ASSIGNMENT

TEACHER OBSERVATION / EVALUATION / ROLE PLAY

Course: Supervision & Instruction
Institution: North Central College
Faculty: Kathleen King

Details about the audience and course context

- How many students are in the class? *15*
- What is the teaching modality (in person, virtual, hybrid)? *Online synchronous/asynchronous hybrid*
- What grade level/year are the majority of students? *Graduate students seeking a master's in educational leadership*
- Where does this course fall in the curriculum? (Is it in the core or organized within a particular course of study?) *This is one of 7 required 4-credit courses in the 36 credit master's program for principal licensure. The other 8 credits are a year-long internship.*
- What virtues are integrated into the course? *Courage, practical wisdom, and integrity*

Assignment: Teacher Observation/Evaluation/Role Play for Leaders
The leadership candidate will demonstrate knowledge and competency regarding the evaluation process for certified teachers with a focus on conducting post-observation conferences that result in meaningful professional development.

(a) Each leadership candidate will observe a teacher during instruction in a school setting, completing an evaluation form; a write-up of the observation does not need to be shared with the observed teacher or anyone else in the school. (If unable to get permission to observe a colleague or a teacher at a local school, the leadership candidate can make arrangements through the course instructor to observe an instructor.) Evaluation tools for the observation will be made available, but leadership candidates should consider using a Danielson framework tool or the observation tool used at the school/district where the

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leadership candidate hopes to serve as a leader. Regardless of the evaluation tool used, the observation documentation must incorporate commentary on the observed teacher's strengths and areas for development.

(b) Once the observation and completion of the evaluation form has been completed and submitted, leadership candidates will role play an observation conference in class, taking turns serving as the administrator, the observed teacher, or the "critical friend" giving feedback after the role play. This in-class post-conference will allow leadership candidates to receive feedback and coaching on technique and efficacy.

(c) Following the role play experience, leadership candidates will record a 2- to 5-minute video (or alternative reflection format) reflecting on the leadership styles identified in the experience: moral, ethical, servant, and transformational. Commentary should include how the candidate embodied virtues:

- Civic: service (meeting evaluated where they are at)
- Intellectual: judgment (focus choice)
- Moral: courage (developmental feedback)
- Performance: stewardship (investment in development at pace suitable to success)

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