

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM**

**EDLE 618 (603)Spring 2012
Supervision and Evaluation of Instruction**

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Schedule Information

Location: Gatehouse Administration Center/Room 3050
Meeting Times: 4:30-8:30 Thursdays, March 15 to May 24, 2012

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.

Professional Standards

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 (PD)project is another example of such an embedded experience.

Course Materials

Glickman, C.D., Gordon, S.P. and Ross-Gordon, J.M. (2010). *Supervision and instructional leadership: A developmental approach* (8th edition), Boston, Ma: Allyn and Bacon

Readings- Highly Recommended

Acheson, Keith A. and Gall, Meredith D. (2003) *Clinical Supervision and Teacher Development*. Chicago, Ill: Jossey-Bass_(selected sections will be used during class)

Daresh, John C.(1989) *Supervision as a proactive process*. Prospect Heights, Ill: Waveland Press (selected sections will be used during class)

Schmidt, Laurel. (2002)*Gardening in the minefield: A survival guide for school administrators*, Portsmouth, NH: Heinemann Publishing(selected sections will be used during class)

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 (15 pts)

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 Assignment #1---The Clinical Supervision Project (35 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 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 write-up.
 - 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 April 26, 2012, 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!

Written 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 24, 2012, 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 documents 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

1st- "Walkthrough observations"--- Students will lead a discussion in which classmates are exposed to and can practice a variety of walkthrough models. Discussion leaders will focus on Downey's work on walkthroughs, as well as others that are used in local schools. Emphasis will be placed on the espoused purposes of walkthroughs, as well as the actual/authentic procedures that are used by school administrators.

2nd- "Supervisory behaviors"--- Students will research and lead a discussion on supervisory behaviors. The Glickman text may be useful in informing this discussion. The emphasis will be on supervisory behaviors, verbal and nonverbal, as they are demonstrated by school leaders during interactions with teachers, students, and community.

3rd- "Professional Learning Communities"--- Students will lead a discussion how PLC have been developed in their schools. Are there other models that preceeded the current model used in Fairfax county? Are all staff involved in a PLC? Challenges and successes of a PLC model.

4th- "Data informed decision making"--- Students will discuss current practices in their schools as to how data are informing the decision-making process. Discussion leaders will provide authentic examples of data sharing and utilization in local schools. Classmates will be engaged 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 obstacles to effective coaching.

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.

ALL ASSIGNMENTS must be submitted electronically through taskstream. Taskstream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a Taskstream account and use taskstream to submit work for courses, as well as to prepare and submit your internship portfolio.

LATE WORK: It is expected that all students submit (through taskstream) work on time, no later than midnight of the due date. Late projects may be accepted in extenuating circumstances, and will result in a minimum of a one letter grade reduction.

GRADING SCALE:

A+= 100

| | |
|-----|-------|
| A= | 95-99 |
| A-= | 90-94 |
| B+= | 87-89 |
| B= | 83-86 |
| B-= | 80-82 |
| C= | 75-79 |
| F= | 0-74 |

CEHD/GSE Expectations for All Students

The College of Education and Human Development (CEHD) and the Graduate School of Education (GSE) expect that all students abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
 - *Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.*
- Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Weekly Schedule (subject to change)

| Session | Topics | Assignment Due |
|-------------|--|------------------------|
| 1 – 3/15 | <p>Topic: Supervision of Instruction</p> <ul style="list-style-type: none"> • Introduction & Class Description/ Expectations • Select small group topic • Observing in a classroom <p>Adult Learning & Knowledge</p> <ul style="list-style-type: none"> • Overall Framework for Supervision • Adult Learning Theory • Quality Instruction? • “Knowledge” as a prerequisite • | |
| 2– 3/19 | <p>Topic: Effective Schools = Good Schools?</p> <ul style="list-style-type: none"> • “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 | Ch 4&5 and pps 288-293 |

| | | |
|---------------------|---|--|
| <p>3 – 3/29</p> | <p>Topic: Classroom observation – Why When, and How?</p> <ul style="list-style-type: none"> • Observing classrooms (any level) and collecting data (phase 2) • The “Big Six” observation methodologies • Understanding quantitative and qualitative data collection • Your homework templates – compare and contrast • Analysis and Interpretation (phase 3) • The text case studies <p>Discussion Group Activity 1—Walkthrough Observations</p> | <p>Ch. 6, 7, 14 from Gtext</p> <p>Bring 2 copies of your school’s observation templates to class</p> <p>Group # 1 Presentation— Walkthrough Observations</p> |
| <p>4- 4/5</p> | <p>Fairfax County Spring Break</p> | |
| <p>5- 4/12</p> | <p>Topic: Applying the four supervisory styles</p> <ul style="list-style-type: none"> • Activities: The post-observation conference and critique (phases 4&5) • Supervisory style role plays • | <p>Ch. 8-11</p> <p>Discussion of classroom observations</p> |
| <p>6 – 4/19</p> | <p>Topic: Better supervision for improved student learning</p> <ul style="list-style-type: none"> • Teacher profiles discussion -- using homework • Culturally Responsive Instruction • Review requirements for clinical supervision project | <p>Ch. 12</p> <p>Group # 2</p> <p>Presentation Supervisory Behaviors</p> |

| | | |
|--------------|---|---|
| 7 – 4/26 | <p>Topic: Learning and using your technical skills</p> <ul style="list-style-type: none"> • Discussion about your pd project “Ways of Assessing Need” • Three guiding principles when using data to inform decisions • Data informed decision making in today’s schools • Teresa Khuluki—Assistant Principal, Wolftrap Elementary School | <p>Clinical Supervision Project Due (Written Assignment #1)</p> <p>Ch 13 (emphasis on p 206-217)</p> |
| 8 -5/3 | <p>Topic: Developing Professionals</p> <ul style="list-style-type: none"> • Traits/characteristics for effective professional development • Coaching as Professional Development | <p>Ch. 18</p> <p>Group # 3 Coaching Presentation</p> |
| 9 – 5/10 | <p>Topic: Assisting teachers – individually and in groups</p> <ul style="list-style-type: none"> • Task, person and dysfunctional roles • Dealing with dysfunctional team players • Professional Learning Communities | <p>Ch 16 & 17</p> <p>Group # 4 Data Driven Decision Making</p> <p>Group # 5 Professional Learning Communities</p> |
| 10 – 5/17 | <p>Topic: Current supervisory and evaluative practices</p> <p>Formative and Summative evaluation</p> <ul style="list-style-type: none"> • Using the Virginia prototypes for evaluation • Developing an action/improvement plan for teachers (possible guest speaker) | <p>Ch 15</p> <p>Sergiovanni article</p> |
| 11 – 5/24 | <p>Topic: Action Research & the cultural tasks for supervisors</p> <ul style="list-style-type: none"> • Action Research vs traditional research • Glickman’s three cultural tasks • Connecting change theory • Professional Development Project Due | <p>Ch 20-23</p> <p>PD Project Due</p> |

Class Participation

| | exceeds expectations-4 | meets expectations-3 | approaches expectations-2 | below expectations-1 | Score/Level |
|--|--|--|---|---|--------------------|
| Attendance (20%) | Exemplary attendance (no absences, tardies or early dismissals) | Perfect attendance with one or two tardies or early dismissals | Occasional absences and/or tardies (1-2) | Frequent absences and/or tardies (3 or more) | |
| Quality of interaction; questions, comments, suggestions (20%) | Most queries are specific and on target. Deeply involved in whole class and group discussions | Often has specific queries, stays involved in class discussion | Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics | Rarely interacts with instructor or classmates in an appropriate manner | |
| Effort (20%) | Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others | Willingly participates with instructor and classmates. Engages others | Reluctantly participates when asked (rarely volunteers) Seeks easiest duties in group work. | Actively avoids involvement when possible. Complains about others and uses excuses to explain deficiencies | |
| Demonstration that student is prepared for class (20%) | (See meets expectations)... And is prepared for each and every class | Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion | Demonstrates readiness periodically | Is unable to demonstrate readiness for class through readings, other homework or by relating to previous discussion | |
| Electronic discussion (20%) | Actively participates in a timely manner to elec discussion, responding to others and initiating new ideas | Participates in elec discussion, responding to others comments and questions | Engages with others without demonstrating commitment to helping group and individuals to respond to posted forums | Does not participate actively in the elec discussion--- few entries with little thought | |

| | exceeds expectations-4 | meets expectations-3 | approaches expectations-2 | below expectations-1 | Score/Level |
|--|---|---|---|--|--------------------|
| Introduction; selection of teacher and rationale (15%) | Description is thorough and includes elements that were discussed in class, and rationale is clear | Description and rationale are clear and concise | Description and rationale are incomplete or poorly constructed | Description of teacher and reason for selection are missing or wholly inadequate | |
| Summary of each phase of clinical process (40%) ELCC 2.2a & 2.4b | Summary addresses each phase and clearly describes the role of the observer and his/her interactions with the teacher | Summary adequately addresses each of the five phases | Summary omits or fails to adequately address one phase | Summary omits or fails to adequately address two or more phases | |
| Comparison of the clinical process with local school system's process (30%) ELCC 2.3a | Comparison is thorough as it provides detail and specificity regarding the practices used in local system | Comparison is well developed and includes comments contrasting each of the clinical model's five 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%) | Observation tool is provided and described, and its selection is detailed and defended | Tool for observation is provided and described | Tool is included but is not described as a part of the five phase process | 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 | |

| | exceeds expectations-4 | meets expectations-3 | approaches expectations-2 | below expectations-1 | Score/Level |
|---|--|--|--|---|--------------------|
| Introduction; provides context related to school and stakeholders (10%) | The introduction includes a detailed context and identifies the roles of stakeholders | The introduction provides an appropriate context and identifies stakeholders | An attempt to provide context is incomplete and/or inadequate | The context is omitted or superficial | |
| Needs assessment (20%) ELCC 2.1, 2.4b | Needs assessment described in detail, with rationale provided for its selection | Needs assessment administered and described | Evidence provided that needs assessment was administered, with superficial description | No evidence of a needs assessment being used | |
| Collection and analysis of data (20%) ELCC 2.2c | Data collected and clearly analyzed, identifying trends and patterns that are described and connected to the PD proposal | Data collected and clearly analyzed, identifying trends and patterns | Data collected but analysis is inadequate | Data not collected or analyzed | |
| The professional development proposal (25%) ELCC 1.3 a & b | Proposal addresses all of the essential elements in powerful detail | Proposal clearly describes the essential elements | Proposal is inadequate, failing to address several of the essential elements | Proposal not submitted with paper, or submitted without any of the essential elements | |
| Connections to best practices and research (20%) ELCC 2.2a,b | Connections to research and best practice are clear, including reference to the phases of professional development, as well as the research-based traits of effective PD | Connections to research and best practice are clear and concise | Connections to research are unclear and/or superficial | No evidence of connections with research | |
| Mechanics (5%) | Completed without error | A few minor errors, not detracting from the proposal | Errors in grammar, construction and spelling detract from the proposal | Frequent errors in grammar, construction and spelling | |

Discussion Leader Activity

| | exceeds expectations-4 | meets expectations-3 | approaches expectations-2 | below expectations-1 | Score/Level |
|--|---|---|---|---|--------------------|
| Length of Activity (25%) | A 65 minute activity | Between 60 and 70 minutes in duration | Between 5-10 minutes short or long | Misses target by more than ten minutes | |
| Extent of engagement by class (25%) | (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 "delivered." Little/no engagement by classmates | |
| Use of literature and research (20%) | (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 | |
| Participation by each member of activity group (15%) | (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 | |
| List of references (15%) | (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 | |