

Instructional Supervisor Observation

Suggested Practices

Utilize the instructional supervisor observation rubric with anyone whose job responsibilities include supervising instructional decisions that impact student growth and achievement.

Utilize two evaluation cycles: August–December and January–May. Conduct multiple observations and conversations within each evaluation window focused on the instructional work of the supervisor.

Schedule feedback conversations between the evaluator and the supervisor at the end of each cycle. Scores (if utilized) should be shared at end of each cycle.

Evidence collections should be specific and based on all standards (A, B and C). The evaluator should intentionally seek evidence to accurately score indicators (if utilized) and provide quality feedback to supervisor. Examples of evidence may include:

- Supervisor-led meetings
- Observation of feedback conversations with other educators
- Supervisor-created communications with principals, teachers, parents, and other stakeholders
- Other suggestions may be found in the “Suggested Evidence” column of the rubric

Utilize multiple data sources. Consider the use of a principal perception survey and 360° survey.

Consider using this scoring methodology: First cycle scores make up one-third of the supervisor’s score, and second cycle scores make up two-thirds of the supervisor’s score. This reinforces that this model is a growth model and allows for improvement throughout the evaluation cycle.

Encourage peer collaboration. Since peer feedback is one of the most valuable forms of feedback, superintendents should provide time for all instructional supervisors to collaborate around the practices in the rubric.