An opportunity to share their intended outcomes for the experience being discussed;
An opportunity to share their perceptions of the effectiveness of the experience being discussed and the rationale for their perceptions;
Specific feedback about the observer’s perceptions of the experience being discussed and the evidence the observed used to draw these conclusions; and
An opportunity to plan how to use what was gained from the conferencing experience to grow as a teacher.

When conferencing with teachers who are performing at a high level, it’s important to use specific language to communicate feedback. For example, it may be more accurate to recommend that an area needs refinement when minor adjustments are needed rather than say the teacher “needs improvement.” Principals should aim to use language that promotes growth rather than language that makes a teacher feel devalued or under attack.

**Next Steps**
As you work with your teachers in the evaluation process, think about how you can tie together some of the existing processes to help your teachers grow. In the long run, you’ll find it helpful and you’ll be able to keep your staff growing and improving so they can continue to provide exceptional learning experiences for your students.

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**Roles and Skills for Teacher Evaluation**

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<th>ROLE</th>
<th>MAJOR SKILLS/PROCESSES REQUIRED OF THE SUPERVISOR</th>
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| **Evaluation** Evaluating, Rating, or Grading the Performance of Employees | • Understand the teaching performance standards;  
• Prioritize the teaching performance standards that are most important or essential based on student learning needs within the school or district;  
• Determine the level of performance of individual teachers in relation to teaching performance standards;  
• Determine the gap between the actual and the desired teaching performance; and  
• Determine the likelihood that the teacher can learn the skills to close the gap between the actual and expected performance. |
| **Supervision** Gathering Information to Assist in the Development of Individual Employees | • Understand the teaching performance standards;  
• Prioritize the teaching performance standards that are most important or essential based on student learning needs within the school or district;  
• Determine the level of performance of individual teachers in relation to teaching performance standards;  
• Identify the difference between the teacher’s performance and the required level of performance;  
• Identify the skills or strategies needed to meet the teaching performance standards; and  
• Identify the resources to assist the teacher in gaining the skills needed to reach the teaching performance standards. |
| **Supervision** Gathering Information to Assist in the Development of a Group of Employees or the Entire School | • Understand the teaching performance standards;  
• Prioritize the teaching performance standards that are most important or essential based on student learning needs within the school or district;  
• Determine the level of performance for the entire group in relation to the teaching performance standards;  
• Identify the difference between the group’s performance and the required level of performance on the teaching performance standards;  
• Identify the skills or strategies needed to help the group meet the performance expectations in relation to the teaching performance standards; and  
• Identify the resources to assist the group in gaining the skills needed to reach the performance expectations in relation to the teaching performance standards. |

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