

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

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**EDLE 618, DL1  
Supervision and Evaluation of Instruction**

**Fall 2017, 3 credit hours**

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**Office Hours:** Online - Mondays, 4:30 – 6:30 p.m. and by appointment via Skype

**Course Term:** August 30 – December 5, 2017

**Prerequisite(s):** EDLE 620, EDLE 690, and EDLE 791

**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.

**General Goals:** Students enrolled in this course will understand the research on adult learning theory and how it connects with effective supervision and professional development. They will understand the components of the clinical supervision model, and how supervisory skills relate to a philosophy of continuous improvement. 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.

**Course Delivery**

This is a 100% online course using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 29, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

### **Technology Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Per university policy in compliance with federal law, the professor 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 48 hours, excluding weekends.
- 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 course requirements.
- **Video/Screencasting Tools:** You may use Kaltura, Jing, or Camtasia to record discussion board or journal responses.
- **Group Work:** You will use **Google Docs** to complete your Collaborative Leadership Case assignment and Blackboard Discussion Boards to participate in various learning activities throughout the semester.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader: <https://get.adobe.com/reader/>]
  - [Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>]
  - [Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)]

### **On-line Expectations**

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Wednesday and **finish** on Tuesday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical

components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Required Readings**

#### ***Course Texts:***

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

#### ***Recommended:***

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

#### ***Reference only***

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

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

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.

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

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

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

*Additional required readings will be stored on the Blackboard site.*

### **Course Learning Outcomes**

Students who successfully complete this course will be able to:

1. Demonstrate the ability to identify and define effective instructional practices.
2. Engage with classroom teachers in applying a developmental approach to supervision, including the clinical supervision process.
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 throughout the program. 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 and Professional Development projects) in your internship journal and collective record.

### **National Standards and Virginia Competencies**

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBAs for this course are the Clinical Supervision Project and the Professional Development Project. The course addresses a variety of the **ELLCC Standards**, focusing primarily on the following: Standards 1.2, 1.3, 2.2, 2.3, 3.5, 6.3 and corresponding components of the Virginia Standards for School Leaders:

- 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

**Grading and Evaluation Criteria**

Students can earn a total of 500 points in this course. Graded assignments account for 70% (350 points) of the overall grade, while online course participation accounts for 30% (150 points).

*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, due to the nature of this online course, a significant 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 (150 points)***

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

### **Course Orientation and Syllabus Quiz (10 points)**

#### **Unit 1 (50 points)**

- Discussion board, journals, blogs
- Group Activity 1
- Group Activity 2

#### **Unit 2 (50 points)**

- Discussion board, journals, blogs
- Group Activity 1

#### **Unit 3 (40 points)**

- Journals and blogs
- Group Activity 1
- Group Activity 2

## ***Written Assignments (350 points)***

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.

The three graded assignments required for this course are as follows:

### **1. Clinical Supervision Project (150 points)**

Candidates are required to find colleagues in schools who are willing to engage in the five phases of the clinical supervision model. This process is carried out in as authentic a manner as possible, with the EDLE candidate acting in the role of instructional supervisor. Candidates engage in conferences, data collection, and data analysis with their chosen colleague and then report the results in writing to the instructor. Candidates are also required to engage their colleagues in a critique of the process and include this in their

write-up of the experience. ***This is a Performance Based Assessment and must be uploaded to Tk20.***

**DUE DATE: Tuesday, November 7, 11:59pm.**

## **2. Professional Development Project (125 points)**

Candidates begin by conducting a needs assessment in their schools that includes data collection and analysis. Based on their needs assessments, candidates construct professional development proposals for their schools that include specific required components. Proposals are required to conform to the basic principles of professional development validated in research. ***This is a Performance Based Assessment and must be uploaded to Tk20.***

**DUE DATE: Tuesday, December 5, 11:59pm.**

## **3. Research Paper and Group Presentation (75 points)**

The research paper is designed to allow small groups of students to investigate more deeply course topics and share this information with the class.

**DUE DATE: Tuesday, October 17, 11:59pm.**

### ***List of Topics--Fall 2017***

***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. 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.

**Grading scale:**

A+	500 points
A	475 - 499
A-	450 - 474
B+	435 - 449
B	415 - 434
B-	400 - 414
C	375 - 399
F	Below 375 points

**Course Policies**

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

**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/>

**GMU Policies and Resources for Students**

*Policies*



- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- 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/>].
- 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*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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/>.
- 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/>].
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

*Other reminders:*

**GMU Add/Drop Policy:** The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

**Plagiarism Statement:** Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

**Plagiarism and the Internet:** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

**Academic Integrity & Inclusivity:** This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

**Diversity, Religious Holiday:** Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

**Student Privacy Policy:** George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of

information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>

***Other Concerns:*** If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

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

## EDLE 618.DL1 Weekly Course Schedule (Fall 2017)

**Note:** Please refer to the Weekly Schedule and Announcements on Blackboard for the most up-to-date version of the Course Schedule.

Lesson	Week	Topics	Reading/Writing Assignment
<b>1</b>	8/30 – 9/5	Course Orientation and Syllabus  SuperVision and Effective Schools	<i>Readings:</i> <ul style="list-style-type: none"> <li>• Review Class Syllabus</li> <li>• Glickman Ch. 1 -3</li> </ul> <i>Assignments:</i> <ul style="list-style-type: none"> <li>• Complete Syllabus Quiz</li> <li>• Participation Activities</li> </ul>
<b>2</b>	9/6 – 9/12	Characteristics of Effective Teaching and Learning  Leadership for Effective Schools	<i>Readings:</i> <ul style="list-style-type: none"> <li>• Danielson Chapter 1: <i>Framework for Teaching: An Overview</i></li> <li>• NY Teacher Effectiveness Program Rubric</li> </ul> <i>Assignments:</i> <ul style="list-style-type: none"> <li>• Participation activities using Danielson’s framework</li> </ul>
<b>3</b>	9/13 – 9/19	Effective Classroom Observation and Feedback Techniques	<i>Reading:</i> <ul style="list-style-type: none"> <li>• Glickman Ch. 13</li> </ul> <i>Assignment:</i> <ul style="list-style-type: none"> <li>• Group Activity</li> </ul>
<b>4</b>	9/20 – 9/26	Adult Learning and Teacher Feedback  Conferencing Skills  Developmental Supervision	<i>Readings:</i> <ul style="list-style-type: none"> <li>• Glickman Ch. 4 (Adult Learning)</li> <li>• Glickman Ch. 7-10 (Interpersonal Skills)</li> <li>• Glickman Ch. 11 (Developmental Supervision)</li> </ul> <i>Assignment:</i> <ul style="list-style-type: none"> <li>• Participation Activities</li> <li>•</li> </ul>

5	9/27- 10/3	Clinical Supervision	<p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>Glickman pp. 243-252 (Clinical Supervision)</li> </ul> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> <li>Group Activity</li> <li>Participation Activities</li> </ul>
6	10/4 – 10/10	<p>Working with Individuals, Groups and Teams</p> <p>Mini-Observations</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>Glickman Ch. 16</li> <li>Marshall Ch. 3-4</li> </ul> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> <li>Participation Activities</li> </ul>
7	10/11 – 10/17	Designing Effective Professional Development	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>Glickman Ch. 17;</li> <li>Glickman 181- 185;</li> <li>Bambrick-Santoyo pp. 131-153 (from Blackboard)</li> </ul> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> <li>Participation activities</li> <li><b>GROUP PAPER AND CLASS PRESENTATION DUE OCTOBER 17</b></li> </ul>
8	10/18 – 10/24	<p><b>Class Presentations:</b></p> <ul style="list-style-type: none"> <li>- Classroom Walkthroughs</li> <li>- Data Driven Instruction</li> <li>- Peer Coaching</li> <li>- Frameworks for Teaching</li> <li>- Co-Teaching</li> </ul>	<p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>Read all group reports (posted to Blackboard)</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>Participation activity (Discussion Board Feedback on Group Presentations)</li> </ul>
9	10/25 – 10/31	<p>What’s Wrong With This Picture: Why Current Practices are Ineffective</p> <p>Teacher Evaluation: Formative and Summative</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>Marshall Ch. 2 (from Blackboard);</li> <li>Murphy, Hallinger, and Heck: <i>Leading via Teacher Evaluation</i></li> <li>Zapeda, Sally: <i>Can Supervision and Evaluation Co-Exist?</i></li> </ul> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> <li>Group Activity</li> <li>Participation activities</li> </ul>

10	11/1 – 11/7	Creating a School Culture for Meaningful Supervision	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>Glickman Ch. 20</li> <li>Case Study: <i>If It Ain't Broke, Don't Fix It.</i></li> </ul> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> <li>Participation activities (journal)</li> <li>Group activity (case study)</li> <li><b>CLINICAL SUPERVISION PROJECT DUE NOVEMBER 7.</b></li> </ul>
11	11/8 – 11/14	Building a Professional Learning Community	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>DuFour and Mattos: <i>How Do Principals Really Improve Schools?</i></li> <li>Stoll: <i>Professional Learning Community</i></li> </ul> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> <li>Participation activities</li> <li>Work on Professional Development Project</li> </ul>
12	11/15 – 11/21	Addressing Diversity and Facilitating Change	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>Glickman Ch. 21</li> <li>Case Study: <i>Academic Success for Students of Color...at What Cost?</i></li> </ul> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> <li>Participation activities</li> <li>Work on PD Project</li> </ul>
	11/22 – 11/28	<b>Thanksgiving Week No Class</b>	<b>Optional: Work on Professional Development Project</b>
13	11/29 – 12/5	Final Class Activity Case Study	<p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>Case Study: <i>Osceloa Middle School</i></li> </ul> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> <li>Final journal entry</li> <li><b>PROFESSIONAL DEVELOPMENT PROJECT DUE DECEMBER 5</b></li> </ul>

## Professional Development Project Rubric

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<b>Introduction: provides context related to school and stakeholders</b>	<b>4.5 - 5 points</b> The introduction includes a detailed context and identifies the roles of stakeholders.	<b>4 – 4.4 points</b> The introduction provides an appropriate context and identifies stakeholders.	<b>3.5 – 3.9 points</b> An attempt to provide context is incomplete and/or inadequate.	<b>0 – 3.4 points</b> The context is omitted or superficial.
<b>ELCC 1.2 Needs assessment - Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals</b>	<b>13.5 - 15 points</b> The needs assessment demonstrates thorough development and use of evidence-centered research strategies, involves exemplary collaborative procedures and results in effective school-based strategic and tactical goals aligned with school and district improvement plans. The description includes any challenges/issues that occurred in the development process.	<b>12 – 13.4 points</b> The needs assessment demonstrates adequate development and use of evidence-centered research strategies, involves acceptable collaborative procedures and results in suitable school-based strategic and tactical goals aligned with school and district improvement plans. The description includes any challenges/issues that occurred in the development process.	<b>10.5 – 11.9 points</b> The needs assessment demonstrates inadequate development and use of evidence-centered research strategies, and/or involves unacceptable collaborative procedures and/or results in unsuitable school-based strategic and tactical goals aligned with school and district improvement plans. The description includes any challenges/issues that occurred in the development process.	<b>0 – 10.4 points</b> There is no or little evidence of the completion of a needs assessment.

*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.*

<b>Criteria</b>	<b>exceeds expectations</b>	<b>meets expectations</b>	<b>approaching expectations</b>	<b>falls below expectations</b>
<p><b>ELCC 1.3</b>  <b>Analysis and interpretation of data.</b>  <b>Candidates understand and can promote continual and sustainable school improvement.</b></p>	<p><b>18 – 20 points</b></p> <p>Data were collected and clearly analyzed, identifying effective strategies or practices that build organizational capacity and promote continuous and sustainable school improvement through a transformational and comprehensive building-level professional development program.</p>	<p><b>16 – 17.9 points</b></p> <p>Data were collected and analyzed, identifying adequate strategies or practices that build organizational capacity and promote continuous and sustainable school improvement through a comprehensive building-level professional development program.</p>	<p><b>14 – 15.9 points</b></p> <p>Data were collected and analyzed, but identified strategies or practices that build organizational capacity and promote continuous and sustainable school improvement were insufficient to promote transformational and comprehensive building-level professional development program.</p>	<p><b>0 – 13.9 points</b></p> <p>Data were neither collected nor analyzed.</p>
<p><b>ELCC 2.2</b>  <b>The professional development proposal.</b>  <b>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</b></p>	<p><b>13.5 - 15 points</b></p> <p>Based on evidence-centered research and the use of multiple measures of teacher and student performance, the proposal communicates in powerful detail all of the essential elements of commendable professional development, fostering the creation, implementation and evaluation of a coordinated, aligned and articulated curriculum.</p>	<p><b>12 – 13.4 points</b></p> <p>Based on research, the proposal communicates most of the essential elements of professional development, fostering the creation, implementation and evaluation of a coordinated, aligned and articulated curriculum.</p>	<p><b>10.5 – 11.9 points</b></p> <p>The proposal fails to address several of the essential elements and/or is based on questionable research.</p>	<p><b>0 – 10.4 points</b></p> <p>The proposal is based on little or no research and/or is unaligned with the curriculum.</p>



<b>Criteria</b>	<b>exceeds expectations</b>	<b>meets expectations</b>	<b>approaching expectations</b>	<b>falls below expectations</b>
<b>ELCC 2.4 Connections to Technology. Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.</b>	<b>13.5 - 15 points</b>  The proposal clearly demonstrates candidate’s ability to understand and use technologies for improved classroom instruction, student achievement and continuous school improvement.	<b>12 – 13.4 points</b>  The proposal demonstrates some understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.	<b>10.5 – 11.9 points</b>  The proposal demonstrates limited understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.	<b>0 – 10.4 points</b>  Use of technologies is not addressed in the proposal.
<b>ELCC 3.5 Effective Use of Time Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality instruction and student learning</b>	<b>13.5 - 15 points</b>  The proposed project demonstrates a superior understanding and ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	<b>12 – 13.4 points</b>  The proposed project demonstrates some understanding and ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	<b>10.5 – 11.9 points</b>  The proposed project demonstrates vague or incomplete understanding and ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	<b>0 – 10.4 points</b>  The proposed project does not provide evidence of candidate understanding and ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.

<b>Criteria</b>	<b>exceeds expectations</b>	<b>meets expectations</b>	<b>approaching expectations</b>	<b>falls below expectations</b>
<b>ELCC 1.4 Connections to Research Candidates understand and can evaluate school progress and revise school plans supported by stakeholders</b>	<p><b>9 - 10 points</b></p> <p>The proposal’s evaluation provides exemplary procedures to monitor fidelity of implementation, assess effectiveness of implementation, and interpret and communicate progress to stakeholders.</p>	<p><b>8 – 8.9 points</b></p> <p>The proposal’s evaluation provides adequate procedures to monitor fidelity of implementation, assess effectiveness of implementation, and interpret and communicate progress to stakeholders.</p>	<p><b>7 – 7.9 points</b></p> <p>The proposal’s evaluation provides inadequate procedures to monitor fidelity of implementation, assess effectiveness of implementation, and interpret and communicate progress to stakeholders.</p>	<p><b>0 – 6.9 points</b></p> <p>The proposal’s evaluation is not in evidence.</p>
<b>Mechanics</b>	<p><b>4.5 - 5 points</b></p> <p>The assignment is completed without error.</p>	<p><b>4 – 4.4 points</b></p> <p>A few minor errors are present but do not detract from the proposal.</p>	<p><b>3.5 – 3.9 points</b></p> <p>Errors in grammar, construction, and spelling detract from the proposal.</p>	<p><b>0 – 3.4 points</b></p> <p>Frequent errors in grammar, construction and spelling are present.</p>

## Clinical Supervision Project Rubric

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<b>Introduction and rationale</b>	<b>4.5 - 5 points</b>  Description is thorough and includes elements that were discussed in class, and rationale is clear.	<b>4 – 4.4 points</b>  Description and rationale are clear and concise.	<b>3.5 – 3.9 points</b>  Description and rationale are incomplete or poorly constructed.	<b>0 – 3.4 points</b>  Description of teacher and reason for selection are missing or wholly inadequate.
<b>Pre-Observation Phase</b>  <b>ELCC 2.2</b> <b>Candidates understand and can create and evaluate a comprehensive, rigorous and coherent instructional school program.</b>	<b>9 - 10 points</b>  Candidate demonstrates superior ability to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum and interpret information and communicate progress towards achievement.	<b>8 – 8.9 points</b>  Candidate demonstrates adequate ability to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum and interpret information and communicate progress towards achievement.	<b>7 – 7.9 points</b>  Candidate demonstrates questionable ability to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum and interpret information and communicate progress towards achievement.	<b>0 – 6.9 points</b>  Candidate demonstrates little or no evidence of collaborating with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum and interpret information and communicate progress towards achievement.
<b>Observation Phase</b>  <b>ELCC 2.3</b> <b>Candidates understand and can develop and supervise the instructional leadership capacity of school staff.</b>	<b>9 - 10 points</b>  Candidate provides evidence of superior procedures in working collaboratively with school staff to improve teaching and learning.	<b>8 – 8.9 points</b>  Candidate provides evidence of adequate procedures in working collaboratively with school staff to improve teaching and learning.	<b>7 – 7.9 points</b>  Candidate provides questionable evidence of adequate procedures in working collaboratively with school staff to improve teaching and learning.	<b>0 – 6.9 points</b>  Candidate provides little or no evidence of adequate procedures in working collaboratively with school staff to improve teaching and learning.

<p><b>Observation Phase</b></p> <p><b>ELCC 2.4</b> Candidates understand and can promote the most effective use of educational technologies to support teaching and learning in a school environment.</p>	<p><b>4.5 - 5 points</b></p> <p>Candidate provides evidence of exemplary skills in applying technologies for improved classroom instruction, student achievement and continuous school improvement through monitoring performance and providing feedback.</p>	<p><b>4 – 4.4 points</b></p> <p>Candidate provides evidence of adequate skills in applying technologies for improved classroom instruction, student achievement and continuous school improvement through monitoring performance and providing feedback.</p>	<p><b>3.5 – 3.9 points</b></p> <p>Candidate provides questionable evidence of adequate skills in applying technologies for improved classroom instruction, student achievement and continuous school improvement through monitoring performance and providing feedback.</p>	<p><b>0 – 3.4 points</b></p> <p>Candidate provides little or no evidence of adequate skills in applying technologies for improved classroom instruction, student achievement and continuous school improvement through monitoring performance and providing feedback</p>
<p><b>Analysis and Interpretation</b></p> <p><b>ELCC 3.5</b> Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	<p><b>9- 10 points</b></p> <p>Candidate provides evidence of superior ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.</p>	<p><b>8 – 8.9 points</b></p> <p>Candidate provides evidence of adequate ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.</p>	<p><b>7 – 7.9 points</b></p> <p>Candidate provides evidence of questionable ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning. .</p>	<p><b>0 – 6.9 points</b></p> <p>Candidate provides little or no evidence of adequate ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.</p>
<p><b>Post Observation Conference</b></p> <p><b>ELCC 1.3</b> In comparison of clinical model with school practice,</p>	<p><b>9 -10 points</b></p> <p>Candidate provides evidence of outstanding feedback in identifying strategies or practices that promote continuous and sustainable student</p>	<p><b>8 – 8.9 points</b></p> <p>Candidate provides evidence of satisfactory feedback in identifying strategies or practices that promote continuous and sustainable student</p>	<p><b>7 – 7.9 points</b></p> <p>Candidate provides questionable evidence of satisfactory feedback in identifying strategies or practices that promote continuous and</p>	<p><b>0 – 6.9 points</b></p> <p>Candidate provides little or no evidence, of satisfactory feedback in identifying strategies or practices that promote continuous and</p>

<b>candidates demonstrate that they understand and can promote continual and sustainable school improvement</b>	learning.	learning.	sustainable student learning.	sustainable student learning.
<b>Critique of Clinical Supervision Process</b>  <b>ELCC 2.1</b> <b>Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</b>	<b>9 - 10 points</b>  Candidate’s critique provides evidence of displaying one or more exemplary behaviors such as promoting collaboration, personalized learning, cultural competence, and personalized learning.	<b>8 – 8.9 points</b>  Candidate’s critique provides evidence of displaying one or more adequate behaviors such as promoting collaboration, personalized learning, cultural competence, and personalized learning.	<b>7 – 7.9 points</b>  Candidate’s critique provides questionable evidence of displaying one or more exemplary behaviors such as promoting collaboration, personalized learning, cultural competence, and personalized learning.	<b>0 – 6.9 points</b>  Candidate’s critique provides little or no evidence of displaying one or more exemplary behaviors such as promoting collaboration, personalized learning, cultural competence, and personalized learning.
<b>Integrity and Fairness</b>  <b>ELCC 5.1</b> <b>Candidates understand and can act with integrity and fairness to ensure a system of accountability for every student’s academic and social</b>	<b>9 - 10 points</b>  Candidate’s critique provides evidence of exemplary ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.	<b>8 – 8.9 points</b>  Candidate’s critique provides evidence of adequate ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.	<b>7 – 7.9 points</b>  Candidate’s critique provides questionable evidence of adequate ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.	<b>0 – 6.9 points</b>  Candidate’s critique provides little or no evidence of adequate ability to act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

<b>success.</b>				
<b>Self-Awareness and Reflective Practice</b>  <b>ELCC 5.2</b> <b>Candidates understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school.</b>	<b>9 - 10 points</b>  Candidate demonstrates exemplary ability to formulate a school-level leadership platform grounded in ethical standards and practices, and analyze leadership decisions in terms of established ethical practices.	<b>8 – 8.9 points</b>  Candidate demonstrates adequate ability to formulate a school-level leadership platform grounded in ethical standards and practices, and analyze leadership decisions in terms of established ethical practices.	<b>7 – 7.9 points</b>  Candidate demonstrates questionable ability to formulate a school-level leadership platform grounded in ethical standards and practices, and analyze leadership decisions in terms of established ethical practices.	<b>0 – 6.9 points</b>  Candidate fails to address ethical behaviors or practices.
<b>Observation tool</b>	<b>4.5 - 5 points</b>  The actual observation tool (as completed) is provided and described, and its selection is described and defended.	<b>4 – 4.4 points</b>  The observation tool is provided and described.	<b>3.5 – 3.9 points</b>  The observation tool is included but is not described or defended.	<b>0 – 3.4 points</b>  The observation tool is not provided as required.
<b>Support</b>	<b>9 - 10 points</b>  Specific, developed ideas and evidence from theory, research and/or literature are used to support conclusions.	<b>8 – 8.9 points</b>  Supporting theory or research is present but is lacking in specificity.	<b>7 – 7.9 points</b>  Some evidence of supporting ideas is presented, but it is superficial and general in nature.	<b>0 – 6.9 points</b>  Few to no solid supports are provided.

<b>Mechanics</b>	<b>4.5 - 5 points</b> The assignment is completed without errors.	<b>4 – 4.4 points</b> The assignment is nearly error-free which reflects clear understanding and thorough proofreading.	<b>3.5 – 3.9 points</b> Occasional errors in grammar and punctuation are present.	<b>0 – 3.4 points</b> Frequent errors in spelling, grammar, and punctuation are present.
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