

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 that the supervisor was able to observe. 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.

Scoring Guide:

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

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 3.3d)	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 management, business procedures, and scheduling.	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.
Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
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 efficient facilities.	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.
Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
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.
Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
Candidate does not demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes	Candidate partially demonstrates an ability to manage time effectively and to deploy financial and human resources in a way	Candidate can demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student	Candidate demonstrates a strong ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
	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 3.3d) Unacceptable - 1 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) Unacceptable - 1 Candidate does not understand the dynamics of distributed leadership and cannot implement its components among staff members. Unacceptable - 1 Candidate does not demonstrate an ability to manage time effectively and to deploy financial and human resources in a	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 3.3d) 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 does not understand the dynamics of distributed leadership and cannot implement its components among staff members. Candidate does not demonstrate an ability to manage time effectively and human resources in a bility to manage time effectively and human resources in a bility to manage time effectively and to deploy financial and human resources in a bility to manage time effectively and to deploy financial and human resources in a bility to manage time effectively and to deploy financial and human resources in a	apply an understanding of school district finances structures and models to ensure that adequate financial resources are allocated equitably for the district. (ELCC 3.c) and date cannot apply and assess current technologies for management, business procedures, and scheduling. (ELCC 3.3d) Candidate does not demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety. (ELCC 3.1e) Candidate does not demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes with the manage time effectively and to deploy financial and human resources in a way that promotes with a financial resources are allocated equitably for the district. Candidate can adequate financial resources are allocated equitably for the district. Candidate can adequate financial resources are allocated equitably for the district. Candidate can sesses current technologies for management, business procedures, and scheduling. Candidate deality and models to ensure that adequate financial resources are allocated equitably for the district. Candidate can sesses current technologies for management, business procedures, and scheduling. Candidate deality and massesses current technologies for management, business procedures, and scheduling. Candidate descinct ensures applies and assesses current technologies for management, business procedures, and scheduling. Candidate descinct ensures are allocated equitably for the destrict. Candidate financial resources are allocated equitably for the destrict. Candidate financial and models to ensure that adequate financial and provide a safe, effective, and efficient facilities. Candidate does not understand the dynamics of distributed leadership and can provide a safe, effective, and efficient facilities. Candidate thas a partially implement its components among staff members. Candidate does not demonstrate an ability to manage time effectively and to deploy financial and human resources in

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	student achievement.	student achievement.			
	(ELCC 3.1c)	achievement.			
ISLLC Standard #9	l 5· An education lea	der promotes th	ne success of every	student hy	
	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	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4	
system of	Onacceptable - 1	Willia Wicces - 2	3	Distinguished - 4	
accountability	Candidate is not able	Candidate is able to	Candidate is able to use	Candidate is able to	
_	to use qualitative and	use some	qualitative and	use many qualitative	
for every student's	quantitative data,	gualitative and	quantitative data,	and quantitative data,	
	appropriate research	quantitative data,	appropriate research	appropriate research	
academic and	methods, technology,	appropriate	methods, technology,	methods, technology,	
social success.	and information	research methods,	and information systems	and information	
	systems to develop a	technology, and	to develop a long-range	systems to develop a	
	long-range plan for a	information systems	plan for a district that assesses the district's	comprehensive long-	
	district that assesses the district's	to develop a long- range plan for a	improvement and	range plan for a district that assesses the	
	improvement and	district that assesses	accountability systems.	district's improvement	
	accountability systems.	the district's	accountability systems.	and accountability	
	(ELCC 2.2b)	improvement and		systems.	
		accountability			
		systems.			
5B. Model	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4	
principles of			3		
self-awareness,	Candidate does not	Candidate	Candidates can	Candidate	
reflective	demonstrate	demonstrates some	demonstrate knowledge	demonstrates	
practice,	knowledge of adult	knowledge of adult	of adult learning	comprehensive	
transparency,	learning strategies and the ability to apply	learning strategies and the ability to	strategies and the ability to apply technology and	knowledge of adult learning strategies and	
and ethical	technology and	apply technology	research to professional	a strong ability to	
behavior.	research to	and research to	development design	apply technology and	
	professional	professional	focusing on authentic	research to	
	development design	development design	problems and tasks,	professional	
	focusing on authentic	focusing on	mentoring, coaching,	development design	
	problems and tasks,	authentic problems	conferencing, and other	focusing on authentic	
	mentoring, coaching, conferencing, and	and tasks, mentoring,	techniques that promote new knowledge and	problems and tasks, mentoring, coaching,	
	other techniques that	coaching,	skills in the workplace.	conferencing, and	
	promote new	conferencing, and	Similari and Workplace.	other techniques that	
	knowledge and skills in	other techniques	Candidate can	promote new	
	the workplace. (ELCC	that promote new	demonstrate the ability	knowledge and skills in	
	2.4a)	knowledge and skills	to use strategies such as	the workplace.	
		in the workplace.	observations and		
	Candidate does not demonstrate the	Candidate	collaborative reflection to help form	Candidate demonstrates a strong	
	ability to use strategies	demonstrates some	comprehensive	ability to use strategies	
	such as observations	ability to use	professional growth	such as observations	
	and collaborative	strategies such as	plans with district and	and collaborative	
	reflection to help form	observations and	school personnel.	reflection to help form	
	comprehensive	collaborative		comprehensive	
	professional growth	reflection to help	Candidate can develop	professional growth	
	plans with district and	form	personal professional	plans with district and school personnel.	
	school personnel. (ELCC 2.4b)	comprehensive professional growth	growth plans that reflect commitment to life-long	scribbi personnei.	
	(LLCC 2.70)	plans with district	learning and best	Candidate can	
	Candidate cannot	and school	practices.	effectively develop	
	develop personal	personnel.		personal professional	
	professional growth			growth plans that	
	plans that reflect	Candidate can		reflect commitment to	
	commitment to life-	partially develop		life-long learning and	
	long learning and best	personal		best practices.	
	practices. (ELCC 2.4c)	professional growth plans that reflect			
		commitment to life-			
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		long learning and best practices.		
5C. Safeguard the values of	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
	Candidate does not	Candidate can	Candidate can	Candidate
democracy,	demonstrate the	partially	demonstrate the ability	demonstrates a strong
equity, and	ability to combine	demonstrate the	to combine impartiality,	ability to combine
diversity.	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	student diversity,	interactions with others.	considerations in their
	interactions with	and ethical	interactions with others.	interactions with
	others. (ELCC 5.2a)	considerations in	Candidate can	others.
	others. (LLCC 5.2a)	their interactions	understand and can	others.
	Candidate does not	with others.	apply human	Candidate
	understand and	with others.	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	to the learning process.	motivational theories,
	diversity to the	theory, proven	Candidate can	and concern for
	learning process. (ELCC	learning, and	understand how to use	diversity to the
	2.3c)	motivational	appropriate research	learning process.
	2.30)	theories, and	strategies to profile	learning 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	process.	subgroups.	use appropriate
	student performance	Candidate partially	subgroups.	research strategies to
	in a district and	understands how to	Candidate can	profile student
	analyze differences	use appropriate	demonstrate the ability	performance in a
	among subgroups.	research strategies	to effectively and	district and analyze
	(ELCC 2.3d)	to profile student	· ·	differences among
	(ELCC 2.3u)	performance in a	appropriately assess, research, and plan for	subgroups.
	Candidate does not	•	diverse district and	subgroups.
	demonstrate the	district and analyze		Candidate
	ability to effectively	differences among subgroups.	community conditions and dynamics and	demonstrates a strong
	and appropriately	subgroups.	capitalize on the	ability to effectively
	assess, research, and	Candidate partially	diversity of the	and appropriately
	plan for diverse district	demonstrates the	community to improve	assess, research, and
	and community	ability to effectively	district performance and	plan for diverse district
	conditions and	and appropriately	student achievement.	and community
	dynamics and		student acmevement.	conditions and
	capitalize on the	assess, research, and plan for diverse		dynamics and
	'			· ·
	diversity of the community to improve	district and community		effectively capitalize on the diversity of the
	district performance	,		,
	'	conditions and dynamics and		community to improve
	and student	, , , , , , , , , , , , , , , , , , , ,		district performance
	achievement. (ELCC	capitalize on the		and student
	4.2d)	diversity of the		achievement.
		community to		
		improve district		
		performance and		
		student		
5D. Consider	Unaccentally 1	achievement.	Moota Ctandard	Distinguish 1 4
	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	and explain	upon ethical and legal	decisions based upon
of decision-	ethical and legal	decisions based	principles.	ethical and legal
making.	principles. (ELCC 5.3a)	upon ethical and		principles.
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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.		