

Professional Education Program

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.				
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,	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
allocate, align, and efficiently utilize human, fiscal, and technological resources.	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)	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	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	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
	Candidate cannot apply an understanding of school district finance structures and models	new resources to facilitate learning.	district finance structures and models to ensure that adequate financial resources are allocated	applies 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)	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.	equitably for the district. Candidate can apply and assess current technologies for management, business procedures, and scheduling.	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	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
protect the 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 demonstrates some effective organization of fiscal, human, and material resources, giving priority to student learning and	Candidate can demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety.	Candidate demonstrates effective organization of fiscal, human, and material resources, giving strong priority to student learning and safety.
	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)	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 an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	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	Min Meets - 2	Meets Standards - 3	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	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
teacher and organizational time is focused to support quality instruction and student learning.	Candidate does not demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. (ELCC 3.1c)	Candidate partially demonstrates an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	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.
	5: An education leaness, and in an ethic		success of every st	udent by acting
5A.Ensure a	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
system of accountability for every student's	Candidate is not able to use qualitative and quantitative data, appropriate research methods, technology, and information	Candidate is able to use some qualitative and quantitative data, appropriate research methods, technology, and information	Candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to	Candidate is able to use many qualitative and quantitative data, appropriate research methods, technology, and information

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academic and	systems to develop a long-range plan for a	systems to develop a long-range plan for a	develop a long-range plan for a district that assesses	systems to develop a comprehensive long-
social success.	district that assesses the	district that assesses	the district's improvement	range plan for a district
	district's improvement	the district's	and accountability	that assesses the
	and accountability	improvement and	systems.	district's improvement
	systems. (ELCC 2.2b)	accountability	-	and accountability
		systems.		systems.
5B. Model	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
principles of	Candidate does not	Candidate	Candidates can	Candidate demonstrates
self-awareness,	demonstrate knowledge	demonstrates some	demonstrate knowledge of	comprehensive
reflective	of adult learning strategies and the	knowledge of adult learning strategies	adult learning strategies and the ability to apply	knowledge of adult learning strategies and a
practice,	ability to apply	and the ability to	technology and research to	strong ability to apply
transparency,	technology and research	apply technology and	professional development	technology and research
and ethical	to professional	research to	design focusing on	to professional
behavior.	development design	professional	authentic problems and	development design
Dellaviol.	focusing on authentic	development design	tasks, mentoring,	focusing on authentic
	problems and tasks,	focusing on authentic	coaching, conferencing,	problems and tasks,
	mentoring, coaching,	problems and tasks,	and other techniques that	mentoring, coaching,
	conferencing, and other techniques that promote	mentoring, coaching, conferencing, and	promote new knowledge and skills in the	conferencing, and other techniques that promote
	new knowledge and	other techniques that	workplace.	new knowledge and
	skills in the workplace.	promote new	workpiace.	skills in the workplace.
	(ELCC 2.4a)	knowledge and skills	Candidate can	
	ĺ	in the workplace.	demonstrate the ability to	Candidate demonstrates
	Candidate does not		use strategies such as	a strong ability to use
	demonstrate the ability	Candidate	observations and	strategies such as
	to use strategies such as observations and	demonstrates some	collaborative reflection to	observations and
	collaborative reflection	ability to use strategies such as	help form comprehensive professional growth plans	collaborative reflection to help form
	to help form	observations and	with district and school	comprehensive
	comprehensive	collaborative	personnel.	professional growth
	professional growth	reflection to help	F	plans with district and
	plans with district and	form comprehensive	Candidate can develop	school personnel.
	school personnel.	professional growth	personal professional	
	(ELCC 2.4b)	plans with district	growth plans that reflect	Candidate can
	G 111 44	and school	commitment to life-long	effectively develop
	Candidate cannot develop personal	personnel.	learning and best practices.	personal professional growth plans that
	professional growth	Candidate can	practices.	reflect commitment to
	plans that reflect	partially develop		life-long learning and
	commitment to life-	personal professional		best practices.
	long learning and best	growth plans that		
	practices. (ELCC 2.4c)	reflect commitment		
		to life-long learning		
50.0-(I	***	and best practices.	25 1 61 2 2 2	51.4
5C. Safeguard	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
the values of	Candidate does not	Candidate can	Candidate can	Candidate demonstrates
democracy,	demonstrate the ability to combine impartiality,	partially demonstrate the	demonstrate the ability to combine impartiality,	a strong ability to combine impartiality,
equity, and	sensitivity to student	ability to combine	sensitivity to student	sensitivity to student
diversity.	diversity, and ethical	impartiality,	diversity, and ethical	diversity, and ethical
	considerations in their	sensitivity to student	considerations in their	considerations in their
	interactions with others.	diversity, and ethical	interactions with others.	interactions with others.
	(ELCC 5.2a)	considerations in		a "1
	C4:4-4- 34	their interactions	Candidate can understand	Candidate
	Candidate does not understand and cannot	with others.	and can apply human development theory,	comprehensively understands and can
	apply human	Candidate partially	proven learning, and	apply human
	development theory,	understands and can	motivational theories, and	development theory,
	proven learning, and	partially apply	concern for diversity to	proven learning, and
	motivational theories,	human development	the learning process.	motivational theories,
	and concern for	theory, proven		and concern for
	diversity to the learning	learning, and	Candidate can understand	diversity to the learning
	process. (ELCC 2.3c)	motivational	how to use appropriate	process.
	Candidate does not	theories, and concern for diversity to the	research strategies to profile student	Candidata
	understand how to use	learning process.	performance in a district	Candidate comprehensively
	appropriate research	rearining process.	and analyze differences	understands how to use
L	Trr	I		

	strategies to profile student performance in a district and analyze differences among subgroups. (ELCC	Candidate partially understands how to use appropriate research strategies to profile student	among subgroups. Candidate can demonstrate the ability to effectively and	appropriate research strategies to profile student performance in a district and analyze differences among
	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)	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	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.	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.
		performance and student achievement.		
5D. Consider	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
and evaluate the	Candidate cannot make	Candidates can	Candidate can make and	Candidate always
potential moral	and explain decisions	sometimes make and	explain decisions based	makes and explains
and legal	based upon ethical and	explain decisions	upon ethical and legal	decisions based upon
consequences	legal principles. (ELCC	based upon ethical	principles.	ethical and legal
-	5.3a)	and legal principles.		principles.
of decision-				
making.				
5E. Promote	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
social justice	Candidate does not	Candidate can	Candidate can	Candidate demonstrates
and ensure that				
and ensure mat	demonstrate a respect	partially	demonstrate a respect for	a strong respect for the
individual	for the rights of others	demonstrate a respect	demonstrate a respect for the rights of others with	a strong respect for the rights of others with
	for the rights of others with regard to	demonstrate a respect for the rights of	demonstrate a respect for the rights of others with regard to confidentiality	a strong respect for the rights of others with regard to confidentiality
individual	for the rights of others	demonstrate a respect	demonstrate a respect for the rights of others with	a strong respect for the rights of others with
individual student needs inform all	for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in	demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	a strong respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.
individual student needs	for the rights of others with regard to confidentiality and dignity and engage in	demonstrate a respect for the rights of others with regard to confidentiality and	demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	a strong respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions. Candidate demonstrates
individual student needs inform all aspects of	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	demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. Candidate demonstrates some	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,	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,
individual student needs inform all aspects of	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	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	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	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
individual student needs inform all aspects of	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	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	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	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