GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 618, Section 601, Fall 2014
Supervision and Evaluation of Instruction

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Office Hours: By appointment

Fax: Office: Oakton High School

Schedule Information

Meeting Times: Tuesday 5:00 – 8:00
All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: Kelley Center Prince William County, Room 2011 & 1502A

MARK YOUR CALENDAR!

The EDLE Leader Launch conference is scheduled for Saturday, October 25, 2014 from 8:30 a.m. - 12:15 p.m. on the Fairfax Campus. The focus will be preparing candidates for Spring 2015 hiring season and attendance will be limited to no more than 100 participants. Our goal is to provide interactive, small group workshops led by EDLE faculty and local district and site-based administrators on critical topics such as resume writing, networking, and interviewing.

Course Description

EDLE 618 Supervision and Evaluation of Instruction (3:3:0)

Provides a theoretical and practical overview of the supervision and evaluation of instruction. Introduces the domains of supervision and inquiry into current issues and best practices in supervision. Uses a variety of interactive exercises to assist in the development of practical skills for using the clinical process and developmental approach to supervision.

Prerequisite(s): EDLE 620 or EDSE 743; EDLE 690, and EDLE 791

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.

**Course Objectives**

Students enrolled in this course will understand the research on adult learning theory and how it connects with effective professional development. They will understand the five phases of clinical supervision, and how they relate to the supervisory styles and approaches. Students will observe classrooms and understand the variety of observation methodologies that can be used to collect data. And students will practice data informed decision making as a means to improve teaching and overall student learning.

**Student Outcomes**

Upon completion of this course, students will be able to:

1. Demonstrate the ability to identify and define effective instructional practice.
2. Engage with classroom teachers in applying the principles of clinical supervision and the developmental approach to supervision.
3. Demonstrate the ability to apply supervision consistent with adult learning theory, the characteristics of effective professional development, and the research on effective schools.
4. Articulate a working knowledge of current issues and best practices in supervision.

**Relationship of Course to Internship**

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.

**National Standards and Virginia Competencies**

**ELCC Standards:**

- **ELCC 1.2** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
- **ELCC 1.3** Candidates understand and can promote continual and sustainable school improvement.
- **ELCC 2.2** Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- **ELCC 2.3** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- **ELCC 3.5** Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.
- **ELCC 6.3** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
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

Course Materials

Required Readings


Highly Recommended:

(selected sections will be used during class)

Recommended as reference only


Videos Utilized in Class


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](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 2010.

**Course Requirements, Performance-based Assessment and Evaluation Criteria**

**Attendance**

Students are expected to attend every class for its entirety. Maximum class participation points can only be earned by students who attend all classes, are on time, and do not leave early.

**General Expectations**

Consistent with expectations of a master’s level course in the Education Leadership Program, grading is based heavily on student performance on written assignments. 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. The ability to write in a clear, concise, and organized fashion.

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of various performances are as follows:

**Class Participation (10 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. Absences 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 (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, discussion, role plays, and dvd/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—Describe your interactions with your classroom teacher, referring to the supervisory style that you utilized during phase 4. You do not need to include a plan for improvement in your phase 4 write-up.
   e) Phase 5—Describe the critique, during which you requested 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 October 28, 2014, 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. (Be authentic regarding you 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 November 18, 2014 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---Fall 2014

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 make use of 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. 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- “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 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. 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- “Group dynamics and development”: Students will provide opportunities for classmates to engage in identifying and explaining the behaviors of individuals in group settings, with a focus on task, person and dysfunctional roles. Tuckman’s stages of group development will also be discussed as a point of emphasis during this session.

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.

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.
FEEDBACK: Rewrites of graded work will not be possible in EDLE 618. However, papers may be submitted in advance of the due date for feedback from the instructor. You may submit a complete paper, or any portion of it for feedback, but must allow at least one week in advance of the due date for the instructor to review your work and contact you electronically with feedback. NOTE: Submit papers for feedback to the instructor using an e-mail with attachment—do not use Taskstream for this purpose. Once your paper has been submitted to Taskstream, it will be assessed and given a final grade.

COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with me. You may do so using e-mail…but a personal contact (before class, during break, after class or a scheduled office visit) is preferred. IMPORTANT: When using e-mail for any reason—use my GMU email account (jupperma@gmu.edu) and not the Taskstream email system.

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

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing].
- Counseling and Psychological Services – 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/].
- Office of Disability Services – 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 http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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 (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

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.

Sample Weekly Schedule
Sept 2  Introductions, Review of Syllabus and Course Overview
Topic: Supervisory Prerequisites for improved student learning
Activities: Course Outline
  Introduce clinical supervision & discuss first major course project
  Do you know good teaching when you see it?
Assignment Ch 1-5 and pps 246-250 from GText

Sept 9  Topic: Clinical Supervision
Activities: Understanding “knowledge” as a prerequisite
  The five phases of clinical supervision in detail
  Role play Phase 1 - the pre-observation conference
Discussion about the required pd project
Assignment Ch 13 - 14 from Gtext
Bring 2 copies of your school’s observation templates to class

Sept 16  Topic: Classroom observation---Why, When and How?
Activities: observing a classroom and collecting data(phase 2)
  Instruct0nal Super and Program Evaluation
  Introduce phase 2
  Read Daresh

Sept 23  Topic: Using Supervision Strategies
Activities: Daresh Jigsaw
Read:Ch 6 and 11

Sept 30  Topic: Supervisory Behavioral Continuum
Activity: Phase III
  Supervisory Styles (role plays)
  Discussion Group Activity #1 and #2
Read Ch 11

Oct 7  Topic: Observation Skill Set
Activities: Acheson Presentations
Read: Ch 7

Oct 14  Topic: Developing Professionals
Activities: Discussion Group Activity #3
  Phase IV and V
  Review requirements for clinical supervision project
Read Ch 15 - 16
Oct 21  Topic: **Using Supervision in your Schools**  
Activity:  What would you change in your school?
Read Ch 20

Oct 28  Topic: **Facilitation Change**  
Activity:  How will you change your school  
Discussion Group Activity #4  
Clinical Supervision Project Due  
Read Schmidt

Nov 4  Topic: **Foundations of Effective Schools**  
Activities: Schmidt Jig Saw  
Discussion Group Activity Group #5  
Read Ch 19

Nov 11  Topic: **Action Research**  
Activities: Discussion Group #6  
Read Ch 21 - 22

Nov 18  Topic: **Changing the Big Picture**  
Activities: Three Cultural Tasks  
PD Project Due  
Read Sergiovanni

Nov 25  No Class

Dec 2  Topic: **Final Class Activity**
## Discussion Leader Activity

<table>
<thead>
<tr>
<th></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>
</thead>
<tbody>
<tr>
<td><strong>Length of Activity</strong></td>
<td>The activity is between 65 and 75 minutes, and time is used efficiently throughout the presentation</td>
<td>The activity is between 60 and 75 minutes, and time was generally used efficiently</td>
<td>The activity misses the 65 minute target by more than 10 minutes, although time was generally used efficiently</td>
<td>The activity misses the 65 minute target by more than ten minutes, and time was not used efficiently</td>
<td></td>
</tr>
<tr>
<td><strong>Extent of engagement by class</strong></td>
<td>See meets expectations ...and at least 50% of classmates demonstrated initiative during the session (started discussion, asked question, etc.)</td>
<td>All classmates were on task and participated</td>
<td>Approximately 75% of the class was on task and participated in activities and/or discussion</td>
<td>Less than 50% of the class was on task and participated in activities and/or discussion</td>
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</tr>
<tr>
<td><strong>Content</strong></td>
<td>Classmates engage in activities that focus on major themes, as noted in the syllabus description.</td>
<td>The major themes are addressed, but engagement of the class is limited</td>
<td>The major themes are only partially addressed, or there is minimal or opportunity for engagement</td>
<td>Some attention focused on significant themes, but major areas were not addressed</td>
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</tr>
<tr>
<td><strong>Participation by each member of activity group</strong></td>
<td>All group members participated effectively and enthusiastically in a shared manner while involving classmates</td>
<td>All activity group members participated effectively in a shared manner</td>
<td>All participated, but the load for leading the discussion and engaging classmates was uneven</td>
<td>Not all members participated appropriately in leading the discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Use of outside resources &amp;</strong></td>
<td>See meets expectations ...and referred</td>
<td>A wide variety of outside. relevant</td>
<td>Overemphasis on the text... and/or</td>
<td>No demonstration of out-of-text</td>
<td></td>
</tr>
<tr>
<td>Submitted list of references (15%)</td>
<td>to during the discussion, providing user-friendly connections for classmates</td>
<td>resources are used... and Reference list is submitted at time of discussion</td>
<td>references are incomplete with errors and/or omissions</td>
<td>sources...and/or references not submitted at time of discussion</td>
<td></td>
</tr>
</tbody>
</table>
## EDLE 618 Professional Development Project Assessment Rubric

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>Exceeds Expectations 4</th>
<th>Meets Expectations 3</th>
<th>Approaching Expectations 2</th>
<th>Falls Below Expectations 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong>: provides context related to school and stakeholders (10%)</td>
<td>The introduction includes a detailed context and identifies the roles of stakeholders.</td>
<td>The introduction provides an appropriate context and identifies stakeholders.</td>
<td>An attempt to provide context is incomplete and/or inadequate.</td>
<td>The context is omitted or superficial.</td>
</tr>
<tr>
<td><strong>Needs assessment (20%)</strong></td>
<td>The needs assessment is described in detail, with a rationale provided for its selection. Description includes the type of assessment, its application, and any challenges/issues that occurred.</td>
<td>The needs assessment is administered and described.</td>
<td>Evidence is provided that the needs assessment was administered, with superficial description.</td>
<td>There is little or no evidence of a needs assessment being used.</td>
</tr>
<tr>
<td><strong>ELCC 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</strong></td>
<td>Data was collected and clearly analyzed, identifying trends and patterns that are described and connected to the professional development proposal. Discussion demonstrates the candidate understands of school improvement needs.</td>
<td>Data was collected but analysis is inadequate.</td>
<td>There is little or no evidence that data was collected or analyzed.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis and interpretation of data (20%)</strong></td>
<td>The proposal addresses all of the essential elements in powerful detail. The proposal is clearly connected to needs assessment and offers a “comprehensive, rigorous, and coherent curricular and instructional school program.”</td>
<td>The proposal clearly describes the essential elements.</td>
<td>The proposal is inadequate, failing to address several of the essential elements.</td>
<td>The proposal not submitted with the paper, or submitted without any of the essential elements.</td>
</tr>
<tr>
<td><strong>ELCC 1.3 Candidates understand and can promote continual and sustainable school improvement.</strong></td>
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<tr>
<td><strong>Connections to best practices and research</strong> (20%)</td>
<td>Connections to research and best practices 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>
<td>No attempt is made to state and describe evidence of connections with research.</td>
</tr>
<tr>
<td><strong>Mechanics</strong> (5%)</td>
<td>The assignment is completed without error.</td>
<td>A few minor errors are present but do not detract from the proposal.</td>
<td>Errors in grammar, construction, and spelling detract from the proposal.</td>
<td>Frequent errors in grammar, construction, and spelling are present.</td>
</tr>
<tr>
<td>Levels Criteria</td>
<td>exceeds expectation 4</td>
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<tr>
<td>Attendance (15%)</td>
<td>Perfect attendance (no absences, tardiness or early dismissals)</td>
<td>Exemplary attendance with one tardy or early dismissal</td>
<td>Occasional absences and/or tardiness (2 or more)</td>
<td>Frequent absences and/or tardiness (3 or more)</td>
</tr>
<tr>
<td>Quality of interaction; questions, comments, suggestions (15%)</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>
</tr>
<tr>
<td>Effort (15%)</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>Usually participates when asked (rarely volunteers) Seeks easiest duties in group work.</td>
<td>Rarely is involved in class discussion, or complains about others and uses excuses to explain deficiencies</td>
</tr>
<tr>
<td>Demonstration that student is prepared for class (35%)</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 and preparation periodically</td>
<td>Generally does not demonstrate readiness for class discussion through readings and other pre-class assignments, or by relating to previous discussion</td>
</tr>
<tr>
<td>Electronic discussion---(20%)</td>
<td>Actively participates in a timely manner, responding to others and initiating new ideas. Demonstrates evidence of knowledge of the traits of effective PD and the three phases/stages, and assists others in applying the</td>
<td>Participates in the discussion, responding to others comments and questions. Has some basic understanding of the traits and characteristics of effective pd.</td>
<td>Engages with others without demonstrating commitment to helping group and individuals to better understand the traits and stages.</td>
<td>Does not actively participate in the discussion---few entries with little thought</td>
</tr>
</tbody>
</table>
## EDLE 618 Clinical Supervision Project Assessment Rubric

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<tbody>
<tr>
<td><strong>Introduction; selection of teacher and rationale (10%)</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>
<td></td>
</tr>
<tr>
<td><strong>Summary of phase one (pre-observation) of the clinical process (8%)</strong></td>
<td>The 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>The summary omits or fails to adequately address one or two of required elements.</td>
<td>The summary omits or fails to adequately address three or more required elements.</td>
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<td></td>
</tr>
<tr>
<td><strong>Summary of phase two (observation) of the clinical process (8%)</strong></td>
<td>The summary describes the observation, the method, the tool selected and used, and any unanticipated issues that were addressed by the observer. The choice of a tool aligns to the purpose of the observation. The total time spent for observation in the classroom is included.</td>
<td>The summary adequately addresses the phase two observation but is lacking detail and explanation.</td>
<td>The summary fails to adequately address phase two, omitting essential information (time, tool, issues).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary of phase three (A&amp;P) of the clinical process (8%)</strong> Candidates understand and can ensure that teacher and organizational time</td>
<td>The summary includes the required elements, with appropriate attention placed on both analysis and interpretation. The determination of supervisory style, if not previously</td>
<td>The summary provides appropriate attention to phase three, but is lacking in detail.</td>
<td>The summary omits or fails to address one of the three required elements.</td>
<td>The summary omits or fails to address two or more of the three required elements.</td>
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<tr>
<td>Summary of phase four (post-observation conference) of the clinical process (8%)</td>
<td>The summary describes in detail the supervisory style and interactions between supervisor and teacher. Specific examples of teacher and observer comments and/or reactions that demonstrate candidate’s ability to lead instructional conversations are included. Attention is paid to building teacher’s capacity.</td>
<td>The summary provides appropriate attention to phase four, but is lacking in detail.</td>
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<tr>
<td>The summary is incomplete, failing to capture the interactions between observer and teacher.</td>
<td>The summary fails to address the supervisory style utilized, and omits description of the observation.</td>
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<thead>
<tr>
<th>Summary of phase five (critique) of the clinical process (8%)</th>
<th>The summary describes in detail the critique of the previous four phases. Teacher reaction and comments are clearly described; analysis of the effect of the process and possible next steps is included.</th>
<th>The summary describes the critique, but is lacking in detail.</th>
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<tbody>
<tr>
<td>The summary is incomplete, lacking in detail and without reference to teacher comments and reactions.</td>
<td>The critique is omitted, or is completed as a self-analysis (without teacher feedback).</td>
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<tr>
<th>Comparison of the clinical process with local school system’s process (25%)</th>
<th>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. Analysis offers commentary on promising trends in supervision or constructs candidate’s vision of promising practices.</th>
<th>Comparison includes some description contrasting the five clinical phases with local practice.</th>
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<tbody>
<tr>
<td>Comparison does not adequately contrast local school process with clinical supervision--phase by phase review is incomplete.</td>
<td>Comparison is omitted or is superficial.</td>
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<tr>
<td><strong>Observation tool</strong> (10%)</td>
<td>The actual observation tool (as completed) is provided and described, and its selection is described and defended.</td>
<td>The observation tool is provided and described.</td>
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<td><strong>Support</strong> (10%)</td>
<td>Specific, developed ideas and evidence from theory, research and/or literature are used to support conclusions.</td>
<td>Supporting theory or research is present but is lacking in specificity.</td>
</tr>
<tr>
<td><strong>Mechanics</strong> (5%)</td>
<td>The assignment is completed without errors.</td>
<td>The assignment is nearly error-free which reflects clear understanding and thorough proofreading.</td>
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</table>