Instruction

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. provides teachers with the opportunity to critique their own delivery of curriculum, assessment, and instruction.
- 2. uses effective coaching techniques that provide teachers with useful feedback versus evaluative judgement.
- 3. differentiates his/her coaching of teachers based upon their personal needs, desires, personality, and preferred learning styles.
- 4. facilitates peer coaching by allowing teachers to visit each other's classrooms and assist in the process of improving teaching and learning.

Resolving Learning Problems

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. collaborates with teachers to identify learning problems of individual students in a timely manner.
- 2. designs and manages networks of support that share the responsibility of resolving identified learning problems of individual students as they occur.
- 3. requires all learning teams to report back on the success of learning interventions and the need for any additional remediation.

Reaching all Learners

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my principal's daily practice, he/she . . .

- 1. works collaboratively to reduce the amount of teacher variability of effectiveness so that every student realizes a minimum of a year's worth of academic growth per subject, per school year.
- 2. confronts, eliminates, or alters practices that are in direct conflict with the vision of the school and the improvement of teaching and learning.
- 3. insists that teachers collaborate with one another to provide differentiated content, processes, and instructional strategies that reach and challenge each learner on a daily basis.
- 4. ensures that in every classroom, students are provided with relevant and highly engaging learning experiences that capture their interest and desire to succeed.
- 5. seeks input from students to monitor their satisfaction and success with their learning.