

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

**EDLE 618, Section 001 Fall Semester  
Supervision and Evaluation of Instruction**

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

**Schedule Information**

**Meeting Times:** **Thursdays**, 4:30 p.m. – 7:10 p.m., 9/3/15 – 12/10/15

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:** Thompson Hall, 1020

**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.

**IMPORTANT NOTE:** This class will be using the latest edition (9<sup>th</sup>) of the Glickman text, *Supervision and Instructional Leadership* (2014). Students will notice the shaded boxes in each chapter of the text, in which you are invited to use MyEdLeadershipLab. This additional subscription (for-pay) will not be used as part of this course.

### *Recommended:*

Marshall, Kim (2013). *Rethinking Teacher Supervision and Evaluation* (2<sup>nd</sup> edition) . 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.

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

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.

Myung, Jennie and Martinez, Krissia (2013). *Strategies for Enhancing the Impact of Post-Observation Feedback for Teachers*. San Francisco, CA: Carnegie Foundation for the Advancement of Teaching.

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

Additional required readings will be stored on Blackboard 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 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.

**Email:** *All candidates are required to activate and monitor their GMU e-mail accounts. It is strongly recommend that you **not** forward your Mason e-mail to a different account because attachments may be lost. It is best to check e-mail directly from your Mason account daily.*

Per university policy in compliance with federal law, I will only communicate with students via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., Gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

Online access is vital to success in this course and is important if we experience school shutdowns because of the weather or other problems.

### **Technology Requirements**

The course will utilize Mason's Blackboard platform. The following resources are needed:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to your GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

All students are required to access Blackboard via <https://mymasonportal.gmu.edu> as a part of this course. Samples of student work will be archived on this site for purposes of course, program and college assessment.

All students must have access to standard word processing software that can be read by Microsoft Office 2010 or later.

### **BLACKBOARD REQUIREMENTS**

Every student registered for any EDLE course with a requirement performance-based assessment is required to submit these assessments: The Professional Development Project and the Clinical Supervision Project to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the Blackboard submission, the IN will convert to an F nine weeks into the following semester.

### **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 activities. 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 may 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. Class participation points (10% of your grade) will be allotted using the following rubric:

**EDLE 618 Class Participation Rubric Fall 15**

Levels Criteria	exceeds expectation 4	meets expectations-3	approaches expectations-2	below expectations-1
<b>Attendance (10%)</b>	Perfect attendance (no unexcused 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)
<b>Quality of interaction; questions, comments, suggestions (30%)</b>	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
<b>Effort (30%)</b>	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) Minimally participates in group work.	Rarely is involved in class discussion, or complains about others and uses excuses to explain deficiencies
<b>Demonstration that student</b>	(See meets expectations)... And	Demonstrates preparation	Demonstrates readiness and	Generally does not demonstrate readiness

<b>is prepared for class (30%)</b>	is prepared for each and every class	regularly by referring to previous learning, text and other sources to contribute to class discussion	preparation periodically	for class discussion through readings and other pre-class Activities, or by relating to previous discussion
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**DETERMINATION OF COURSE GRADE:**

Clinical Supervision Project (40 points)

Professional Development Project (30 points)

Individual or Group Research Presentation (20 points)

Class Participation (10 points)

**GRADING SCALE:**

A+	=	100 points
A	=	95-99.5
A-	=	90-94.5
B+	=	87-89.5
B	=	83-86.5
B-	=	80-82.5
C	=	75-79.5
F	=	0-74.5

## **Activity #1: Research Paper and Class Presentation (20 points)**

*Due October 22*

Students will work in small groups to plan and lead a discussion on topics that relate to a theme 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 should be *no less than 30 minutes and no longer than 45 minutes in duration*. Students may use the Glickman text to provide background information as they prepare for this activity. 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 meaningful engagement of classmates on the selected topic. A list of references must be presented to students and submitted to the instructor through Blackboard no later than the date of the presentation.

NOTE: 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 activity 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 2015*

***Classroom Walkthroughs and Mini-Observations*** – Due to supervisor time limitations, mini-observations and other brief classroom visits are now used widely to provide supervision. These “classroom walkthroughs” have different philosophical orientations, and can be either formative or summative. For your project and class discussion, you should focus in depth on just one of these “walkthrough techniques.”

***Co-Teaching*** – As one method for providing direct assistance to teachers, co-teaching involves planning, teaching and evaluating a lesson together with a peer or 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 investigate current practices in schools regarding how data are informing the instructional decision-making process, and how this information should be incorporated into teacher supervision and evaluation. Class 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*** – Your paper should contain an overview of one of the commonly used frameworks for effective teaching (other than Danielson’s framework). Citing the relevant literature in the field (e.g. Saphier, Stronge, Marzano, Resnick) and state or district models, your paper should address the framework and its current usage. Your

project should identify the behaviors an observer should “look for” when supervising and evaluating staff. Group projects may provide opportunities for the class to engage in identifying and the behaviors of teachers in a simulated (video observation) setting.

**Peer Coaching** - Students will identify 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 individual or group develop an annotated reference list as a user-friendly way to expose students to the resources that were selected and utilized.

### Activity #1 Scoring Rubric

Research Paper and Class Presentation (20 points)				
	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1
Length of Activity (15%)	The activity is between 30 and 45 minutes, and time is used efficiently throughout the presentation	The activity is between 30 and 45 minutes, and time was used productively for the most part.	The activity misses the 45 minute time limit by more than 10 minutes, although time was generally used efficiently	The activity misses the 45 minute target by more than ten minutes, and time was not used efficiently
Extent of engagement by class (25%)	See meets...and at least 50% of class demonstrated initiative during the session (started discussion, asked question, etc.)	Entire class was involved in the presentation and discussion in a meaningful way.	Most 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%)	Class members engaged in activities that focus on major themes of the assigned topic throughout the presentation.	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	All group members	All members of the	All participated, but	Not all members

member of activity group (20%)	participated effectively and meaningfully in the presentation in a shared manner.	group participated effectively in the presentation, although some members had a larger role than others.	the load for leading the discussion and engaging classmates was uneven	participated appropriately in leading the discussion
Use of outside resources & submitted list of references (15%)	See meets expectations ...and referred to during the discussion, providing user-friendly connections for classmates	A wide variety of outside. relevant resources are used... and Reference list is submitted at time of discussion	Overemphasis on the text... and/or references are incomplete with errors and/or omissions	No demonstration of out-of-text sources...and/or references not submitted at time of discussion

***Activity #2---The Clinical Supervision Project (40 points)***  
***Due November 12***

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 activity. 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—How was the teacher selected? Describe his/her level of expertise, commitment and development, per discussion in class.
- 2) Descriptions of each 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, 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 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) Comparisons 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 November 12*, 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!

### EDLE 618 Clinical Supervision Project Rubric

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Below Expectations 1
<b>Introduction and rationale (5%)</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>Pre-Observation Phase (10%)</b>  ELCC 2.2 Candidates demonstrate that they understand and can create and evaluate comprehensive, rigorous instructional programs	Candidate provides evidence of a superior understanding of using an instructional framework and developmental supervision to evaluate a coherent instructional program.	Candidate provides evidence of an adequate ability to use a framework and developmental supervision to evaluate instruction.	Candidate provides evidence of some ability to evaluate a instruction using an instructional framework and developmental supervision.	Candidate does not provide evidence, or demonstrate the ability to evaluate a coherent instructional program.
<b>Observation Phase (10%)</b>  ELCC 2.3 Candidates demonstrate that they understand and can develop and supervise the instructional leadership capacity of school staff	Candidate provides evidence of a superior ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of an adequate ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of some ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate does not provide evidence, or demonstrates an inability to develop and supervise the instructional and leadership capacity of school staff.
<b>Observation Phase</b>				

<p><b>(5%)</b></p> <p><b>ELCC 2.4</b> Candidates demonstrate that they can understand and promote the most effective use of educational technologies to support learning</p>	<p>Candidate provides evidence of a superior ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<p>Candidate provides evidence of an adequate ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<p>Candidate provides evidence of some ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<p>Candidate does not provide evidence, or demonstrates an inability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>
<p><b>Analysis and Interpretation (10%)</b></p> <p><b>ELCC 3.5</b> Candidates demonstrate that they understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	<p>Candidate provides evidence of a superior ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning; use of instructional time is addressed through comprehensive analysis of data collected using charts, graphs or tables.</p>	<p>Candidate provides evidence of an adequate ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning; use of instructional time is addressed using observation data.</p>	<p>Candidate provides evidence of some ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	<p>Candidate does not provide evidence, or demonstrates an inability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>
<p><b>Post Observation Conference (10%)</b></p> <p><b>ELCC 1.3</b> In comparison of clinical model with school practice; candidates demonstrate that they understand and can promote continuous improvement</p>	<p>Candidate provides evidence of a superior ability to promote continual and sustainable school improvement by leading an instructional conversation that builds teacher capacity.</p>	<p>Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement using an appropriate supervisory style to lead the instructional conversation.</p>	<p>Candidate provides evidence of some ability to promote school improvement in description of instructional conversation. .</p>	<p>Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.</p>
<p><b>Critique of Clinical Supervision Process (10%)</b></p> <p><b>ELCC 2.1</b> Candidates demonstrate that they can understand and sustain a school culture of trust, collaboration and high expectations for students and staff</p>	<p>Candidate provides evidence of superior ability to sustain a culture of trust, collaboration and high expectations by eliciting teacher feedback on the clinical supervision experience.</p>	<p>Candidate provides evidence of an adequate ability to obtain trust, collaboration and high expectations through teacher conferences and teacher feedback on the clinical supervision experience.</p>	<p>Candidate provides evidence of some ability to sustain a culture of trust, collaboration in teacher conferences and feedback on the clinical supervision experience.</p>	<p>Candidate does not provide evidence, or demonstrates an inability to sustain a school culture of collaboration, trust, and a personalized learning environment with high expectations for students.</p>

<p><b>Integrity and Fairness (10%)</b></p> <p>ELCC 5.1 Candidates demonstrate that they understand and can act with integrity and fairness</p>	<p>Candidate provides evidence of a superior ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p>	<p>Candidate provides evidence of an adequate ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p>	<p>Candidate provides evidence of some ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p>	<p>Candidate does not provide evidence, or demonstrates an inability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p>
<p><b>Self-Awareness and Reflective Practice (10%)</b></p> <p>ELCC 5.2 Candidates demonstrate that they understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior</p>	<p>Candidate provides evidence of a superior ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.</p>	<p>Candidate provides evidence of an adequate ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.</p>	<p>Candidate provides evidence of some ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.</p>	<p>Candidate does not provide evidence, or demonstrates an inability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.</p>
<p><b>Observation tool (5%)</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>

***Activity #3—The Professional Development Project (30 points)***

### *Due December 3*

Students will complete a professional development proposal, focusing on the essential elements of a professional development 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 your role in leading, as opposed to describing how others in your school may have addressed need for a previous or current professional development 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 December 3, 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.)

### **EDLE 618 Professional Development Plan Rubric**

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<b>Introduction:</b> provides context related to school and stakeholders (5%)	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.
<b>Needs assessment (15%)</b>  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>	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, but the description is superficial; or only one method of assessing need was used	There is no evidence of a needs assessment being used.
<b>Analysis and interpretation of data (20%)</b>  ELCC 1.3 Candidates understand and can promote continual and sustainable school improvement.	Data was collected and clearly analyzed, identifying trends and patterns that are described and connected to the PD proposal. Discussion demonstrates the candidate understanding of school improvement needs.	Data was collected and clearly analyzed, identifying trends and patterns.	Data was collected but analysis is inadequate.	Data was not collected or analyzed.
<b>The professional development proposal (15%)</b>  ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	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><b>Connections to Technology (10%)</b></p> <p>ELCC 2.4 Candidates demonstrate skills in using technologies for improved classroom instruction, student achievement and continuous school improvement.</p>	<p>The proposal clearly demonstrates candidate’s ability to understand and use technologies for improved classroom instruction, student achievement and continuous school improvement.</p>	<p>The proposal demonstrates some understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.</p>	<p>The proposal demonstrates limited understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.</p>	<p>Use of technologies is not addressed in the proposal.</p>
<p><b>Effective Use of Time (15%)</b></p> <p>ELCC 3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality instruction and student learning</p>	<p>The proposed project demonstrates a superior understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students</p>	<p>The proposed project demonstrates some understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students</p>	<p>The proposed project demonstrates vague or incomplete understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students</p>	<p>The proposed project does not provide evidence of candidate understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students</p>
<p><b>Connections to Research (15%)</b></p> <p>ELCC 1.4 Candidates understand and can evaluate school programs and revise school plans supported by stakeholders</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>

WRITTEN ASSIGNMENTS: Written assignments for this course (Clinical Supervision Project, Professional Development Project, Research Paper and Class Presentation) must be submitted via Blackboard by 11:59 p.m. on the due date. Late Activities will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. There are no extra credit activities in this course. A grade of incomplete will not be assigned unless there are unusual circumstances approved by the instructor prior to the end of the course semester.

Every student registered for any Education Leadership course with a required performance-based assessment [Clinical Supervision Project and Professional Development Project for EDLE 618] is required to submit these assessments to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester

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 Blackboard for this purpose. Once your paper has been submitted to Blackboard, 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)) and not the Blackboard email system.

### **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 #	Date 2015	Topics	Reading/Writing Activities
<b>1</b>	9/3	Course Orientation and Syllabus Review  SuperVision and Effective Schools	<i>Reading:</i> Course Syllabus, Glickman Ch. 1 -3  <i>Activities:</i> Syllabus Quiz, “About Me” and research topic presentation preference
<b>2</b>	9/10	Characteristics of Effective Teaching and Learning  Leadership for Effective Schools	<i>Reading:</i> Danielson Chapter 1: <i>Framework for Teaching: An Overview</i> (from Blackboard);  NY Teacher Effectiveness Program Rubric (from Blackboard)  <i>Activities:</i> Using the Danielson Framework
<b>3</b>	9/17	Effective Classroom Observation and Feedback	<i>Reading:</i> Glickman Ch. 13; Acheson and Gall (from Blackboard)  <i>Activities:</i> Jigsaw activity classroom observations
<b>4</b>	9/24	Conferencing Skills  Developmental Supervision	<i>Reading:</i> Glickman Ch. 4 (Adult Learning), Ch. 7-10 (Interpersonal Skills), Ch. 11 (Developmental Supervision)  <i>Activities:</i> <i>Case Studies</i>
<b>5</b>	10/1	Clinical Supervision	<i>Reading:</i> Review Glickman pp. 246-252  <i>Activities:</i> Video Observations
<b>6</b>	10/8	Mini-Observations  Working with Groups and Teams	<i>Reading:</i> Glickman Ch. 16; Marshall Ch. 3 and 4 (from Blackboard)

7	10/15	Designing Effective Professional Development (online class)	<i>Reading:</i> Glickman Ch. 17; Glickman 181-185; Bambrick-Santoyo pp. 131-153 (from Blackboard)
8	10/22	<i>Class Presentations</i>	<i>Reading:</i> Research Papers and Presentations to be discussed in class (TBA)
	10/24	<b>EDLE FALL CONFERENCE 8:30 A.M. – 12:45 P.M.</b>	
9	10/29	<i>Class Presentations</i>	<i>Reading:</i> Research Papers and Presentations to be discussed in class (TBA)
10	11/5	What's Wrong With This Picture: Why Current Practices are Ineffective  Teacher Evaluation	<i>Reading:</i> Marshall Ch. 2 (from Blackboard); Glickman pp. 234-40; Murphy, Hallinger, and Heck, " <i>Leading via Teacher Evaluation.</i> " (from Blackboard); Zapeda, Sally, " <i>Can Supervision and Evaluation Coexist?</i> "  <i>Activity:</i> <i>Case Study</i>
11	11/12	Creating a Culture for Meaningful Supervision: Facilitating Change  <b>CLINICAL SUPERVISION PROJECT DUE NOVEMBER 12</b>	<i>Reading:</i> Glickman Ch. 20; Case Study: Scott O'Neill and Lincoln Elementary  <i>Activity: Case Study</i>
12	11/19	Addressing Diversity	<i>Reading:</i> Glickman Ch. 21  <i>Activity: Case Study</i>
	11/26	<b>Thanksgiving Week No Class</b>	<b>Complete your professional development project</b>
13	12/3	Building a Professional Learning Community  <b>PROFESSIONAL DEVELOPMENT PROJECT DUE DECEMBER 3</b>	<i>Reading:</i> DuFour and Mattos, " <i>How Do Principals Really Improve Schools?</i> " <i>Educational Leadership</i> , 2004 (from Blackboard);  Stoll, " <i>Professional Learning Community.</i> " <i>Leadership and Management</i> , 2010.  Glickman Ch. 22
14	12/10	Final Class Activity	<i>Reading:</i> Osceola Middle School Case Study <i>Activity:</i> Case Study