

Distributed Teacher and Leader Education

Formal Observation

Brief Description

Each intern is observed by the SBU intern supervisor at least once during the internship experience. The intern arranges to have the intern supervisor formally observe performance in an administrative task (i.e.: facilitating a meeting, engaging in specific administrative duties, making a formal presentation, etc.). A post-observation meeting focuses on specific strengths and weaknesses observed in the relevant ISLLC standards that were observed during the administrative task.

Alignment to Standards

The *Formal Observation* assessment is used by the SBU intern supervisor after a formal observation in order to determine the degree to which a candidate has demonstrated the knowledge, skills and dispositions pursuant to **organizational management**, **community relations** and **professional dispositions**. It assesses the **professional and pedagogical knowledge and skills** necessary to carry out the responsibilities and duties of being an administrator within **organizational management**. The assessment tool will also assess the values, commitments, and professional ethics (**dispositions**) that influence candidate behavior and professional growth. For purposes of NCATE evaluation, only the results for **ISLLC leadership standards 3A**, **3B**, **3C**, **3D**, **3E**, **5A**, **5B**, **5C**, **5D and 5E** will be evaluated by the *Formal Observation* assessment.

- 3A Monitor and evaluate the management and operational systems.
- **3B** Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- 3C Promote and protect the welfare and safety of students and staff.
- **3D** Develop the capacity for distributed leadership.
- **3E** Ensure teacher and organizational time is focused to support quality instruction and student learning.
- 5A Ensure a system of accountability for every student's academic and social success.
- **5B** Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- 5C Safeguard the values of democracy, equity, and diversity.
- 5D Consider and evaluate the potential moral and legal consequences of decision-making.

• 5E Promote social justice and ensure that individual student needs inform all aspects of schooling.

Scoring Guide

The SBU intern supervisor evaluates the intern after the observation is complete using a 4-point rubric for each of the ISLLC leadership standards <u>that the supervisor was able to observe</u>. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. If a particular ISLLC standard is not observed a corresponding NA is recorded on the evaluation form. Note: Evaluators should use the ELCC sub-elements listed in the boxes for assistance during the evaluation process. Not all of the ELCC sub-elements have to be observed.

<u>Scoring Guide:</u>

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Min Meets - 2 Meets Standards -**Distinguished - 4** Standard Unacceptable - 1 Function 3 **3A.Monitor and** Candidate does not Candidate partially Candidate can Candidate demonstrate the demonstrates the demonstrate the ability demonstrates a strong evaluate the ability to use researchability to use to use research-based ability to use researchmanagement based knowledge of research-based knowledge of learning, based knowledge of and operational learning, teaching, knowledge of teaching, student learning, teaching, systems. student development, learning, teaching, development, student development, organizational student organizational organizational development, and development. development, and data development, and data data management to organizational management to optimize management to optimize learning for development, and learning for all students. optimize learning for all students. (ELCC data management all students. 3.1a) to optimize learning for all students. 3B. Obtain, **Unacceptable - 1** Min Meets - 2 Meets Standards -**Distinguished - 4** allocate, align, 3 and efficiently Candidate cannot use Candidate Candidate can use Candidate effectively problem-solving skills sometimes uses problem-solving skills uses problem-solving utilize human, and knowledge of problem-solving and knowledge of skills and knowledge of fiscal, and strategic, long-range, skills and knowledge strategic, long-range, strategic, long-range, technological and operational and operational of strategic, longand operational planning resources. planning (including range, and (including applications of planning (including operational applications of technology) in the applications of planning (including technology) in the effective, legal, and technology) in the effective, legal, and applications of equitable use of fiscal. effective, legal, and equitable use of fiscal, technology) in the human, and material equitable use of fiscal, human, and material effective, legal, and resource allocation that human, and material equitable use of resource allocation focuses on teaching and resource allocation that focuses on fiscal, human, and learning. that focuses on teaching and learning. material resource teaching and learning. (ELCC 3.3a) allocation that Candidate can creatively focuses on teaching seek new resources to Candidate creatively Candidate cannot and learning. facilitate learning. seeks new resources to facilitate learning. creatively seek new resources to facilitate Candidate Candidate can apply an Candidate effectively learning. (ELCC 3.3b) sometimes seeks understanding of school new resources to district finance applies an

facilitate learning.

understanding of

structures and models to

		[
	Candidate cannot apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. (ELCC 3.3c) Candidate cannot apply and assess current technologies for management, business procedures, and scheduling. (ELCC	Candidate sometimes applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. Candidate sometimes applies and assesses current technologies for	ensure that adequate financial resources are allocated equitably for the district. Candidate can apply and assess current technologies for management, business procedures, and scheduling.	school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. Candidate can effectively apply and assess current technologies for management, business procedures, and scheduling.
	3.3d)	management, business procedures, and scheduling.		
3C. Promote and protect the	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
welfare and safety of students and staff.	Candidate does not demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety. (ELCC 3.1b) Candidate does not demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities. (ELCC 3.1e)	Candidate demonstrates some effective organization of fiscal, human, and material resources, giving priority to student learning and safety. Candidate partially demonstrates an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and	Candidate can demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety. Candidate can demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	Candidate demonstrates effective organization of fiscal, human, and material resources, giving strong priority to student learning and safety. Candidate demonstrates a comprehensive understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.
3D. Develop the	Unacceptable - 1	efficient facilities. Min Meets - 2	Meets Standards -	Distinguished - 4
capacity for distributed leadership.	Candidate does not understand the dynamics of distributed leadership and cannot implement its components among staff members.	Candidate has a partial understanding of the dynamics of distributed leadership and can partially implement its components among staff members.	Candidate does understand the dynamics of distributed leadership and can implement its components among staff members.	Candidate has a comprehensive understanding of the dynamics of distributed leadership and can effectively implement its components among staff members.
3E. Ensure teacher and	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
organizational time is focused to support quality instruction and	Candidate does not demonstrate an ability to manage time effectively and to deploy financial and human resources in a	Candidate partially demonstrates an ability to manage time effectively and to deploy financial and human	Candidate can demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that	Candidate demonstrates a strong ability to manage time effectively and to deploy financial and human resources in a
student learning.	way that promotes	resources in a way that promotes	promotes student achievement.	way that promotes student achievement.

	student achievement.	student			
	(ELCC 3.1c)	achievement.			
ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.					
5A.Ensure a system of	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4	
accountability for every student's academic and social success.	Candidate is not able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. (ELCC 2.2b)	Candidate is able to use some qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long- range plan for a district that assesses the district's improvement and accountability systems.	Candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	Candidate is able to use many qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a comprehensive long- range plan for a district that assesses the district's improvement and accountability systems.	
5B. Model principles of	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4	
self-awareness, reflective practice, transparency, and ethical behavior.	Candidate does not demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. (ELCC 2.4a) Candidate does not demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personal professional growth plans that reflect commitment to life- long learning and best practices. (ELCC 2.4c)	Candidate demonstrates some knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching,	Candidates can demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. Candidate can demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can develop personal professional growth plans that reflect commitment to life-long learning and best practices.	Candidate demonstrates comprehensive knowledge of adult learning strategies and a strong ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. Candidate demonstrates a strong ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can effectively develop personal professional growth plans that reflect commitment to life-long learning and best practices.	

		long learning and		
		best practices.		
5C. Safeguard the values of	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
democracy,	Candidate does not	Candidate can	Candidate can	Candidate
equity, and	demonstrate the	partially	demonstrate the ability	demonstrates a strong
diversity.	ability to combine	demonstrate the	to combine impartiality,	ability to combine
	impartiality, sensitivity	ability to combine	sensitivity to student	impartiality, sensitivity
	to student diversity,	impartiality,	diversity, and ethical	to student diversity,
	and ethical	sensitivity to	considerations in their	and ethical
	considerations in their interactions with	student diversity, and ethical	interactions with others.	considerations in their interactions with
	others. (ELCC 5.2a)	considerations in	Candidate can	others.
		their interactions	understand and can	others.
	Candidate does not	with others.	apply human	Candidate
	understand and		development theory,	comprehensively
	cannot apply human	Candidate partially	proven learning, and	understands and can
	development theory,	understands and	motivational theories,	apply human
	proven learning, and	can partially apply	and concern for diversity	development theory,
	motivational theories,	human	to the learning process.	proven learning, and
	and concern for	development	Candidate can	motivational theories,
	diversity to the learning process. (ELCC	theory, proven learning, and	understand how to use	and concern for diversity to the
	2.3c)	motivational	appropriate research	learning process.
	2.50)	theories, and	strategies to profile	icuming process.
	Candidate does not	concern for diversity	student performance in	Candidate
	understand how to use	to the learning	a district and analyze	comprehensively
	appropriate research	process.	differences among	understands how to
	strategies to profile		subgroups.	use appropriate
	student performance	Candidate partially		research strategies to
	in a district and	understands how to	Candidate can	profile student
	analyze differences among subgroups.	use appropriate research strategies	demonstrate the ability to effectively and	performance in a district and analyze
	(ELCC 2.3d)	to profile student	appropriately assess,	differences among
	(2200 2.30)	performance in a	research, and plan for	subgroups.
	Candidate does not	district and analyze	diverse district and	
	demonstrate the	differences among	community conditions	Candidate
	ability to effectively	subgroups.	and dynamics and	demonstrates a strong
	and appropriately		capitalize on the	ability to effectively
	assess, research, and	Candidate partially	diversity of the	and appropriately
	plan for diverse district and community	demonstrates the ability to effectively	community to improve district performance and	assess, research, and plan for diverse district
	conditions and	and appropriately	student achievement.	and community
	dynamics and	assess, research,	student achievement.	conditions and
	capitalize on the	and plan for diverse		dynamics and
	diversity of the	district and		effectively capitalize
	community to improve	community		on the diversity of the
	district performance	conditions and		community to improve
	and student	dynamics and		district performance
	achievement. (ELCC 4.2d)	capitalize on the diversity of the		and student achievement.
	7.20)	community to		achievement.
		improve district		
		performance and		
		student		
		achievement.		
5D. Consider	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
and evaluate the			3	
potential moral	Candidate cannot	Candidates can	Candidate can make and	Candidate always
and legal	make and explain	sometimes make	explain decisions based	makes and explains
consequences	decisions based upon ethical and legal	and explain decisions based	upon ethical and legal principles.	decisions based upon ethical and legal
of decision-	principles. (ELCC 5.3a)	upon ethical and	principies.	principles.
making.	[legal principles.		1
	I	iegai principies.		1

5E. Promote	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
social justice			3	
and ensure that	Candidate does not	Candidate can	Candidate can	Candidate
individual	demonstrate a respect	partially	demonstrate a respect	demonstrates a strong
student needs	for the rights of others	demonstrate a	for the rights of others	respect for the rights
inform all	with regard to	respect for the	with regard to	of others with regard
	confidentiality and	rights of others with	confidentiality and	to confidentiality and
aspects of	dignity and engage in	regard to	dignity and engage in	dignity and engages in
schooling.	honest interactions.	confidentiality and	honest interactions.	honest interactions.
	(ELCC 5.1a)	dignity and engage		
		in honest	Candidate can	Candidate
	Candidate does not	interactions.	demonstrate the ability	demonstrates a strong
	demonstrate the		to organize a district	ability to organize a
	ability to organize a	Candidate	based on indicators of	district based on
	district based on	demonstrates some	equity, effectiveness,	indicators of equity,
	indicators of equity,	ability to organize a	and efficiency and can	effectiveness, and
	effectiveness, and	district based on	apply legal principles	efficiency and can
	efficiency and can	indicators of equity,	that promote	effectively apply legal
	apply legal principles	effectiveness, and	educational equity.	principles that
	that promote	efficiency and can		promote educational
	educational equity.	apply legal		equity.
	(ELCC 3.1d)	principles that		
		promote		
		educational equity.		