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Office Hours: by appointment  
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4400 University Dr., MSN 4C2  
Fairfax, VA 22030-4444

Schedule Information

Location: Science Technology I 224  
Meeting times: Thursday; 4:30pm – 7:30pm

Course Description: EDLE 618 Supervision and Evaluation of Instruction

This course will provide a theoretical and practical overview of the supervision and evaluation of instruction. It introduces supervision and inquiry into current issues, and best practices in supervision. We will use practical, interactive exercises to develop skills in the clinical process and developmental approach to supervision.

Nature of Course Delivery

Class sessions will consist of brief lectures, discussions, and role playing. We will utilize several videos for training/development as we observe classroom teachers at work. Students will benefit from and contribute to the learning experience to the extent that they are prepared and ready to participate in each class meeting.

General Goals

Teaching and Learning
Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream, and on the use of web-based resources created to complement the primary text. Specific process goals for the class are as follows:
1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
   a. Start and end on time;
   b. Maintain (flexibly) a written agenda reflecting objectives for each class;
   c. Agree to disagree respectfully during class discussions;
   d. Strive to be open to new ideas and perspectives; and
   e. Listen actively to one another.

2. Student work will reflect what is expected from leaders. As such, students are expected to:
   a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
   b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
   c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other’s ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
   a. come fully prepared to each class;
   b. demonstrate appropriate respect for one another;
   c. voice concerns and opinions about class process openly;
   d. engage in genuine inquiry;
   e. recognize and celebrate each other’s ideas and accomplishments; and
   f. show an awareness of each other’s needs.

**National Standards and Virginia Competencies**

This course addresses the following **ELCC Standards**:

**ELCC Standards**:

2.2.a- Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
2.2.b- Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.
2.2.c- Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide the staff the assistance needed for improvement.
2.3.a- Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
2.4.a- Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs
2.4.b- Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

VA DOE Competencies:

a.1 - Knowledge and understanding of student growth and development, including applied learning and motivational theories
a.3 - Knowledge and understanding...(above), including principles of effective instruction, measurement, evaluation and assessment strategies
a.5 - Knowledge and understanding...(above), including the role of technology in promoting student learning
b.2 - Knowledge and understanding of systems and organizations, including information sources and processing, including data collection and data analysis strategies
b.5 - Knowledge and understanding...(above), including effective communication, including consensus building and negotiation skills

Relationship of EDLE 618 to the Internship (EDLE 791)

Although the internship is a separate course, the Education Leadership Program has integrated “embedded experiences” into course work. This means that some of the work in this class is related to your internship. You may write about embedded experiences (such as the Clinical Supervision project) in your internship journal and collective record, but they can only count over and above the minimum 320 hours required for the internship. The professional development project is another example of such an embedded experience.

Course Objectives

Required Reading


Videos Utilized in Class

Another Set of Eyes-Techniques for Classroom Observation (1989 & 2005), ASCD Supervision Series

Principals- Leaders and Learners- Demand content and instruction that ensure student achievement. (2005) National Association of Elementary School Principals leadership series

Supervision in Practice(2000) featuring Susan Sullivan and Jeffrey Glanz, Corwin Press
Online access is vital to success in this course and is important if we experience school shutdowns because of the weather or other problems. All students are now required to activate and monitor their GMU e-mail accounts. If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages with attachments. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use http://www.taskstream.com as a part of this course. This is an Internet site in which I will post vital information for the course. Samples of student work will be archived on this site for purposes of course, program and college assessment.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Consistent with expectations of a master’s level course in the Education Leadership program, grading is based on student performance on written assignments, as well as on participation in various class activities. The assignments constructed for this course reflect a mix of skills associated with the application of leadership and organizational theory to educational contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings;
2. Original thinking and persuasiveness;
3. Organization and writing—a clear, concise, and well-organized paper will earn a better grade.

Students’ grades are based on their proficiency with respect to the student outcomes for the course. Below are the basic percentages for the various kinds of work required for the class, but students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing course work, not the level of effort you put into it. The overall weights of the various performances are as follows:

Class participation—10 points

Students are expected to participate actively in class discussions, and in serving as critical friends to other students. Attendance is expected for all classes. If you must be absent, please notify me by e-mail or telephone. More than one absence will result in a reduction in participation points. Arriving at class late or leaving from class early may result in the loss of points.

There will be numerous opportunities for students to demonstrate initiative during EDLE 618. Some examples include: Volunteering to lead small group class time activities; Reporting out small group findings to the entire class; Verbally challenging others’ assumptions during class discussions; Specifically citing and using previously learned materials; and Initiating discussion and student-to-student interaction.
Written assignments—70 points

Assignment #1: The Clinical Supervision Project (40 points)

Students will explain the clinical supervision process to their school principal, and solicit advice as to who might be observed for the purpose of this assignment. Using the overview described in the text, and the discussion, role plays and video observations conducted during class, students will apply the five phase model in an authentic classroom setting. A written report will complete this project, consisting of the following components:

1) Context---How was the teacher selected? Describe his/her level of expertise, commitment and development, per discussion in class.

2) Description of the five phases of clinical supervision--- Describe and defend the supervisory style that you selected and utilized.
   a-Phase 1--- Include all required elements of a pre-observation conference
   b-Phase 2---Describe the classroom that you observed, generally discussing student and teacher behaviors, the length of your observation, and any challenges that you had with applying the observation methodology (ies) that you selected.
   c-Phase 3—Describe the data that you collected and specifically discuss the trends and patterns that were revealed (“analysis”). Then interpret the patterns and trends in terms of how they might help the teacher to improve his/her instructional practice (“interpretation”). And, finally, determine and defend the supervisory style that you will use in your phase 4 conference.
   d- Phase 4—Apply the supervisory style that you selected, and specifically discuss your interactions with your classroom teacher. You do not need to include a plan for improvement in your phase 4 writeup.
   e-Phase 5---Conduct the critique, specifically requesting teacher input as to how the previous four phases of the clinical process might be improved.

3) Comparison of the clinical model with the actual practice at your school---Compare and contrast the five phases of the clinical model with the observation model utilized in your school. Be specific as you review the five clinical phases---for example, in phase 1, is there a pre-observation conference in your school? Provide sufficient detail and reach a conclusion as to whether or not a formative (as opposed to summative) evaluation model is being employed in your school.

NOTE: This clinical supervision project is due no later than Oct 13, and may not exceed ten (10) double-spaced pages. You must include in an appendix a copy of the actual observation tools (for example, the categorical frequency chart, or the performance indicator checklist) that you selected and used for your observation. THE ACTUAL TOOL MUST BE SCANNED—NOT AN AFTER-THE-FACT SUMMARY OF WHAT YOU DID!!!

If you can defend the use of an open-ended narrative (global scan) tool and decide to use it, you must also include one additional observation tool for your project!
Assignment #2: The Professional Development Project (30 points)

Students will complete a professional development proposal, focusing on the essential elements of a pd plan. This proposal should be authentic in nature, providing your school with a research-based approach to providing growth opportunities for professional staff. Students will solicit buy-in from school leaders as they consider topics and options for this proposal.

There will be four required components for this project:
1) Context--- Briefly describe your school, and if relevant for your project, the department/grade level in which you work.
2) Needs Assessment, Analysis and Interpretation—Based on class discussions and text readings, determine and defend your selection and use of no fewer than two “ways of assessing need.” Describe the assessments that you selected and your method of collecting data. Then identify patterns and trends (“analysis”), and reach conclusions as to what they mean (“interpretations”). Specifically connect your data-informed trends and interpretations to the professional development proposal that you develop in component 3 below. NOTE: During this component of this project, you will be engaged in assessing need. (authentic in which you are taking the lead, as opposed to describing how others in your school may have addressed need for a previous or current pd activity)
3) Prepare a professional development proposal that includes the essential elements of such plans (per class discussion). Be specific when addressing these essential elements, with emphasis on the proposed “learning activities.” This proposal should be authentic in nature--something that could be used in your school. NOTE: It is not expected that you will implement the proposal that you develop during the semester that you are enrolled in EDLE 618.
4) Use the readings and class discussion to connect your proposal with the research-based traits of effective professional development. For maximum credit under this component in the rubric, you should also discuss and connect the three phases of professional development (orientation, integration, and refinement) with your proposed professional development plan.

NOTE: This professional development project is due on May 5, 2011, and may not exceed nine (9) double-spaced pages. You must include in an appendix a copy of the data assessment methodologies/tools that you selected and used. (for example, if you used a “review of official documents, you should include one or two pages of such docs in your appendix. If you used a survey, include a copy of the blank survey in your appendix, etc).

Small Group Project--- Group Discussion Activity (20 points)

Students will work in small groups to plan and lead a discussion on topics that relate to the themes being addressed in class. A list of available topics is posted below, and will be reviewed at the first class meeting. The discussions will usually be conducted at the beginning of class, and will be no fewer than 60 minutes and no longer than 70 minutes in duration. Students may use the Glickman text to provide background information as they
prepare for this assignment. However, the text should not be relied on as the only or most utilized source of information. Professional journals (NASSP, NAESP, ASCD, PDK, etc.), official school records and documents, interviews with school leaders, local school forms and procedures, and other course texts may be used to inform the discussion.

Successful completion of this activity will result in the engagement of classmates on the selected topic. A list of references must be presented to students and the instructor at the time of the presentation.

NOTE: Unlike some “presentations” to classes, the emphasis for this activity should be on the active involvement of classmates. It will be acceptable to devote some time to context---but even this part of the assignment should be done as interactively as possible. The vast majority of the available time should be devoted to guided small group activities in which everyone actively participates.

List of Topics---Spring 2011

1st- “Walkthrough observations”--- Students will lead a discussion in which classmates are exposed to and can practice a variety of walkthrough models. Emphasis should be placed on the espoused purposes of walkthroughs, as well as the actual/authentic procedures that are used by school administrators. It is highly recommended that the latest developments be reviewed and discussed, including the use of electronic devices to collect and analyze classroom data.

2nd- “Value-Added Measures”--- Students will research and lead a discussion on value-added measures of teacher evaluation. Discussion leaders will investigate how local districts are using value-added measures as well as the current arguments around these methods.

3rd- “Professional development”--- Students will lead a discussion on pre-K 12 professional development. Emphasis will be placed on the research-based traits of effective pd, and how they connect with examples of professional development that the group selects and shares. The phases of professional development will be explored, including the work of Joyce and Showers.

4th- “Data informed decision making”--- Students will discuss current practices in their schools as to how data are informing the decision-making process. It would be helpful for discussion leaders to provide authentic examples of data sharing and utilization in local schools and for classmates to engage in reviewing, analyzing and interpreting data.

5th- “Coaching”--- Students will provide opportunities for classmates to engage in the discussion of the many models of coaching, as well as the diverse purposes for the role. Discussion should explore research on what we know coaching can do for schools, as well as the obstacles to effective coaching.

6th- “Action research”--- Students will share authentic examples of action research as it occurs today in local schools. Emphasis will be placed on the phases/steps of action
research, and on differences between action and traditional research.
NOTE: To best exceed the minimum expectations regarding the required submission of
a reference list at the completion of each discussion activity session, it is recommended
that the group develop an annotated reference list as a user-friendly way to expose
students to the resources that were selected and utilized.

Electronic Discussion (20% of class participation grade)

Students will participate in an electronic discussion in which they work within pre-
assigned groups to explore three issues relating to the second major assignment for EDLE
618---the professional development project.
Forum/Issue#1—Which issues/topics are you considering for your pd project? How
have you used data to determine the possible topics that you will address? Are your
school administrators aware and supportive of any of your suggested topics? Discuss
possible topics within your group, and consider pros and cons before deciding on one
specific area of focus.
Forum/Issue#2- Which “ways of assessing need” (text and class discussion) might be
most useful with the topic(s) that you are considering? Defend your choice of
assessment within your group discussion, and consider alternatives that may be
suggested.
Forum/Issue#3- What “traits of effective professional development” have been in
evidence in your schools during its pd programs? Provide specific examples of the
research-based traits (from class discussion and text), and describe how they have been
observed and used.

For taskstream electronic discussions, you may introduce comments in one of two
ways: 1) “create new topic”---when you are the first person to introduce a general idea or
theme and 2) “post new reply”--- when you are adding to and/or building on others’
comments. Use this option when you are asking a classmate to clarify or expand on
something that he/she stated.

The pre-assigned groups will have the opportunity to discuss and determine the best
time frame (within certain parameters provided by the instructor) within which they will
be actively participating in the discussion. Once a decision is made and reported to the
instructor, it will be expected that each member participates in and contributes to the
discussion. Each student will be expected to initiate new discussion by occasionally
“creating a new topic.” It is expected that multiple comments by each student be posted
within each of the three forums noted above. However, the nature of the comment is
much more important than the frequency in which postings occur. Added value will be
placed on comments that challenge others’ assumptions and the status quo. Students
should be able to defend their own comments, and be ready to reply to suggestions from
classmates.
Grading scale:
- A+ = 100 points
- A  = 95-99 points
- A- = 90-94 points
- B+ = 87-89 points
- B  = 83-86 points
- B- = 80-82 points
- C  = 75-79 points
- F  = below 75 points

College of Education and Human Development Statement of Expectations
☐ Students are expected to exhibit professional behavior and dispositions.
   http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf
☐ Students must follow the guidelines of the University Honor Code. See
   http://academicintegrity.gmu.edu/honorcode/ for the full honor code
☐ Students must agree to abide by the university policy for Responsible Use of Computing. See
   http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the
GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning
of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Weekly Schedule (subject to change)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1 – 9/1</td>
<td>Topic: Supervisory Prerequisites for improved student learning</td>
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<td></td>
<td>Introduction &amp; Class Description/ Expectations</td>
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| 2 – 9/8 | Topic: Effective Schools = Good Schools? Activities: Understanding “knowledge” as a prerequisite
  • “Another set of eyes” video—learn several observation methods
  • The five phases of clinical supervision in detail
  • Role play Phase 1- the pre-observation conference
  • Discussion about the required pd project | Ch 1-5 and pps 288-293 |
| Date  | Topic: **Classroom observation – Why When, and How?** | Activities: Observing an elementary classroom and collecting data (phase 2)  
The “Big Six” observation methodologies  
Your homework templates – compare and contrast  
Introduce phase 3 | Discussion Group Activity#1—*Walkthrough Observations*  
Ch 14 from Gtext  
Bring 2 copies of your school’s observation templates to class |
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<td>3 – 9/15</td>
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| 4 – 9/22 | Topic: **Using Developmental Supervision** | Activities: Observing a high school classroom and collecting data (phase 2)  
Understanding quantitative and qualitative data collection  
The text case studies  
Analysis and interpretation (phase 3) | Discussion Group Activity #2 – *Value-Added Measures*  
Ch. 6-7 |
| 5– 9/29 | Topic: **Applying the four supervisory styles** | Activities: The post-observation conference and critique (phases 4&5)  
Supervisory style role plays | Ch. 8-11 |
| 6 – 10/6 | Topic: **Better supervision for improved student learning** | Activities: Teacher profiles discussion -- using homework  
Cognitive dissonance  
Review requirements for clinical supervision project | Ch. 12 |
| 7 – 10/13 | Topic: **Developing Professionals** | Activities: Discussion about your pd project & electronic posts  
NBPTS as pd exercise  
Traits/characteristics for effective professional development | Ch. 18  
**Clinical Supervision Project Due** (Written Assignment #1) |
| 8 – 10/20 | Topic: **Learning and using your technical skills** | Activities: Western High School & multiple choice SLLA prep practice activity  
“Ways of Assessing Need”  
Three guiding principles when using data to inform decisions | Discussion Group Activity #4 – *Data informed decision making in today’s schools*  
Ch 13 (emphasis on p 206-217) |
<p>| 9 – 10/27 | Online Class | 10/13 – 10/25: Electronic Discussion via Taskstream |</p>
<table>
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<tr>
<th>Date(s)</th>
<th>Topic</th>
<th>Activities</th>
<th>References</th>
</tr>
</thead>
</table>
| 10–11/3 | Assisting teachers – individually and in groups | Task, person and dysfunctional roles  
Dealing with dysfunctional team players  
Discussion Group Activity #5 – *Group dynamics and development* | Ch 16 & 17 |
| 11–11/10 | Current supervisory and evaluative practices  
*Formative and Summative evaluation* | Using the Virginia prototypes for evaluation  
Developing an action/improvement plan for teachers  
Debrief the electronic discussion | Ch 15  
DOL handout – elem scenerio |
| 12–11/17 | Action Research & the cultural tasks for supervisors | AR vs traditional research  
Glickman’s three cultural tasks  
Connecting change theory (from EDLE 620)  
Discussion Group Activity #6 – *Action Research* | Ch 20-23 |
| 13–12/1 | Using current research on quality teaching and instruction | Current research  
Connecting research to supervision and leaders’ roles | Choose one (1) article from collection on Taskstream |
| 14–12/8 | Final Class Activity  
Professional Development Project Due | Prepare for Final Activity  
PD Project Due |
<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>exceeds expectations-4</th>
<th>meets expectations-3</th>
<th>approaches expectations-2</th>
<th>below expectations-1</th>
<th>Score/Level</th>
</tr>
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<tr>
<td>Attendance(20%)</td>
<td>Exemplary attendance (no absences, tardies or early dismissals)</td>
<td>Perfect attendance with one or two tardies or early dismissals</td>
<td>Occasional absences and/or tardies (1-2)</td>
<td>Frequent absences and/or tardies (3 or more)</td>
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<tr>
<td>Quality of interaction; questions, comments, suggestions (20%)</td>
<td>Most queries are specific and on target. Deeply involved in whole class and group discussions</td>
<td>Often has specific queries, stays involved in class discussion</td>
<td>Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics</td>
<td>Rarely interacts with instructor or classmates in an appropriate manner</td>
<td></td>
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<tr>
<td>Effort (20%)</td>
<td>Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others</td>
<td>Willingly participates with instructor and classmates. Engages others</td>
<td>Reluctantly participates when asked (rarely volunteers) Seeks easiest duties in group work.</td>
<td>Actively avoids involvement when possible. Complains about others and uses excuses to explain deficiencies</td>
<td></td>
</tr>
<tr>
<td>Demonstration that student is prepared for class (20%)</td>
<td>(see meets expectations)... And is prepared for each and every class</td>
<td>Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion</td>
<td>Demonstrates readiness periodically</td>
<td>Is unable to demonstrate readiness for class through readings, other homework or by relating to previous discussion</td>
<td></td>
</tr>
<tr>
<td>Electronic discussion (20%)</td>
<td>Actively participates in a timely manner to elec discussion, responding to others and initiating new ideas</td>
<td>Participates in elec discussion, responding to others comments and questions</td>
<td>Engages with others without demonstrating commitment to helping group and individuals to respond to posted forums</td>
<td>Does not participate actively in the elec discussion---few entries with little thought</td>
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<tr>
<td>Section</td>
<td>Description</td>
<td>Exceeds Expectations-4</td>
<td>Approaches Expectations-2</td>
<td>Below Expectations-1</td>
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<tr>
<td><strong>Introduction; selection of teacher and rationale (15%)</strong></td>
<td>Description is thorough and includes elements that were discussed in class, and rationale is clear.</td>
<td>Description and rationale are clear and concise.</td>
<td>Description and rationale are incomplete or poorly constructed.</td>
<td>Description of teacher and reason for selection are missing or wholly inadequate.</td>
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</tr>
<tr>
<td><strong>Summary of phase one (pre-observation) of the clinical process (8%) ELCC 1.2.b</strong></td>
<td>Summary addresses the pre-observation conference and clearly describes the application of the required elements. The supervisory style is described in detail, as are the interactions between supervisor and teacher.</td>
<td>Summary addresses the phase one pre-observation conference...but is lacking in detail.</td>
<td>Summary omits or fails to adequately address one or two of required elements.</td>
<td>Summary omits or fails to adequately address three or more required elements.</td>
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<tr>
<td><strong>Summary of phase two (observation) of the clinical process (8%) ELCC 2.2.b</strong></td>
<td>Summary describes the observation, the method, tool selected and used, and any unanticipated issues that were addressed by the observer. The total time spent for observation in the classroom is included.</td>
<td>Summary adequately addresses the phase two observation...but is lacking detail and explanation.</td>
<td>Summary fails to adequately address phase two, omitting essential information (time, tool, issues)</td>
<td>Summary omits or fails to adequately address any of the elements of a phase two observation.</td>
<td></td>
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<tr>
<td><strong>Summary of phase three (A&amp;I) of the clinical process (8%) ELCC 2.2.c</strong></td>
<td>Summary includes the required elements, with appropriate attention placed on both analysis and interpretation. The determination of supervisory style, if not previously discussed, is addressed. The analysis component includes charts, tables and/or graphs to display results.</td>
<td>Summary provides appropriate attention to phase three, but is lacking in detail.</td>
<td>Summary omits or fails to address one of the three required elements.</td>
<td>Summary omits or fails to address two or more of the three required elements.</td>
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<tr>
<td><strong>Summary of phase four (post-observation) of the clinical process (8%) ELCC 2.3.a</strong></td>
<td>Summary describes in detail the supervisory style and interactions between supervisor and teacher. Specific examples are included of teacher and observer comments and/or</td>
<td>Summary provides appropriate attention to phase four, but is lacking in detail.</td>
<td>Summary is incomplete, failing to capture the interactions between observer and teacher.</td>
<td>Summary fails to address the supervisory style utilized, and omits description of the observation.</td>
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**Summary of phase five (critique) of the clinical process (8%)**

- Summary describes in detail the critique of the previous four phases. Teacher reaction and comments are clearly described.
- Summary describes the critique, but without detail.
- Summary is incomplete, lacking in detail and without reference to teacher comments and reactions.
- The critique is omitted, or is completed as a self analysis (without teacher feedback).

**Comparison of the clinical process with local school system's process (30%)**

- Comparison is thorough and provides detail regarding the practices used in the local system. Each of the five clinical phases is addressed (compared and contrasted).
- Comparison includes some description contrasting the five clinical phases with local practice.
- Comparison does not adequately contrast local school process with clinical supervision—phase by phase review is incomplete.
- Comparison is omitted or is superficial.

**Observation tool (10%)**

- The actual observation tool (as completed) is provided and described, and its selection is described and defended.
- Tool for observation is provided and described.
- Tool is included but is not described or defended.
- Tool is not provided as required.

**Mechanics (5%)**

- Completed without errors.
- Nearly error-free which reflects clear understanding and thorough proofreading.
- Occasional errors in grammar and punctuation.
- Frequent errors in spelling, grammar and punctuation.

**Discussion Leader Activity-Spring 11**

- **levels/Criteria created with TaskStream**
<table>
<thead>
<tr>
<th>Length of Activity (25%)</th>
<th>A 60 minute activity Between 50 and 70 minutes in duration More than 15 minutes short or long Misses target by more than 20 minutes</th>
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<tr>
<td>Extent of engagement by class (25%)</td>
<td>(see meets expectations) ...and at least 50% participated on more than one occasion during the time allotted All classmates were on task and participated Approximately 50% of classmates were engaged and participated in activities and/or discussion Topic was &quot;delivered.&quot; Little/no engagement by classmates</td>
</tr>
<tr>
<td>Use of literature and research (20%)</td>
<td>(see meets expectations) ...and sources are cited and provided for follow-up work by students An appropriate number of significant and timely research/studies are utilized Literature is cited and used, but text is over-emphasized No demonstration of the use of out-of-text sources</td>
</tr>
<tr>
<td>Participation by each member of activity group (15%)</td>
<td>(see meets expectations) ...and did so enthusiastically, involving classmates in an appropriate manner All activity group members participated in a shared manner All participated, but the load for leading the discussion and engaging classmates was uneven It is unclear as to whether or not all members participated</td>
</tr>
<tr>
<td>List of references (15%)</td>
<td>(see meets expectations) ...and referred to during the discussion, providing user-friendly connections for classmates Submitted at time of discussion Submitted, but incomplete with errors and/or omissions Not submitted at time of discussion</td>
</tr>
</tbody>
</table>

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**Introduction:**

The introduction

The introduction

An attempt to

The context is
<table>
<thead>
<tr>
<th>Component</th>
<th>Criteria</th>
<th>Provision</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides context related to school and stakeholders</td>
<td>Includes a detailed context and identifies the roles of stakeholders</td>
<td>Provides an appropriate context and identifies stakeholders</td>
<td>Provide context is incomplete and/or inadequate</td>
</tr>
<tr>
<td>Needs assessment (20%) ELCC 2.2.a</td>
<td>Needs assessment described in detail, with rationale provided for its selection. Description includes the type of assessment, its application, and any challenges/issues that occurred.</td>
<td>Needs assessment administered and described</td>
<td>Evidence provided that needs assessment was administered, with superficial description</td>
</tr>
<tr>
<td>Analysis and interpretation of data (20%)</td>
<td>Data collected and clearly analyzed, identifying trends and patterns that are described and connected to the pd proposal</td>
<td>Data collected and clearly analyzed, identifying trends and patterns</td>
<td>Data collected but analysis is inadequate</td>
</tr>
<tr>
<td>The professional development proposal (25%) ELCC 2.4 b</td>
<td>Proposal addresses all of the essential elements in powerful detail</td>
<td>Proposal clearly describes the essential elements</td>
<td>Proposal is inadequate, failing to address several of the essential elements</td>
</tr>
<tr>
<td>Connections to best practices and research (20%) ELCC 2.4.a</td>
<td>Connections to research and best practice are clearly stated and described, including reference to the phases of professional development, as well as the research-based traits of effective pd</td>
<td>Connections to research and best practice are clearly stated and described.</td>
<td>Connections to research are unclear and/or superficial</td>
</tr>
<tr>
<td>Mechanics (5%)</td>
<td>Completed without error</td>
<td>A few minor errors, not detracting from the proposal</td>
<td>Errors in grammar, construction and spelling detract from the proposal</td>
</tr>
</tbody>
</table>