



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 - 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.	<p>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)</p> <p>Candidate cannot creatively seek new resources to facilitate learning. (ELCC 3.3b)</p>	<p>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.</p> <p>Candidate sometimes seeks new resources to facilitate learning.</p>	<p>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.</p> <p>Candidate can creatively seek new resources to facilitate learning.</p> <p>Candidate can apply an understanding of school district finance structures and models to</p>	<p>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.</p> <p>Candidate creatively seeks new resources to facilitate learning.</p> <p>Candidate effectively applies an understanding of</p>

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

	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
	<p>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)</p> <p>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)</p> <p>Candidate cannot develop personal professional growth plans that reflect commitment to life-long learning and best practices. (ELCC 2.4c)</p>	<p>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.</p> <p>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.</p> <p>Candidate can partially develop personal professional growth plans that reflect commitment to life-</p>	<p>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.</p> <p>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.</p> <p>Candidate can develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p>	<p>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.</p> <p>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.</p> <p>Candidate can effectively develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p>

		long learning and best practices.		
5C. Safeguard the values of democracy, equity, and diversity.	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
	<p>Candidate does not demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (ELCC 5.2a)</p> <p>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)</p> <p>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)</p> <p>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)</p>	<p>Candidate can partially demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</p> <p>Candidate partially understands and can partially apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>Candidate partially understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p> <p>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.</p>	<p>Candidate can demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</p> <p>Candidate can understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>Candidate can understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p> <p>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.</p>	<p>Candidate demonstrates a strong ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</p> <p>Candidate comprehensively understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>Candidate comprehensively understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p> <p>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.</p>
5D. Consider and evaluate the potential moral and legal consequences of decision-making.	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
	<p>Candidate cannot make and explain decisions based upon ethical and legal principles. (ELCC 5.3a)</p>	<p>Candidates can sometimes make and explain decisions based upon ethical and legal principles.</p>	<p>Candidate can make and explain decisions based upon ethical and legal principles.</p>	<p>Candidate always makes and explains decisions based upon ethical and legal principles.</p>

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
	<p>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)</p> <p>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)</p>	<p>Candidate can partially demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.</p> <p>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.</p>	<p>Candidate can demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.</p> <p>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.</p>	<p>Candidate demonstrates a strong respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p> <p>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.</p>