

SUNY Plattsburgh School Building Leader Applicant's Teacher Observation Performance Task

Task: You will conduct an evidence-based observation of a 15 minute videotaped lesson and rate the teacher's performance using a New York State Education Department approved classroom observation rubric. Your focus will be on New York Standards 3 and 4, "Instructional Practice" and "Classroom Environment", respectively. Be sure to identify levels of performance using objective, robust evidence for the various components tied to standards 3 and 4, and for each area at developing or ineffective, identify two concrete strategies you would recommend to the teacher to improve their instructional practice. See Addendum A and B for further details on completing this task.

Addendum A- School Building Leader Candidate Performance Task

As a candidate for the Department of Educational Leadership's School Building Leadership Program, you are asked to complete a Performance Task which places you in the role of "peer coach." As a peer coach, you are asked to observe another teacher using the Danielson Rubric, Domains 2 and 3. Your job is to observe a lesson and rate it with the attached Teacher Observation Form. You will supply comments to clarify your ratings and/or offer input to the teacher. Finally, you will compose summary comments and offer suggestions for improvement from the data you collected in the observation.

While it is understood that the skills of teacher evaluation are among those that you come into this program to learn, this task seeks to assess your concept of "mindful coaching" and your understanding of the qualities of effective teaching from your current perspective as a teacher or other professional in the field. The data gathered from the performance task will be useful to you as you set goals for your learning program. It will also inform the decision-making of your professors as they plan curriculum and instructional activities to best meet your needs as a learner.

To complete this task:

- Review the Danielson's "Rubrics for Enhancing Professional Practice: A Framework for Teaching" at: http://usny.nysed.gov/rttt/teachers-leaders/practicerrubrics/Docs/ASCD_Rubric.pdf
- Or, see below.
- For the purposes of this Performance Task we will utilize **Domains 2 and 3** of the rubric.
- Review each component (element) of Domains 2 and 3 and envision the types of behavior you expect to see in teaching performance at each level of the rating scale.
- Identify the Danielson elements to the corresponding elements on the Teacher Observation Form.
- Review the rating scale of the Danielson Rubric to fully understand the qualities of performance at each level of the scale.

Consider the conversion scale for use with the Danielson Rubric to convert NY State's rubric scale at: http://usny.nysed.gov/rttt/teachers-leaders/practicerrubrics/Docs/ASCD_Conversion.pdf or see below:

- Association for Supervision and Curriculum Development Conversion to New York State Rating Categories The four performance rating categories (levels of performance) are Distinguished, Proficient, Basic, and Unsatisfactory. The categories can convert easily to New York State's rating categories as follows:
 - Distinguished = Highly Effective
 - Proficient = Effective
 - Basic = Developing
 - Unsatisfactory = Ineffective

While Danielson's rubric includes a scale unique from her perspective, the conversion scale establishes the familiar "HEDI" scale common to the NY State APPR language used to evaluate teaching performance across the state.

- You will use the HEDI scale as you complete the Teacher Observation Form in this performance task.

Review the SBL Performance Task Teacher Observation Form for Domains 2 and 3.

- The Teacher Observation Form provides for a rating of teaching components on the HEDI scale and comments to summarize observations within rubrics component areas.
- Refer to the full descriptions in the Danielson Rubric to clarify any items in the Teacher Observation Form.
- Seek to fully understand the format of the Teacher Observation Form prior to implementing it in the sample lesson observation.
- Observe a sample lesson at: <https://www.teachingchannel.org/videos/how-lesson-plans-fail>

It may be helpful to observe the lesson in its entirety and then go back to observe and complete the Teacher Observation Form.

Complete the Teacher Observation Form from the perspective of "peer coach" seeking to help a colleague improve their teaching.

- Utilize the Teacher Observation Form to review the sample lesson in your role of peer coach. Rate each component observed using the HEDI scale. Add comments where appropriate.
- Not all components may be observable in this lesson.
- Provide a brief summary on Page 3 of the Teacher Observation Form (see below). For a web link to this form, visit: <http://web.plattsburgh.edu/files/108/files/SBL-Performance-Task>.

Contact information regarding any elements of the Performance Task:

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Addendum B- SBL Performance Task

Teacher Observation Form- Peer Coach

Lesson Location: <https://www.teachingchannel.org/videos/how-lesson-plans-fail>

Domain 2: Classroom Environment

Domain 2: Classroom Environment	In Place		Emerging		Comments:
	H	E	D	I	
Component 2a: Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> Teacher interactions with students Student interactions with other students NYS Teaching Standard 4: Elements 1-4					
Component 2b: establishing a Culture of Learning <ul style="list-style-type: none"> Importance of content and learning Student pride in work Expectations for learning and achievement NYS Teaching Standard 4: Elements 1-4					
Component 2c: Management Classroom Procedures <ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals 					

NYS Teaching Standard 3: Element 4 NYS Teaching Standard 4: Elements 1-4					
	H	E	D	I	Comments:
Component 2d: Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior NYS Teaching Standard 4: Elements 1-4					
Component 2e: Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources NYS Teaching Standard 4: 1-4					

Addendum B- SBL Performance Task

Domain 3: Instruction

Domain 3: Instruction	In Place		Emerging		
	H	E	D	I	Comments:
<p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> • Directions and procedures • Expectations for learning • Oral and written language explanations of content <p>NYS Teaching Standard 2: Element 4 NYS Teaching Standard 3: Elements 1-6 NYS Teaching Standard 4: Element 1</p>					
<p>Component 3b: Using Questions and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation <p>NYS Teaching Standard 3: Elements 1-6</p>					

<p>Component 3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources Structure and pacing <p>NYS Teaching Standard 2: Elements 3,6</p>					
	H	E	D	I	Comments:
<p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students Student self-assessment and monitoring of progress <p>NYS Teaching Standard 2: Element 6 NYS Teaching Standard 3: Elements 1-6</p>					
<p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students Persistence <p>NYS Teaching Standard 3: Elements 1-6 NYS Teaching Standard 5: Elements 2,4</p>					

Addendum B- SBL Performance Task

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Summary Comments and Suggestions for Improvement

Please add your comments and suggestions for improvement following your evaluations for Domains 2 and 3. Please add with your name and the date at the bottom of this page.