

**GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
Education Leadership Program**

**EDLE 618, Section 601 Spring 2015 Semester  
Supervision and Evaluation of Instruction**

**Instructor:** Richard A. Moniuszko  
**Phone:** 703-993-2033  
**E-Mail:** rmoniusz@gmu.edu  
**Website:** <http://www.taskstream.com>

**Fax:** 703-993-3643  
**Office:** 1307 Thompson

**Mailing Address:** George Mason University  
4400 University Dr., MSN 42C2  
Fairfax, VA 22030-4444

**Office Hours:** Tuesdays and Thursdays 1-3 PM and by appointment

**Schedule Information**

**Meeting Times:** **Thursdays, 4:30 p.m. – 7:30 p.m., 1/14/15 – 4/15/15**

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:** Lanier Middle School, Room 100

**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 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

**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 components of the clinical supervision model, and how they relate to the supervisory skills and philosophy. Students will observe classrooms and understand the variety of observation methodologies that can be used to collect data on classroom performance in order to improve teaching and learning.

*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.*

## **Student Outcomes**

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

1. Demonstrate the ability to identify and define effective instructional practices.
2. Engage with classroom teachers in applying the principles of clinical supervision and a 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 current issues and best practices in supervision of instruction.

## **Relationship of EDLE 618 to Internship Requirements**

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.

### **Virginia Department of Education Competencies:**

- A.1- Knowledge and understanding of student growth and development, including applied learning and motivational theories
- A.3- Knowledge and understanding of student growth and development, including principles of effective instruction, measurement, evaluation and assessment strategies
- A.5- Knowledge and understanding of student growth and development, 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 of student growth and development, including effective communication, including consensus building and negotiation skills

## **Course Materials**

### *Required Readings*

Glickman, C.D., Gordon, S.P. and Ross-Gordon, J.M. (2014). *Supervision and instructional leadership: A developmental approach* (9<sup>th</sup> edition). Boston, MA: Allyn and Bacon.

### *Recommended:*

Marshall, Kim (2009). *Rethinking Teacher Supervision and Evaluation*. San Francisco: Jossey-Bass.

### *Reference only*

Acheson, K. A. & Gall, M. D. (2003). *Clinical supervision and teacher development*. Chicago, Ill: Jossey-Bass.

Bambrick-Santoyo, Paul (2012). *Leverage Leadership*. San Francisco: Jossey-Bass.

Coppola, A. J., Scricca, D. B., & Connors, G. E. (2004). *Supportive supervision: Becoming a teacher of teachers*. Thousand Oaks, CA: Corwin Press

Danielson, Charlotte (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

Daresh, J.C. (1989). *Supervision as a proactive process*. Prospect Heights, Ill: Waveland Press.

Darling-Hammond, Linda (2013). *Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement*. New York: Teachers College Press.

DiPaola, M. F., & Hoy, W. K. (2008). *Principals improving instruction*. Boston, MA: Pearson Publishers.

Hoy, A. W., & Hoy, W. K. (2009) *Instructional leadership*. Boston, MA: Pearson Publishers.

Kachur, Donald S., Stout, Judith A., and Edwards, Claudia L. (2013). *Engaging Teachers in Classroom Walkthroughs*. Alexandria, VA: ASCD.

Marzano, Robert J. & Frontier, Tony (2011). *Effective Supervision: Supporting the Art and Science of Teaching*. Alexandria, VA: ASCD.

Schmidt, L. (2002). *Gardening in the minefield: A survival guide for school administrators*. Portsmouth, NH: Heinemann Publishing.

*Additional required readings may be stored on the Blackboard site and in e-reserves.*

## **Nature of Course Delivery**

Through readings, discussions, cooperative learning activities, case studies, analysis of classroom videos and other presentations, students will learn the theory, practice and impact of effective supervision on teaching and learning.

### *Content*

The primary purposes of the course are identify and define effective instructional practices, apply the principles of clinical supervision, and demonstrate the ability to apply supervision consistent with adult learning theory and the research on effective practices.

### *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 Blackboard and other 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 enable students to participate actively in the development of their knowledge and skills. 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. support our points of view with evidence;
  - d. strive to be open to new ideas and perspectives; and
  - e. actively listen to one another.
2. Student work will reflect what is expected from scholars. Students are expected to:
  - a. write papers that are well researched, proofread, submitted in a timely fashion, and consistent with 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. Therefore, 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. recognize and celebrate each other's ideas and accomplishments; and
  - e. show an awareness of each other's needs.

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 must activate and monitor their GMU e-mail accounts.** All students are required to use both Task Stream (<http://www.taskstream.com>) and Blackboard (<https://mymasonportal.gmu.edu>) as a part of this course. Updates to weekly assignments, readings for class, and discussion boards will utilize Blackboard. Required projects and papers must be submitted through Task Stream. Student work will be archived on Task Stream for purposes of course, program and college assessment. In addition, all students must have access to standard word processing software that can be read by Microsoft Office 2010.

**IMPORTANT NOTE:** This class will be using the 9<sup>th</sup> edition of the Glickman text, *Supervision and Instructional Leadership* (2014). At this time, we are not using the supplemental electronic resources provided with this textbook (MyEdLeadershipLab), as this subscription requires an additional expense to students.

## **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*

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)**

Explain the clinical supervision process to your principal, and solicit advice as to who might be observed for the purpose of this assignment. Using the overview described in the text, discussion, 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*—Describe how the teacher was selected, their developmental level, expertise, and commitment.
- 2) *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, including background information on the teacher observed
  - b. Phase 2—Describe the class 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 or methodologies that you selected.
  - c. Phase 3—Describe the data that you collected and specifically discuss the trends and patterns that were revealed (“analysis”). Then begin to 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 in detail 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 your critique of the process, including teacher input as to how the previous four phases of the clinical process might be improved.
- 3) *Comparison with Actual Practice*—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.
  - Clinical supervision project is ***due no later than March 11***, and may not exceed ten (10) double-spaced pages.
  - Include in an appendix a copy of the *actual observation tools* (for example, the categorical frequency chart, or the performance indicator checklist) including your notes.
  - If you use of an open-ended narrative (wide-lens) tool, you must also include **one additional observation tool** for your project!

## ***Written Assignment #2—The Professional Development Project (30 points)***

This project involves developing an authentic professional development plan, providing your school (or department) with a research-based approach to providing growth opportunities for professional staff. You should solicit input from school and/or department leaders as you consider topics and options for this proposal.

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, use at least two of the “Ways of Assessing Need.” Describe and defend the needs assessment techniques selected as well as your method of collecting data. Identify patterns and trends (“analysis”) from your data, and describe your interpretation and conclusions. Specifically connect your data-informed trends and interpretations to the professional development proposal you will develop in component 3 below. This section must be a description of your analysis and findings, and not a description of what others in your school have done.
  - 3) Prepare a professional development proposal that includes the six 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 15 research-based characteristics of effective professional development identified in the Glickman text. You should also discuss and connect the three phases of professional development (orientation, integration, and refinement) with your proposed professional development plan.
- *This professional development project is **due on April 15, 2015**, 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 one of the topics listed below that relate to the themes being addressed in class. The discussions will usually be conducted at the beginning of class, and should be between 60 and 75 minutes. The Glickman text can be used to provide background information on the topic; however, a bibliography that includes external resources (books, professional journals, official school records and documents, interviews with school leaders, and other resources must be used to inform the discussion.

Successful completion of this activity will result in meaningful engagement of classmates on the selected topic. A list of references must be presented to students and submitted to the instructor electronically no later than the date of the presentation.

Emphasis for this activity should be on the active involvement of the class with your topic. Since the class may or may not be knowledgeable on the topic, some time should be devoted to content, but the vast majority of the available time should be spent on group activities in which everyone actively participates.

#### *List of Topics---spring 2015*

***Adult Learning Theory*** – Students will research the characteristics of how adults learn best, and how these characteristics should be applied to professional development for teachers. How should the principles of adult learning such as those identified by Malcolm Knowles in the 1960’s be integrated into teacher supervision, teacher evaluation and professional development in the 21<sup>st</sup> century.

***Classroom Observation Techniques*** – Observation consists of describing what is seen then interpreting what it means. There are a number of qualitative and quantitative methods for observing teachers in the classroom and recording what was observed in preparation for a teacher conference. Technology is now being used to record teachers as well in order to provide feedback. Discussion leaders should present an overview of the different types of observation techniques currently in use, and their usefulness in teacher supervision.

***Classroom Walkthrough and Mini-Observations*** – Due to supervisor time limitations, mini-observations and other brief classroom visits are being used for supervision. These “classroom walkthroughs” have different purposes (both formative and summative), and varying procedures. Appropriate use of one or more of these “walkthrough techniques” should be presented for class discussion.

***Co-Teaching*** – One method for providing direct assistance to teachers, co-teaching involves planning, teaching and evaluating a lesson together with a supervisor. Models of co-teaching currently in use in special education and English Learner instruction may be useful in presenting and discussing the usefulness of this technique for supervision of teachers.



**Data informed decision making** - Students will discuss current practices in their schools regarding how data are informing the instructional decision-making process, and how this information should be incorporated into teacher supervision and evaluation. Discussion leaders should provide authentic examples of data sharing and utilization in area schools, and may wish to involve the class in reviewing, analyzing and interpreting student data. The work of Paul Bambrick-Santoyo and others may be useful with this topic.

**Frameworks for Effective Teaching** - Students will present an overview of the characteristics of effective teaching, citing the relevant literature in the field (e.g. Danielson, Stronge, Marzano, Resnick) and state or district models, then provide opportunities for the class to engage in identifying and the behaviors of teachers and other staff to “look for” when supervising and evaluating staff

**Peer Coaching** - Students will lead a discussion on K-12 the benefits and pitfalls of peer coaching as a supplemental technique for improving classroom instruction, including current research regarding effective characteristics with an eye to how and when peer coaching should be implemented in schools. One approach to this topic might be examining practices for integrating peer coaching as part of a professional learning community.

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.

## ***Professional Development Project Discussion Board***

Students will participate in an electronic discussion board in which they work within pre-assigned groups to explore three issues relating to the second major assignment for EDLE 618—the professional development project.

Forum/Issue#1—Which issues/topics are you considering for your professional development project? How have you used data to determine the possible topics that you will address? Are your school administrators aware and supportive of any of your suggested topics? Discuss possible topics within your group, and consider pros and cons before deciding on one specific area of focus.

Forum/Issue#2- Which “ways of assessing need” (text and class discussion) might be most useful with the topic(s) that you are considering? Defend your choice of assessment within your group discussion, and consider alternatives that may be suggested.

Forum/Issue#3- What characteristics of effective professional development are in evidence in your schools during its professional development programs? Provide specific examples of the research-based traits (from class discussion and text), and describe how they have been observed and used.

The pre-assigned groups will have the opportunity to discuss and determine the best time frame (within certain parameters provided by the instructor) within which they will be actively participating in the discussion.

Once a decision is made and reported to the instructor, it will be expected that each member participates in and contributes to the discussion. It is expected that multiple comments by each student be posted within each of the three forums noted above.

However, the nature of the comment is much more important than the frequency in which postings occur. Added value will be placed on comments that challenge others’ assumptions and the status quo. Students should be able to defend their own comments, and be ready to reply to suggestions from classmates.

ALL ASSIGNMENTS must be submitted electronically through Task Stream, the online assessment system used by the College to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. Every student registered in an EDLE course with a required performance-based assessment is required to submit such assessments (clinical supervision project and professional development paper) to Task Stream. Evaluation of your performance-based assessment will also be provided using Task Stream. Failure to submit the assessment to Task Stream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Task Stream submission, the IN will convert to an F nine weeks into the following semester.

LATE WORK: It is expected that all students submit work on time through Task Stream, no later than midnight of the due date. Late projects may be accepted in extenuating circumstances, with the permission of the instructor (but with penalty).

FEEDBACK: Rewrites of graded work are generally not available 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 Task Stream for this purpose. Once your paper has been submitted to Task Stream, 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 the GMU email account ([rmoniusz@gmu.edu](mailto:rmoniusz@gmu.edu)).

#### DETERMINATION OF COURSE GRADE:

Clinical Supervision Project (40 points)  
Professional Development Project (30 points)  
Discussion Group Presentation (20 points)  
Class Participation [including Discussion Board] (10 points)

#### 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**

a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).

b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

c. 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.

d. 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/>).

e. 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/>).

f. 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 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/>).

## **PROFESSIONAL DISPOSITIONS**

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

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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

## Class Schedule.

To accommodate the learning needs of class members, the topic and reading schedule may be amended during the semester. When the tentative weekly schedule is revised, revisions will be posted on Blackboard.

Session #	2015 Date	Topics	Reading/Writing Assignment
1	1/14	Course learning expectations  Syllabus Scavenger Hunt  The Concept of SuperVision	Pre-Class Assignment (including Discussion Group Topics)  Class Syllabus  Glickman Ch. 1 -2
2	1/21	Effective Classroom Instruction  Effective Schools and School Leadership  Effective Student Learning	Danielson <i>Framework for Teaching: An Overview</i> (from Blackboard)  Glickman Ch. 3  Blasé and Blasé, "The Dark Side of Leadership," <i>Leadership and Policy in Schools</i> , 2004 (from Blackboard)
3	1/28	Effective Classroom Observation and Feedback  Classroom Walkthroughs and Mini-Observations  Direct Assistance to Teachers: Clinical Supervision	Glickman Ch. 13  Glickman Ch. 15 (focus on pp. 246-251)  <u><i>Discussion Group Activity #1: Classroom Walkthroughs and Mini-Observations</i></u>
4	2/4	Developmental Supervision  Applying the four supervisory styles	Glickman Ch. 7-11 (focus on "4 Case Studies" pp. 158-168)  <u><i>Discussion Group Activity #2: Classroom Observation Techniques</i></u>
5	2/11	Learning and using your technical skills	Case Studies and Video Observations  <u><i>Discussion Group Activity #3: Co-Teaching and/or Peer Coaching</i></u>
6	2/18	Working With Groups  Adult and Teacher Development	Glickman Ch. 16  Glickman Ch. 4  <u><i>Discussion Group Activity #4: Adult Learning and Development</i></u>

<b>7</b>	2/25	Designing needs-driven professional development  Data Driven Instruction	Glickman Chapter 17  <u>Discussion Group Activity #5: Data-Driven Instruction</u>
<b>8</b>	3/4	Action Research  Developing Teams	Glickman Ch. 19  <u>Discussion Group Activity #6: Frameworks for Effective Teaching</u>
<b>9</b>	3/11	Building a Professional Learning Community	DuFour and Mattos, "How Do Principals Really Improve Schools?" <i>Educational Leadership</i> , 2004 (from Blackboard)  Stoll, "Professional Learning Community." <i>Leadership and Management</i> , 2010.  <b>CLINICAL SUPERVISION PROJECT DUE</b>
<b>10</b>	3/18	Formative and Summative evaluation  Teacher Evaluation Practices	Glickman pp. 234-240  Darling-Hammond, "Using Evidence of Student Learning Appropriately," (from Blackboard)  <i>Bring copies of your school or district current formative and summative teacher evaluation protocols</i>
<b>11</b>	3/25	Future Direction for Teacher Supervision and Evaluation	Marshall, "Why current supervision practices are Ineffective," (from Blackboard)
<b>12</b>	<b>4/1</b>	<b>Discussion Board Activity – No Face-to-Face Class</b>	<b>Professional Development Project</b>
<b>13</b>	4/8	Student and Staff Culture  Facilitating Change	<i>Case Study: Facilitating Change</i>  Glickman Ch. 20
<b>14</b>	4/15	Developing a Culture for Sustained Improvement : Addressing Diversity	Glickman Ch. 21-22  <i>Final Class Activity</i>  <b>PROFESSIONAL DEVELOPMENT PROJECT DUE</b>

## Discussion Leader Activity (20 points)

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1
Length of Activity (15%)	The activity is between 65 and 75 minutes, and time is used efficiently throughout the presentation	The activity is between 55 and 85 minutes, and time was generally used efficiently	The activity misses the 65 minute target by more than 10 minutes; presentation time was generally used well	The activity misses the 65 minute target by more than ten minutes, and/or time was not used efficiently
Extent of engagement by class (25%)	See meets expectations ...and at least 50% of classmates demonstrated initiative during the session (started discussion, asked question, etc.)	All classmates participated and were on task and actively participated throughout the lesson.	Approximately 75% of the class was on task and actively participated in activities and/or discussion	Less than 50% of the class was on task and actively participated in activities and/or discussion
Content (25%)	Classmates engage in activities throughout the presentation that focus on major themes of the topic.	The major themes are addressed, but with limited class involvement.	The major themes are only partially addressed, or there significant omissions of content.	The presentation focused on some aspects of the topic, but major areas were not addressed
Participation by each member of activity group (20%)	All group members thoroughly engaged classmates in a shared manner	All activity group members participated effectively in a shared manner	All presenters participated, but the load for leading the discussion and engaging classmates was uneven	Not all presenters participated adequately in the discussion
Use of outside resources & submitted list of references (15%)	See meets expectations Outside resources referred to during the discussion, with user-friendly connections for classmates	A wide variety of relevant outside resources are used, with reference list submitted on time.	Overemphasis on the text and/or references are incomplete with errors and/or omissions	Only the text was used, and/or references not submitted at time of discussion

## EDLE 618 Professional Development Project Assessment Rubric (30 points)

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p><b>Introduction:</b> provides context related to school and stakeholders (10%)</p>	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.
<p><b>Needs assessment</b> (20%)</p> <p>ELCC 1.2 <i>Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</i></p>	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.	The needs assessment is administered and described.	Evidence is provided that the needs assessment was administered, with superficial description.	There is little or no evidence of a needs assessment being used.
<p><b>Analysis and interpretation of data</b> (20%)</p> <p>ELCC 1.3 <i>Candidates understand and can promote continual and sustainable school improvement.</i></p>	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.	Data was collected and clearly analyzed, identifying trends and patterns.	Data was collected but analysis is inadequate.	There is little or no evidence that data was collected or analyzed.



<p><b>The professional development proposal (25%)</b>  <b>ELCC 2.2</b>  <i>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</i></p>	<p>The proposal addresses all of the essential elements in powerful detail. The proposal clearly connected to needs assessment and offers a “comprehensive, rigorous, and coherent” plan.</p>	<p>The proposal clearly describes the essential elements.</p>	<p>The proposal is inadequate, failing to address several of the essential elements.</p>	<p>The proposal not submitted with the paper, or submitted without any of the essential elements.</p>
<p><b>Connections to best practices and research (20%)</b>  <b>ELCC 2.2</b>  <i>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</i></p>	<p>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.</p>	<p>Connections to research and best practice are clearly stated and described.</p>	<p>Connections to research are unclear and/or superficial.</p>	<p>No attempt is made to state and describe evidence of connections with research.</p>
<p><b>Mechanics (5%)</b></p>	<p>The assignment is completed without error.</p>	<p>A few minor errors are present but do not detract from the proposal.</p>	<p>Errors in grammar, construction, and spelling detract from the proposal.</p>	<p>Frequent errors in grammar, construction and spelling are present.</p>

## Class Participation (10 points)

<i>Levels Criteria</i>	<i>exceeds expectation 4</i>	<i>meets expectations-3</i>	<i>approaches expectations-2</i>	<i>below expectations-1</i>
Attendance (15%)	Perfect attendance (no absences, tardiness or early dismissals)	Exemplary attendance with one tardy or early dismissal	Occasional absences and/or tardiness (2 or more)	Frequent absences and/or tardiness (3 or more)
Quality of interaction; questions, comments, suggestions (15%)	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 (15%)	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	Usually participates when asked (rarely volunteers) Seeks easiest duties in group work.	Rarely is involved in class discussion, or complains about others and uses excuses to explain deficiencies
Demonstration that student is prepared for class (35%)	(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 and preparation periodically	Generally does not demonstrate readiness for class discussion through readings and other pre-class assignments, or by relating to previous discussion
Electronic discussion--- (20%)	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 traits and stages	Participates in the discussion, responding to others comments and questions. Has some basic understanding of the traits and characteristics of effective pd.	Engages with others without demonstrating commitment to helping group and individuals to better understand the traits and stages.	Does not actively participate in the discussion---few entries with little thought

## EDLE 618 Clinical Supervision Project Assessment Rubric (40 points)

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Below Expectations 1
<b>Introduction; selection of teacher and rationale (10%)</b>	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.
<b>Summary of phase one (pre-observation) of the clinical process (8%)</b>	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.	The summary addresses the phase one pre-observation conference but is lacking in detail.	The summary omits or fails to adequately address one or two of required elements.	The summary omits or fails to adequately address three or more required elements.
<b>Summary of phase two (observation) of the clinical process (8%)</b>	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.	The summary adequately addresses the phase two observation but is lacking detail and explanation.	The summary fails to adequately address phase two, omitting essential information (time, tool, issues).	The summary omits or fails to adequately address any of the elements of a phase two observation.

<p><b>Summary of phase three (A&amp;P) of the clinical process</b> (8%)</p> <p>Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning (ELCC 3.5)</p>	<p>The 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. Interpretation clearly assesses use of instructional time.</p>	<p>The summary provides appropriate attention to phase three, but is lacking in detail.</p>	<p>The summary omits or fails to address one of the three required elements.</p>	<p>The summary omits or fails to address two or more of the three required elements.</p>
<p><b>Summary of phase four (post-observation conference) of the clinical process</b> (8%)</p> <p>Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3)</p>	<p>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.</p>	<p>The summary provides appropriate attention to phase four, but is lacking in detail.</p>	<p>The summary is incomplete, failing to capture the interactions between observer and teacher.</p>	<p>The summary fails to address the supervisory style utilized, and omits description of the observation.</p>
<p><b>Summary of phase five (critique) of the clinical process</b> (8%)</p>	<p>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.</p>	<p>The summary describes the critique, but is lacking in detail.</p>	<p>The summary is incomplete, lacking in detail and without reference to teacher comments and reactions.</p>	<p>The critique is omitted, or is completed as a self-analysis (without teacher feedback).</p>

<p><b>Comparison of the clinical process with local school system's process (25%)</b></p> <p>ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p>	<p>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.</p>	<p>Comparison includes some description contrasting the five clinical phases with local practice.</p>	<p>Comparison does not adequately contrast local school process with clinical supervision--phase by phase review is incomplete.</p>	<p>Comparison is omitted or is superficial.</p>
<p><b>Observation tool (10%)</b></p>	<p>The actual observation tool (as completed) is provided and described, and its selection is described and defended.</p>	<p>The observation tool is provided and described.</p>	<p>The observation tool is included but is not described or defended.</p>	<p>The observation tool is not provided as required.</p>
<p><b>Support (10%)</b></p>	<p>Specific, developed ideas and evidence from theory, research and/or literature are used to support conclusions.</p>	<p>Supporting theory or research is present but is lacking in specificity.</p>	<p>Some evidence of supporting ideas is presented, but it is superficial and general in nature.</p>	<p>Few to no solid supports are provided.</p>
<p><b>Mechanics (5%)</b></p>	<p>The assignment is completed without errors.</p>	<p>The assignment is nearly error-free which reflects clear understanding and thorough proofreading.</p>	<p>Occasional errors in grammar and punctuation are present.</p>	<p>Frequent errors in spelling, grammar, and punctuation are present.</p>