

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

**EDLE 618, Section 001, Spring 2015
Supervision and Evaluation of Instruction**

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Schedule Information

Meeting Times: Thursday 4:30 – 7:10

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: Main Campus, Thompson Hall Room2020

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

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (2010). *Supervision and instructional leadership: A developmental approach* (9th edition). Boston, MA: Allyn and Bacon.

Highly Recommended:

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

Recommended as reference only

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

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

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

Videos Utilized in Class

Another set of eyes: Techniques for classroom observation (1989 & 2005). ASCD Supervision Series.

Principals—leaders and learners—demand content and instruction that ensure student achievement. (2005) National Association of Elementary School Principals leadership series.

Supervision in practice (2000) featuring Susan Sullivan and Jeffrey Glanz, Corwin Press
Teaching & Learning in the 21st Century (2010), Just ASK Publications.

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 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 March 19, 2015, 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 April 9, 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 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

- Jan 22 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
- Jan 29 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
- Feb 5 Topic: **Classroom observation---Why, When and How?**
Activities: observing a classroom and collecting data(phase 2)
 Instructional Super and Program Evaluation
 Introduce phase 2
 Read Daresh
- Feb 12 Topic: **Using Supervision Strategies**
Activities: Daresh Jigsaw
Read:Ch 6 and 11
- Feb 19 Topic: Supervisory Behavioral Continuum
Activity: Phase III
Supervisory Styles (role plays)
Discussion Group Activity #1 and #2
Read Ch 11
- Feb 26 Topic: **Observation Skill Set**
Activities: Acheson Presentations
Read: Ch 7
- Mar 5 Topic: **Developing Professionals**
Activities: Discussion Group Activity #3
 Phase IV and V
 Review requirements for clinical supervision project
Read Ch 15 - 16
- Mar 12 Topic: **Using Supervision in your Schools**
Activity: **What would you change in your school?!**
Read Ch 20
- Mar 19 Topic: **Facilitation Change**
Activity: How will you change your school
 Discussion Group Activity #4
Clinical Supervision Project Due

Read Schmidt

Mar 26 Topic: **Foundations of Effective Schools**
Activities: Schmidt Jig Saw
 Discussion Group Activity Group #5
Read Ch 19

Apr 2 No Class

Apr 9 Topic: **Action Research**
Activities: Discussion Group #6
Read Ch 21 - 22

Apr 9 Topic: **Changing the Big Picture**
Activities: Three Cultural Tasks
PD Project Due
Read Sergiovanni

Apr 16 Topic: **Moral Role of Supervision**

Apr 23 Topic: **Final Class Activity**

Discussion Leader Activity

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1	Score/Level
Length of Activity (15%)	The activity is between 65 and 75 minutes, and time is used efficiently throughout the presentation	The activity is between 60 and 75 minutes, and time was generally used efficiently	The activity misses the 65 minute target by more than 10 minutes, although time was generally used efficiently	The activity misses the 65 minute target by more than ten minutes, and 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 were on task and participated	Approximately 75% of the class was on task and participated in activities and/or discussion	Less than 50% of the class was on task and participated in activities and/or discussion	
Content (25%)	Classmates engage in activities that focus on major themes, as noted in the syllabus description.	The major themes are addressed, but engagement of the class is limited	The major themes are only partially addressed, or there is minimal or opportunity for engagement	Some attention focused on significant themes, but major areas were not addressed	
Participation by each member of activity group (20%)	All group members participated effectively and enthusiastically in a shared manner while involving classmates	All activity group members participated effectively in a shared manner	All participated, but the load for leading the discussion and engaging classmates was uneven	Not all members participated appropriately in leading the discussion	
Use of outside resources &	See meets expectations ...and referred	A wide variety of outside. relevant	Overemphasis on the text... and/or	No demonstration of out-of-text	

submitted list of references (15%)	to during the discussion, providing user-friendly connections for classmates	resources are used... and Reference list is submitted at time of discussion	references are incomplete with errors and/or omissions	sources...and/or references not submitted at time of discussion	
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EDLE 618 Professional Development Project Assessment Rubric

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>Introduction: 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>Needs assessment (20%) 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>Analysis and interpretation of data (20%) 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>The professional development proposal (25%) ELCC 2.2 <i>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</i></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.	The proposal clearly describes the essential elements .	The proposal is inadequate, failing to address several of the essential elements .	The proposal not submitted with the paper, or submitted without any of the essential elements .

<p>Connections to best practices and research (20%)</p> <p>ELCC 2.2 <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>Mechanics (5%)</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- Fall 14

true

Levels Criteria	exceeds expectation 4	meets expectations- 3	approaches expectations- 2	below expectations- 1	Score/Level
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	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	

Levels Criteria	exceeds expectation 4	meets expectations- 3	approaches expectations- 2	below expectations- 1	Score/Level
	traits and stages				

EDLE 618 Clinical Supervision Project Assessment Rubric

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Below Expectations 1
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%)	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.
Summary of phase two (observation) of the clinical process (8%)	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.
Summary of phase three (A&P) of the clinical process (8%) Candidates understand and can ensure that teacher and organizational time	The summary includes the required elements, with appropriate attention placed on both analysis and interpretation. The determination of supervisory style, if not previously	The summary provides appropriate attention to phase three, but is lacking in detail.	The summary omits or fails to address one of the three required elements.	The summary omits or fails to address two or more of the three required elements.

<p>focuses on supporting high-quality school instruction and student learning. (ELCC 3.5)</p>	<p>discussed, is addressed. The analysis component includes charts, tables and/or graphs to display results. Interpretation clearly assesses use of instructional time.</p>			
<p>Summary of phase four (post-observation conference) of the clinical process (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>Summary of phase five (critique) of the clinical process (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>Comparison of the clinical process with local school system's process (25%)</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>

Observation tool (10%)	The actual observation tool (as completed) is provided and described, and its selection is described and defended.	The observation tool is provided and described.	The observation tool is included but is not described or defended.	The observation tool is not provided as required.
Support (10%)	Specific, developed ideas and evidence from theory, research and/or literature are used to support conclusions.	Supporting theory or research is present but is lacking in specificity.	Some evidence of supporting ideas is presented, but it is superficial and general in nature.	Few to no solid supports are provided.
Mechanics (5%)	The assignment is completed without errors.	The assignment is nearly error-free which reflects clear understanding and thorough proofreading.	Occasional errors in grammar and punctuation are present.	Frequent errors in spelling, grammar, and punctuation are present.