

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

**EDLE 618, 603 Fall 2012  
Supervision and Evaluation of Instruction**

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**Schedule Information**

**Location:** Washington & Lee HS, Room 2017

**Meeting times:** Mondays 5pm – 8pm  
September 10, 2012 – December 10, 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;

*Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.*

- 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 Text**

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

#### **Books used in Class**

Casey, K. (2006). *Literacy coaching: The essentials*. Portsmouth, NH: Heinemann.

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). *Instructional rounds in education*. Cambridge, MA: Harvard Education Press.

Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools*. Corwin Press.

Fink, S. & Markholt, A. (2011) *Leading for instructional improvement*. San Francisco, CA: Jossey-Bass.

Lambert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.

#### **Videos Used 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—90 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, roleplays 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: 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 (40 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 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).

### Assignment #3: Reading Response (10 points)

At least one reading response is due throughout the course. Students will decide which week’s reading assignment they want to respond to at the beginning of the course. Responses must be 2 pages, and should serve the following purposes:

1. Capture the reader’s ability to synthesize and evaluate the content of the reading assignment.
2. Record explicit connections between readings and class discussions, illustrating how the readings relate to the class material.
3. Demonstrate the readers’ ability to apply the reading to current context.

Students will turn responses into Taskstream *prior* to the class in which the reading is due. No late entries will be accepted. Students should be prepared to use responses to lead discussion in the class in which the reading assignment is due.

Late Work – My opening assumption is that late work will not be accepted. If you meet circumstances that postpone your ability to meet a due date, please communicate with me.

Revisions are not accepted. Pre-writes are welcomed.

#### 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 |

#### 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## College of Education and Human Development Expectations

- *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.
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.

## Overall Structure of this Class

This class is structured to explore the following question:

*What is supervision and evaluation to an instructional leader?*

Our examination will be organized into the following questions:

- A. What do instructional leaders know and do?
- B. How do instructional leaders develop teachers?
- C. How do instructional leaders sustain teacher development and student achievement?

## Weekly Schedule (subject to change)

| Session  | Topics   | Preparation for Class                |
|----------|--|--------------------------------------|
| 1 – 9/10 | Topic: <b>What is quality instruction?</b> <ul style="list-style-type: none"><li>• Introduction &amp; Class Description/ Expectations</li><li>• What is “Instructional Leadership”?</li><li>• What is quality instruction?</li></ul> | <u>Read:</u> Glickman et al. Ch. 1-3 |

|              |   |  |
|--------------|---|--|
| 2 – 9/17     | <p>Topic: <b>What do instructional leaders know and do?</b></p> <ul style="list-style-type: none"> <li>• Noticing</li> <li>• Expertise</li> <li>• Shared Understanding</li> <li>• Quality Instruction</li> <li>• Current VA Standards</li> </ul>  | <p><u>Read:</u></p> <p>Johnson, Uline, &amp; Perez, (2011)</p> <p><b>AND</b></p> <p>Choose one (1) article from Taskstream site</p> <p>Bring 2 copies of a document (your choice) that communicates to teachers your school’s vision of quality instruction.</p> |
| 3 – 9/24     | <p>Topic: <b>What do we know about adult learning?</b></p> <ul style="list-style-type: none"> <li>• Adult Learning Theory</li> <li>• Ways of Knowing</li> </ul>   | <p><u>Read:</u></p> <p>Glickman et. al. Ch. 4 &amp; 6</p> <p>Lambert (2001)</p>  |
| 4 – 10/1     | <p>Topic: <b>How do instructional leaders facilitate teacher development?</b></p> <ul style="list-style-type: none"> <li>• Goals of evaluation</li> <li>• Clinical Supervision</li> <li>• Pre-observation conferences</li> <li>• Observations – Data Collection</li> </ul>  | <p>Read:</p> <p>Glickman et al. Ch 7, 14, &amp;16</p>  |
| 5-10/8       | No Class – Columbus Day   |  |
| 6-10/15      | No Class – EDLE Conference  |  |
| <b>10/17</b> | <b>EDLE CONFERENCE</b>  |  |
| 7-10/22      | <p>Topic: <b>How do instructional leaders capture and make sense of what is happening in classrooms?</b></p> <ul style="list-style-type: none"> <li>• Examining the purposes of data collection (qualitative &amp; quantitative)</li> <li>• Analysis and Interpretation (phase 3)</li> <li>• Building theories about instruction</li> </ul> | <p>Read:</p> <p>Glickman et al. Ch. 12</p> <p>Fink &amp; Markholt (2011)</p>   |



|            |   |   |
|------------|---|---|
| 8 -10/29   | <p>Topic: <b>How do instructional leaders build capacity in teachers?</b></p> <ul style="list-style-type: none"> <li>• Coaching skills</li> <li>• The post-observation conference and critique (phases 4&amp;5)</li> <li>• Presentation of supervisory behaviors</li> </ul> | <p>Read:</p> <p>Glickman et. al. Ch. 8-11<br/>(your assigned chapter)</p> <p>Casey (2006)</p>   |
| 9– 11/5    | <p>Topic: <b>What is professional development?</b></p> <ul style="list-style-type: none"> <li>• Effective Professional Development</li> <li>• NBPTS as pd</li> <li>• Program Evaluation</li> <li>• Exploring Structures of PD</li> </ul>                                    | <p>Read: Glickman et al. Ch. 17 &amp; 18</p> <p>Boatright &amp; Gallucci (2009)</p>   |
| 10-11/12   | <p>Topic: <b>How do instructional leaders sustain teacher development and student achievement?</b></p> <ul style="list-style-type: none"> <li>• Action Research</li> <li>• Needs assessment – Getting specific</li> <li>• Professional Learning Communities</li> </ul>      | <p>Read:</p> <p>Glickman et al. Ch. 20 &amp; 22</p>   |
| 11 – 11/19 | <p>Topic: <b>Current trends in supervision &amp; evaluation</b></p> <ul style="list-style-type: none"> <li>• VA Standards</li> <li>• Value Added Models</li> <li>• Walk Throughs</li> </ul>   | <p><u>Read:</u></p> <p>Stronge, Ward, &amp; Grant (2011)</p> <p>Harris (2010)</p> <p>Watch:<br/><a href="http://varc.wceruw.org/tutorials/Oak/index.htm">http://varc.wceruw.org/tutorials/Oak/index.htm</a></p> |
| 12 – 11/26 | <p>Topic: <b>How do instructional leaders sustain teacher development and student achievement?</b></p> <ul style="list-style-type: none"> <li>• Orchestrating</li> <li>• Understanding barriers to learning</li> <li>• Teacher Individualism</li> </ul>                     | <p>Read:</p> <p>Rinke &amp; Valli (2010)</p>  |
| 13 – 12/3  | <p>Topic: <b>How are current policies shaping teacher development?</b></p> <ul style="list-style-type: none"> <li>• Assumptions &amp; Policy</li> <li>• The Zone of Wishful Thinking</li> <li>• Understanding Change</li> <li>• Mapping your PD</li> </ul>                  | <p>Read Hill &amp; Celio (1998)</p> <p>Bring your PD plan to class</p>  |
| 14 – 12/10 |   | <p><b>The Professional Development Project</b><br/>(Written Assignment #2)</p>  |

## EDLE 618 Class Participation



| <b>Levels/Criteria</b>   | <b>exceeds expectations-4</b>  | <b>meets expectations-3</b>   | <b>approaches expectations-2</b>  | <b>below expectation</b>  |
|--|--|---|---|---|
| Attendance (25%)   | Exemplary attendance (no absences, tardies or early dismissals)  | Perfect attendance with one or two tardies/absences   | Occasional absences and/or tardies (2)  | Frequent absences and/or tardies (3 or more)  |
| Quality of interaction; questions, comments, suggestions (25%) | Most queries are specific and on target. Deeply involved in whole class and group discussions. Excellent contribution online.    | Often has specific queries, stays involved in class discussion. Contributions online.   | Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics. Presence online. | Rarely interacts with instructor or classmates in an appropriate manner. Not online.                                |
| Effort (25%)   | Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others both in class and online. | Willingly participates with instructor and classmates. Engages others both in class and online.                                 | 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 (25%)         | (see meets expectations)... And is prepared to initiate class discussion in each and every class. Initiates discussion online.   | 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 |

**Reading Responses Rubric**

| <b>Levels/Criteria</b>  | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Approaching Expectations</b>   | <b>Below Expectations</b>   |
|---|--|--|---|---|
| Synthesizes and evaluates the content of the reading assignment   | Response captures the central purpose(s) of the readings and articulates the purpose(s) skillfully, demonstrating a careful and reflective read. The response offers an evaluation of the quality, relevance, or significance of the readings. | Response captures the central purpose of the readings and offers an evaluation.                                | Response captures a portion of the purpose of the reading, leaving concerns as to how the material is being interpreted by the reader.            | The response offers a discussion of the material that illustrates a significant misreading of the material.   |
| Records connections between readings and class discussions, illustrating how the readings relate to the class material. | Response draws significant and useful connections between assigned readings, previous readings, and/or class discussions, offering a rich discussion that pushes the class material.   | Response draws justifiable connections between assigned readings, previous readings, and/or class discussions. | Response draws limited connections between assigned readings, previous readings, and/or class discussions that tend to be superficial or cursory. | The response offers a discussion of the material that illustrates a significant misreading of the material or connections are not explicit and difficult to locate. |
| Applies the reading to current context.   | Response applies the reading to a specific context, demonstrating the extent to which the material is relevant. Application propels the discussion by aptly demonstrating reader's interpretation of the material.                             | Response applies the reading to a specific context, demonstrating reader's interpretation of the material.     | Response attempts to apply the reading to a context. Application might be lack consistency.   | Response does not offer an explicit application of material.  |
| Writing and Mechanics   | Writing is engaging, well organized, and contains no errors that distract readers. Response is between 2-4 pages and follows APA guidelines (Times New Roman, and double spaced).  | Writing is clear and almost error-free. Response is between 2-4 pages.   | Writing has significant errors that indicate a lack of proof-reading. Response misses the page or formatting requirements.                        | Frequent errors make reading difficult. Significant problems in the writing are a barrier to understanding the writer's ideas.                                      |

**EDLE 618 Clinical Supervision Project**

| <b>Levels/Criteria</b>   | <b>exceeds expectations-4</b>  | <b>meets expectations-3</b>  | <b>approaches expectations-2</b>   | <b>below expectations-1</b>  |
|--|--|--|--|--|
| Introduction; selection of teacher and rationale (10%)                           | 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 phase one (pre-observation) of the clinical process (8%) ELCC 1.2.b   | 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.   | Summary addresses the phase one pre-observation conference...but is lacking in detail.           | Summary omits or fails to adequately address one or two of required elements.                      | Summary omits or fails to adequately address three or more required elements.                      |
| Summary of phase two (observation) of the clinical process (8%) ELCC 2.2.b       | 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.  | Summary adequately addresses the phase two observation... but is lacking detail and explanation. | Summary fails to adequately address phase two, omitting essential information (time, tool, issues) | Summary omits or fails to adequately address any of the elements of a phase two observation.       |
| Summary of phase three (A&I) of the clinical process (8%) ELCC 2.2.c             | 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. | Summary provides appropriate attention to phase three, but is lacking in detail.                 | Summary omits or fails to address one of the three required elements.                              | Summary omits or fails to address two or more of the three required elements.                      |
| Summary of phase four (post-observ conf) of the clinical process (8%) ELCC 2.3.a | Summary describes in detail the supervisory style and interactions between supervisor and teacher. Specific examples are included of teacher and observer comments and/or reactions.   | Summary provides appropriate attention to phase four, but is lacking in detail.                  | Summary is incomplete, failing to capture the interactions between observer and teacher.           | Summary fails to address the supervisory style utilized, and omits description of the observation. |
| Summary of   | Summary describes in   | Summary  | Summary is   | The critique is  |

| <b>Levels/Criteria</b>  | <b>exceeds expectations-4</b>   | <b>meets expectations-3</b>   | <b>approaches expectations-2</b>   | <b>below expectations-1</b>   |
|---|---|---|--|---|
| phase five (critique) of the clinical process (8%)                          | detail the critique of the previous four phases. Teacher reaction and comments are clearly described, as well as analysis of the effect of the process and possible next steps.                         | describes the critique, with information for next steps.  | incomplete, lacking in detail and without information for next steps.  | omitted, or is completed as a self analysis (without teacher feedback). |
| Comparison of the clinical process with local school system's process (25%) | 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), leading to a thoughtful analysis. | Comparison includes some description contrasting the five clinical phases with local practice with some analysis.         | 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 completed observation tool(s) is provided and described in its entirety, and its selection is described and defended   | Tool(s) for observation is provided and described. Some parts of the tool(s) are described in greater detail than others. | Tool is included but is not described or defended.   | Tool is not provided as required  |
| Support (10%)   | Specific, developed ideas and evidence from theory, research and/or literature to support conclusions   | Supporting theory or research exists but is lacking in specificity  | Some evidence of supporting ideas---but superficial and general in nature  | Few to no solid supports  |
| 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                    |

**EDLE 618 Professional Development Project**



| <b>Levels/Criteria</b>  | <b>exceeds expectations-4</b>   | <b>meets expectations-3</b>  | <b>approaches expectations-2</b>   | <b>below expectations-1</b>   |
|---|---|--|--|---|
| 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%)<br>ELCC 2.2.a                                    | 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.         | Needs assessment administered and described                                  | Evidence provided that needs assessment was administered, with superficial description | No evidence of a needs assessment being used  |
| Analysis and interpretation of data (20%)                               | 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%)<br>ELCC 2.4 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 2.4.a             | 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 | Connections to research and best practice are clearly stated and described.  | Connections to research are unclear and/or superficial                                 | No attempt is made to state and describe 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                                 |