Supervision and Evaluation of Instruction – 3 credits

Instructor: John Banbury  
Phone: 703 319-2750  
E-Mail: jbanbury@gmu.edu or John.Banbury@fcps.edu  
Office: Oakton High School  
Mailing Address: George Mason University  
4400 University Dr., MSN 4C2  
Fairfax, VA 22030-4444  
Office Hours: By appointment

Schedule Information

Meeting Times: Wednesday 4:30 - 7:30, Beginning September, 7 2016  
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: Saunders MS

Course Description

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

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

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

Nature of Course Delivery

Class sessions will consist of brief lectures, discussions, and role playing. We will utilize several videos for training/development as we observe classroom teachers at work. Students will benefit from and contribute to the learning experience to the extent that they are prepared and ready to participate in each class meeting.

Course Objectives

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

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

**Relationship of Course to Internship**

Although the internship is a separate course, the Education Leadership Program has integrated “embedded experiences” into course work. This means that some of the work in this class is related to your internship. You may write about embedded experiences (such as the Clinical Supervision project) in your internship journal and collective record, but they can only count over and above the minimum 320 hours required for the internship. The professional development project is another example of such an embedded experience.

**National Standards and Virginia Competencies**

**ELCC Standards:**

ELCC 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

ELCC 1.3 Candidates understand and can promote continual and sustainable school improvement.

ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

**VA DOE Competencies:**

a.1- Knowledge and understanding of student growth and development, including applied learning and motivational theories
a.3- Knowledge and understanding…. (above), including principles of effective instruction, measurement, evaluation and assessment strategies
a.5- Knowledge and understanding…. (above), including the role of technology in promoting student learning
b.2 -Knowledge and understanding of systems and organizations, including information sources and processing, including data collection and data analysis strategies
b.5- Knowledge and understanding…. (above), including effective communication, including consensus building and negotiation skills

**Course Materials**

*Required Readings*

Highly Recommended:

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


Videos Utilized in Class


Supervision in practice (2000) featuring Susan Sullivan and Jeffrey Glanz, Corwin Press


Online access is vital to success in this course and is important if we experience school shutdowns because of the weather or other problems. All students are now required to activate and monitor their GMU e-mail accounts. If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages with attachments. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

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.

TK20 PERFORMANCE BASED ASSESSMENT SUBMISSION REQUIREMENT

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 TK20 through 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 TK20 through Blackboard. Failure to submit the assessment to TK20 (through Blackboard) will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the TK20 submission, the IN will convert to an F nine weeks into the following semester.

Written Assignment #1

The Clinical Supervision Project (30 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 10/26** 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 a wide-lens tool, you must also include one additional observation tool for your project.

Written Assignment #2

**The Professional Development Project (40 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 11/30, 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
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 Blackboard.

LATE WORK: It is expected that all students submit (through Blackboard) 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.

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.
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

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

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

3. Students are responsible for the content of university communications sent to their Mason 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.

4. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

5. Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

1. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursesupport.gmu.edu/.

2. 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/).
3. 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/).

4. The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

PROFESSIONAL DISPOSITIONS

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

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. http://cehd.gmu.edu/values

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

Sample Weekly Schedule

Sep 7  
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**

Sep 14  
**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

Sep 21  
**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

Sep 28  
**Topic:** Using Supervision Strategies  
**Activities:** Daresh Jigsaw  
**Read:** Ch 6 and 11

Oct 5  
**Topic:** Supervisory Behavioral Continuum  
**Activity:** Phase III  
- Supervisory Styles (role plays)  
- Discussion Group Activity #1 and #2  
**Read Ch 11**

Oct 12  
**Topic:** Observation Skill Set  
**Activities:** Acheson Presentations  
**Read:** Ch 7

Oct 19  
**Topic:** Developing Professionals  
**Activities:** Discussion Group Activity #3  
- Phase IV and V  
- Review requirements for clinical supervision project  
**Read Ch 15 - 16**

Oct 26  
**Topic:** Using Supervision in your Schools  
**Activity:** What would you change in your school?!  
**Read Ch 20**  
- Discussion Group Activity #4  
- Clinical Supervision Project Due

Nov 2  
**Topic:** Professional Development (no formal class)  
**Assignment will be discuss ahead of time**
Nov 9       Topic: **Facilitation Change**  
Activity: How will you change your school  
Discussion Group Activity  
Read Schmidt

Nov 16      Topic: **Foundations of Effective Schools**  
Activities: Schmidt Jig Saw  
Discussion Group Activity Group #5  
Read Ch 19, 21, and 22

Nov 23      Thanksgiving (no formal class)

Nov 30      Topic: **Changing the Big Picture**  
Activities: Three Cultural Tasks  
Moral Role of Supervision  
Discussion Group Activity Group #6  
PD Project Due

Dec 7       Topic: **Moral Role of Supervision**  
Course Wrap up
## Discussion Leader Activity

<table>
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<tr>
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<th>Score/Level</th>
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<tr>
<td><strong>Length of Activity</strong> (15%)</td>
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<tr>
<td>The activity is between 65 and 75</td>
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<td>minutes, and time is used</td>
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<td>efficiently throughout the</td>
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<td>presentation</td>
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<td><strong>Extent of engagement by class</strong></td>
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<td>(25%)</td>
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<td>See meets expectations ...and at</td>
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<td>least 50% of classmates</td>
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<td>demonstrated initiative during</td>
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<td>the session (started discussion,</td>
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<td>asked question, etc.)</td>
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<td><strong>Content</strong> (25%)</td>
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<td>Classmates engage in activities</td>
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<td>that focus on major themes, as</td>
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<td>noted in the syllabus description.</td>
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<td>All group members participated</td>
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<td>effectively and enthusiastically in</td>
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<td>a shared manner while involving</td>
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<td>classmates</td>
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<td><strong>Participation by each member of</strong></td>
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<tr>
<td>activity group (20%)</td>
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<tr>
<td>All activity group members</td>
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<td>participated effectively in a</td>
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<td>shared manner</td>
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<td>A wide variety of outside.</td>
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<td>relevant</td>
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<td><strong>Use of outside resources &amp;</strong></td>
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<td>...and referred</td>
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<td>The activity misses the 65</td>
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<td>minute target by more than</td>
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<td>10 minutes, although time was</td>
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<td>generally used efficiently</td>
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<td>Approximately 75% of the class</td>
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<td>was on task and participated in</td>
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<td>activities and/or discussion</td>
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<td>Some attention focused on</td>
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<td>significant themes, but major areas</td>
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<td>were not addressed</td>
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<td>Not all members participated</td>
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<td>appropriately in leading the</td>
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<td>discussion</td>
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<td>No demonstration of out-of-text</td>
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<td>submitted list of references (15%)</td>
<td>to during the discussion, providing user-friendly connections for classmates</td>
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<td>Levels/Criteria</td>
<td><strong>Exceeds Expectations 4</strong></td>
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<tr>
<td><strong>Introduction:</strong> provides context related to school and stakeholders (5%)</td>
<td>The introduction includes a detailed context and identifies the roles of stakeholders.</td>
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<tr>
<td>Needs assessment (15%)</td>
<td>The needs assessment is described in detail, with a rationale provided for its selection. Description includes the type of assessment, its application, and any challenges/issues that occurred.</td>
</tr>
<tr>
<td>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</td>
<td>Data was collected and clearly analyzed, identifying trends and patterns that are described and connected to the pd proposal. Discussion demonstrates the candidate’s understanding of school improvement needs.</td>
</tr>
<tr>
<td>Analysis and interpretation of data (20%)</td>
<td>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.</td>
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<tr>
<td>ELCC 1.3 Candidates understand and can promote continual and sustainable school improvement.</td>
<td>The proposal clearly demonstrates candidate’s ability to understand and use technologies for improved classroom instruction, student achievement and continuous school</td>
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<tr>
<td>Connections to Technology (10%)</td>
<td>The proposal clearly demonstrates candidate’s ability to understand and use technologies for improved classroom instruction, student achievement and continuous school</td>
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<td>ELCC 2.4 Candidates demonstrate skills in using technologies for improved classroom</td>
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<td><strong>Effective Use of Time (15%)</strong></td>
<td><strong>ELCC 3.5</strong></td>
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<td><strong>Connections to Research (15%)</strong></td>
<td><strong>ELCC 1.4</strong></td>
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<td><strong>Mechanics (5%)</strong></td>
<td><strong>Mechanics</strong></td>
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<tr>
<td>Levels/Criteria</td>
<td>Exceeds Expectations 4</td>
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<tr>
<td><strong>Introduction and rationale (5%)</strong></td>
<td>Description is thorough and includes elements that were discussed in class, and rationale is clear.</td>
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<tr>
<td><strong>Pre-Observation Phase (10%)</strong></td>
<td>Candidate provides evidence of a superior understanding of using an instructional framework and developmental supervision to evaluate a coherent instructional program.</td>
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<tr>
<td><strong>Observation Phase (10%)</strong></td>
<td>Candidate provides evidence of a superior ability to develop and supervise the instructional and leadership capacity of school staff.</td>
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<tr>
<td><strong>Observation Phase (5%)</strong></td>
<td>Candidate provides evidence of a superior ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.</td>
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<tr>
<td><strong>Analysis and Interpretation (10%)</strong></td>
<td>Candidate provides evidence of a superior ability to ensure teacher and organizational time focuses on supporting high-</td>
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<td>Post Observation Conference (10%)</td>
<td>ELCC 1.3</td>
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<td>Candidate provides evidence of a superior ability to promote continual and sustainable school improvement by leading an instructional conversation that builds teacher capacity.</td>
<td>Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement using an appropriate supervisory style to lead the instructional conversation.</td>
</tr>
<tr>
<td>Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.</td>
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<table>
<thead>
<tr>
<th>Critique of Clinical Supervision Process (10%)</th>
<th>ELCC 2.1</th>
<th>Candidates demonstrate that they can understand and sustain a school culture of trust, collaboration and high expectations for students and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Candidate provides evidence of an adequate ability to obtain trust, collaboration and high expectations through teacher conferences and feedback on the clinical supervision experience.</td>
<td>Candidate provides evidence of some ability to sustain a culture of trust, collaboration in teacher conferences and feedback on the clinical supervision experience.</td>
</tr>
<tr>
<td>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.</td>
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</table>

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<tr>
<th>Integrity and Fairness (10%)</th>
<th>ELCC 5.1</th>
<th>Candidates demonstrate that they understand and can act with integrity and fairness.</th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Awareness and Reflective Practice (10%)</th>
<th>ELCC 5.2</th>
<th>Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate provides evidence of a superior ability to model principles of self-awareness, reflective practice.</td>
<td>Candidate provides evidence of an adequate ability to model principles of self-awareness, reflective practice.</td>
<td>Candidate provides evidence of some ability to model principles of self-awareness, reflective practice.</td>
</tr>
<tr>
<td>Candidate does not provide evidence, or demonstrates an inability to model principles of self-awareness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation tool (5%)</td>
<td>The actual observation tool (as completed) is provided and described, and its selection is described and defended.</td>
<td>The observation tool is provided and described.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Support (10%)</td>
<td>Specific, developed ideas and evidence from theory, research and/or literature are used to support conclusions.</td>
<td>Supporting theory or research is present but is lacking in specificity.</td>
</tr>
<tr>
<td>Mechanics (5%)</td>
<td>The assignment is completed without errors.</td>
<td>The assignment is nearly error-free which reflects clear understanding and thorough proofreading.</td>
</tr>
</tbody>
</table>
# Class Participation Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 <strong>Exceeds Expectations</strong></th>
<th>3 <strong>Meets Expectations</strong></th>
<th>2 <strong>Approaches Expectations</strong></th>
<th>1 <strong>Falls Below Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong> (25%)</td>
<td>Exemplary attendance (no absences, tardies or early dismissals)</td>
<td>Maximum of one absence or two tardies and/or early dismissals</td>
<td>Occasional absences (more than one)...and/or frequent tardies and early dismissals</td>
<td>Frequent absences and/or tardies</td>
</tr>
<tr>
<td><strong>Quality of interaction --- questions, comments, suggestions (20%)</strong></td>
<td>Most queries are specific and on target. Deeply involved in whole class and group discussions.</td>
<td>Often has specific queries, stays involved in class discussion.</td>
<td>Asks questions about deadlines, procedures, directions. Little discussion about class topics and/or ideas.</td>
<td>Rarely interacts with the instructor or class mates in an appropriate manner</td>
</tr>
<tr>
<td><strong>Effort (25%)</strong></td>
<td>Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.</td>
<td>Willingly participates with instructor and classmates. Engages others.</td>
<td>Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.</td>
<td>Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.</td>
</tr>
<tr>
<td><strong>Demonstration of preparation for class (30%)</strong></td>
<td>Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.</td>
<td>Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.</td>
<td>Demonstrates preparation and readiness periodically.</td>
<td>Is unable to demonstrate readiness for class</td>
</tr>
</tbody>
</table>