

## **360-Degree Feedback for Educational Leaders**

***Rationale:** 360-degree feedback is an evaluation process in which an educational leader self evaluates him/herself in conjunction with being assessed by others with whom they interact: their supervisors, teachers, support staff, parents, and students (as applicable). The educational leader then analyzes the data in the following four areas: Leadership, Problem Solving, Communication, and Professional Development of Self and Others. Each area is then evaluated, by comparison of responses, for gaps or discrepancies. The educational leader, working with his/her supervisor, sets professional development goals for the next school year. The honest feedback of all participants is crucial in setting the educational leader's growth and direction for him/herself and ultimately for the school-community as a whole.*

**Instructional Leader's Name:**

**Date:**

**Position:**

*Directions to participants: Circle the number for each item that best describes the behavior of the person named at the top of this form. If you have not had any experience with the person with regard to a particular item please respond with an NA.*

**Leadership**

**Setting Instructional Direction:** Implementing strategies for improving teaching and learning including putting programs and improvement efforts into action. Developing a vision and establishing clear goals; providing direction in achieving stated goals; encouraging others to contribute to goal achievement; securing commitment to a course of action from individuals and groups.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

1.	This person articulates a clear vision for the school and its efforts	1	2	3	4	5	NA
2.	This person sets high expectations for self and others	1	2	3	4	5	NA
3.	This person encourages innovation toward improved teaching and learning	1	2	3	4	5	NA
4.	This person generates enthusiasm and works to persuade others to work together to accomplish common goals	1	2	3	4	5	NA
5.	This person develops alliances and/or resources outside the school that improve the quality of teaching and learning	1	2	3	4	5	NA
6.	This person clearly articulates expectations regarding the performance of others	1	2	3	4	5	NA
7.	This person acknowledges achievement and accomplishment of others	1	2	3	4	5	NA
8.	This person seeks commitment of all involved to a specific course of action	1	2	3	4	5	NA

**Comments:**

**Teamwork:** Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

9.	This person supports the ideas and views of team members to solve problems	1	2	3	4	5	NA
10.	This person encourages others to share their ideas	1	2	3	4	5	NA
11	This person contributes ideas toward achieving a solution	1	2	3	4	5	NA
12	This person assists in the operational tasks of the team	1	2	3	4	5	NA
13	This person seeks input from others regarding their own ideas and solutions	1	2	3	4	5	NA
14	This person assists the team in maintaining the direction needed to complete a task	1	2	3	4	5	NA
15.	This person seeks consensus among members	1	2	3	4	5	NA

**Comments:**

**Sensitivity:** Perceiving the needs and concerns of others; dealing tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Appropriately relating to people of varying backgrounds.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

16.	This person deals appropriately and tactfully with people from different backgrounds	1	2	3	4	5	NA
17.	This person elicits perceptions, feelings, and concerns of others	1	2	3	4	5	NA
18.	This person voices disagreement without creating unnecessary conflict	1	2	3	4	5	NA
19.	This person anticipates responses of others and acts to reduce negative impact	1	2	3	4	5	NA
20.	This person communicates necessary information to the appropriate persons in a timely manner	1	2	3	4	5	NA
21.	This person expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others	1	2	3	4	5	NA
22.	This person responds tactfully to others in emotionally stressful situations or in conflict	1	2	3	4	5	NA
23.	This person diverts unnecessary conflict	1	2	3	4	5	NA
24.	This person responds in a timely manner to others who initiate contact	1	2	3	4	5	NA

**Comments:**

## Problem Solving

**Judgment:** Reaching logical conclusions and making high quality decisions based on available information. Assigning appropriate priority to significant issues. Exercising appropriate caution in making decisions and in taking action. Seeking out relevant data, facts and impressions. Analyzing and interpreting complex information.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

25.	This person assigns appropriate priority to issues and tasks	1	2	3	4	5	NA
26.	This person is appropriately cautious when dealing with unfamiliar issues and individuals	1	2	3	4	5	NA
27.	This person avoids reaching quick conclusions and making decisions with limited data	1	2	3	4	5	NA
28.	This person communicates a clear rationale for a decision	1	2	3	4	5	NA
29.	This person evaluates information to determine the important elements	1	2	3	4	5	NA
30.	This person seeks additional information	1	2	3	4	5	NA
31.	This person seeks relevant sources of information to confirm or refute assumptions	1	2	3	4	5	NA
32.	This person seeks to clarify information by asking follow-up questions	1	2	3	4	5	NA
33.	This person seeks to identify the cause of a problem	1	2	3	4	5	NA
34.	This person seeks relationships among issues and events	1	2	3	4	5	NA

**Comments:**

**Results Orientation:** Assuming responsibility. Recognizing when a decision is required. Taking prompt action as issues emerge. Resolving short-term issues while balancing them against long-term objectives.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

35.	This person takes action to move issues toward closure in a timely manner	1	2	3	4	5	NA
36.	This person takes responsibility to implement initiatives to improve teaching and learning	1	2	3	4	5	NA
37.	This person determines the criteria that indicate a problem or issue is resolved	1	2	3	4	5	NA
38.	This person considers the long-term and short-term implications of a decision before taking action	1	2	3	4	5	NA
39.	This person sees the big picture	1	2	3	4	5	NA

**Comments:**

**Organizational Ability:** Planning and scheduling one's own and the work of others so that resources are used appropriately. Scheduling flow of activities; establishing procedures to monitor projects. Practicing time and task management; knowing what to delegate and to whom.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

40.	This person delegates responsibility to others	1	2	3	4	5	NA
41.	This person plans follow-up to monitor progress of delegated responsibilities	1	2	3	4	5	NA
42.	This person develops action plans	1	2	3	4	5	NA
43.	This person monitors progress of plans and adjusts plans or actions as needed	1	2	3	4	5	NA
44.	This person establishes time lines, schedules, and milestones	1	2	3	4	5	NA
45.	This person is well prepared for meetings	1	2	3	4	5	NA
46.	This person makes effective use of available resources	1	2	3	4	5	NA

**Comments:**

## Communication

**Oral Communication:** Clearly communicating when speaking to individuals, small groups, and large groups. Making oral presentations that are clear and easy to understand.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

47.	This person demonstrates effective presentation skills, e.g., opening and closing comments, eye contact, enthusiasm, confidence, rapport, use of visual aids.	1	2	3	4	5	NA
48.	This person speaks articulately	1	2	3	4	5	NA
49.	This person uses grammar properly	1	2	3	4	5	NA
50.	This person tailors messages to meet the needs of unique audiences	1	2	3	4	5	NA
51.	This person clearly presents thoughts and ideas in one-on-one presentations	1	2	3	4	5	NA
52.	This person clearly presents thoughts and ideas in small group presentations	1	2	3	4	5	NA
53.	This person clearly presents thoughts and ideas in formal, large-group presentations	1	2	3	4	5	NA

**Comments:**



**Written Communication:** Expressing ideas clearly in writing; demonstrating technical proficiency. Writing appropriately for different audiences.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

54.	This person writes concisely	1	2	3	4	5	NA
55.	This person demonstrates technical proficiency in writing	1	2	3	4	5	NA
56.	This person expresses ideas clearly in writing	1	2	3	4	5	NA
57.	This person writes appropriately for different audiences	1	2	3	4	5	NA

**Comments:**

## Professional Development of Self and Others

**Development of Others:** Teaching, coaching, and helping others. Providing specific feedback based on observations and data.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

58.	This person shares information and expertise from personal experiences	1	2	3	4	5	NA
59.	This person motivates others to change behaviors that inhibit professional and organizational growth	1	2	3	4	5	NA
60.	This person suggests specific developmental activities	1	2	3	4	5	NA
61.	This person gives behaviorally-specific feedback focusing on behaviors, not the person	1	2	3	4	5	NA
62.	This person asks the person what he/she perceives to be strengths and weaknesses and what he/she wants to improve	1	2	3	4	5	NA
63.	This person seeks agreement on specific actions to be taken for development and growth	1	2	3	4	5	NA

**Comments:**

**Understanding Own Strengths and Weaknesses:** Understanding personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning.

**1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always NA=not applicable**

64.	This person recognizes and communicates own strengths	1	2	3	4	5	NA
65.	This person recognizes and manages own developmental needs	1	2	3	4	5	NA
66.	This person actively pursues personal growth through participation in planned developmental activities	1	2	3	4	5	NA

**Comments:**

**When you have completed the ratings for this person, please place it in an envelope and return it to him or her via the pony. The information you give will be combined with ratings from other observers and used with other data to assist this leader in planning meaningful professional development activities to ensure personal and professional growth. Thank you.**