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.				
Standard Function	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
3A.Monitor and evaluate the management and operational systems.	Candidate **does not** demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. (ELCC 3.1a)	Candidate **partially** demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	Candidate **can** demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	Candidate demonstrates a **strong** ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	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

	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
	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.
3C. Promote and protect the welfare and safety of students and staff.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**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.
3D. Develop the capacity for distributed leadership.	**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.
3E. Ensure teacher and organizational time is focused to support quality instruction and student learning.	**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 that promotes	Candidate **can** demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	Candidate demonstrates a **strong** ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

	student achievement. (ELCC 3.1c)	student 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 accountability for every student's academic and social success.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	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 self-awareness, reflective practice, transparency, and ethical behavior.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	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 personnel. (ELCC 2.4b) Candidate **cannot** develop 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, conferencing, and other techniques that promote new knowledge and skills in the workplace. Candidate demonstrates **some** ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can **partially** develop personal professional growth plans that reflect commitment to life-	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 democracy, equity, and diversity.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **does not** demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (ELCC 5.2a)

Candidate **does not** understand and **cannot** apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. (ELCC 2.3c)

Candidate **does not** understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. (ELCC 2.3d)

Candidate **does not** demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. (ELCC 4.2d) | Candidate can **partially** demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

Candidate **partially** understands and can **partially** apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

Candidate **partially** understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

Candidate **partially** demonstrates the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. | Candidate **can** demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

Candidate **can** understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

Candidate **can** understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

Candidate **can** demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. | Candidate demonstrates a **strong** ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

Candidate **comprehensively** understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

Candidate **comprehensively** understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

Candidate demonstrates a **strong** ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and **effectively** capitalize on the diversity of the community to improve district performance and student achievement. |
| **5D. Consider and evaluate the potential moral and legal consequences of decision-making.** | **Unacceptable - 1** | **Min Meets - 2** | **Meets Standards - 3** | **Distinguished - 4** |
| | Candidate **cannot** make and explain decisions based upon ethical and legal principles. (ELCC 5.3a) | Candidates can **sometimes** make and explain decisions based upon ethical and legal principles. | Candidate **can** make and explain decisions based upon ethical and legal principles. | Candidate **always** makes and explains decisions based upon ethical and legal principles. |

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