

GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION and HUMAN DEVELOPMENT  
Education Leadership Program

EDLE 618, Section DL1 Supervision and Evaluation of Instruction  
3 credits, Spring 2021  
Online cohort  
1/25/21-5/3/20

**Faculty Name:** Maureen Marshall, Ed.D.  
**Office Hours:** (link is in Blackboard)  
**Office Phone:** Cell # in Blackboard  
**Class Time:** 100% Asynchronous – posted by Monday of each week  
**Email Address:** [mmarsh22@gmu.edu](mailto:mmarsh22@gmu.edu)  
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**Prerequisite(s)/Corequisites:** EDLE 620; EDLE 690, and EDLE 791

### University Catalogue 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.

#### Course Overview

This course provides a theoretical and practical application of current issues that confront school leaders in their efforts to provide effective leadership and supervision of school staff. Course participants will engage in small group discussion about educational trends and best practices that lead to high performing schools characterized by strong systems of accountability, continuous improvement, communication and collaboration.

#### Course Delivery Method

This course will be delivered **100% asynchronous** format with assignments throughout the semester 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 by January 24, 2021.

## *Technical Requirements*

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supportedbrowsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devicesand-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devicesand-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - o Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - o Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - o Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## On-line Expectations

- **Asynchronous Course Week:** *work is posted the Monday and due by the following Sunday.*
- **Office hours-** see Blackboard for hours and Zoom link
- **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:** 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.

### Course Learner Outcomes or 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. Students will practice data informed decision making to improve teaching and overall student learning.

Students will understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e. equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

### 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.

## **Professional Standards**

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.
5. Demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

## **National Educational Leadership Preparation 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 to adapt school-based leadership strategies.

### **NELP Standards**

NELP 1.2 Candidates understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation. (overlaps with 690 and 610)

NELP 2.1 Candidate understands and demonstrates the capacity to reflect on, communicate about, and cultivate professional dispositions and norm (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school culture.

NELP 4.1 Candidates understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

NELP 4.2 Candidates understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educator professional, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

NELP 4.3 Candidate understand and can demonstrate the capacity to design, implement and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

NELP 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

### **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.... (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

### **Required Texts**

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (2018). *Supervision and instructional leadership: A developmental approach* (10<sup>th</sup> edition). Boston, MA: Allyn and Bacon.

Bambrick-Santoyo, Paul (2018). *Leverage Leadership 2.0*. San Francisco: Jossey-Bass.

### **Reference Texts:**

- Acheson, K. A. & Gall, M. D. (2003). *Clinical supervision and teacher development*. Chicago, Ill: 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.
- Marshall, Kim (2009). *Rethinking Teacher Supervision and Evaluation*. San Francisco: Jossey-Bass.
- 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.

### Course Performance and Evaluation Criteria

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.

Students can earn a total of **500 points** in this course.

### 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:

Additionally, due to the nature of this 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 (125 points)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous group activities, and serve as critical friends to other students. There is a rubric for class participation in this syllabus.

## Written Assignments (375 points)

### 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.

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

#### Assignment #1

#### The Clinical Supervision Project (150 points)

**DUE DATE March 7<sup>th</sup>**

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, online information and discussions, and videos, 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 a formative (as opposed to summative) evaluation model is being employed in your school.

- Clinical supervision project should not exceed ten (9-10) 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.

### **Assignment #2: Module Simulation (75 points)**

**DUE DATE: April 4th**

Working in a small group, your team will work through one simulation which will require you to first experience an online interactive educational simulation, and then work to craft a response to the discussion question(s) with a minimum of one citation. Your initial posts must be completed by 11:59 p.m. of the due date. After you submit your initial post you will be able to see the posts of your peers, unless you are the first to post in your group. You are required to respond to one of your colleagues’ posts prior to 11:59 p.m. of the deadline provided. Your response should demonstrate reflective analytical thinking and be supported with evidence from your reading.

### **Assignment #3 The Professional Development Project (150 points)**

**DUE DATE: May 2<sup>nd</sup>**

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.



Five 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 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.

5) Use your knowledge of Improvement Science research (six principles) to describe how professional development serves as integral part of staff competence in using inquiry-based processes that support school improvement efforts based on identified needs.

- This professional development project should not exceed nine (9-10) 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.)

**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, Dr. Marshall is available for consultation via email, phone or Zoom prior to deadlines to clarify questions.

COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with me. You may do so using e-mail, phone or Zoom.

**Grading Scale:**

A+ 500 points  
A 475 - 499 11  
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 availability to get assistance prior to assignment deadlines.

**Professional Dispositions**

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

See: <https://cehd.gmu.edu/students/policies-procedures/>

**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/>]

**George Mason University Policies and Resources for Students**  
**Policies**

1. Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/policies/honor-code-system/>).
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 turned off 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](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/>.
2. For information on student support services on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

### *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/students/>.

# Spring 2021 Class Schedule

**Note:** Please refer to the Weekly Schedule and Announcements on Blackboard for the most up-to-date version of the Course Schedule. Blackboard assignments will be available on the Sunday afternoon prior to the start of the week and due by midnight the following Sunday.

Class	Unit/ Lesson	Date  <u>Week of:</u>	Topics	Prepared Readings & Assignments by the class session date
1		1/25/21	Course Orientation & Syllabus	Link: In Blackboard
2	Unit 1 Lesson 1	2/1/21	SuperVision and Effective Schools  Leverage Leadership 2.0	<i>Reading:</i> Glickman, Chapters 1-3; Bambrick-Santoyo– Introduction  <b>Activity (1) –[10pts]</b>
3	Unit1 Lesson 2	2/8/21	Characteristics of Effective Teaching and Learning	<i>Readings:</i> -Danielson Chapter 1: <i>Framework for Teaching: An Overview</i> -Bambrick-Santoyo– Chapter 1 -Leadership for Effective Schools --NY Teacher Effectiveness Program Rubric  <b>Activity (2) –[10pts]</b>
4	Unit 1 Lesson 3	2/15/21	Effective Classroom Observation and Feedback Techniques  <i>*Review clinical supervision project (Assignment #1)</i>	<i>Reading:</i> Glickman, Chapters 12-13 Bambrick-Santoyo– Ch. 3  <i>Assignment:</i> <b>Activity (3) –[25pts]</b>

5	Unit 1 Lesson 4	2/22/21	<b>Adult Learning and Teacher Feedback</b>	<p><i>Reading:</i> Glickman Ch. 6-10 (Interpersonal Skills), (Johari Window) Glickman Ch. 11 (Developmental Supervision)</p> <p>Article by Shawn Blankenship regarding feedback <a href="http://connectedprincipals.com/archives/10634">http://connectedprincipals.com/archives/10634</a></p> <p><b>Assignment:</b> Activity (4) – [25 points]</p>
6	Unit 2 Lesson 1	3/1/21	<b>Clinical Supervision</b>  *mini-observations	<p><i>Reading:</i> Glickman, Chapter 15</p> <p>Marshall, K. Chapters 3 and 4 Rethinking Teacher Supervision and Evaluation (from Blackboard) –</p> <p>Activity (5) –[10pts]</p>
7	Unit 2 Lesson 2	3/8/21	<b>Conducting Needs Assessment &amp; Designing Effective Professional Development</b>  <i>*Introduce PD Project Assignment #3</i>	<p><i>Reading:</i> Glickman, Chapter 13 and Chapter 18 Bambrick-Santoyo– Ch. 4</p> <p>Assignment #1 Clinical Supervision Project due 3/7 (150 points)</p>
8	Unit 2 Lesson 3	3/15/21	<b>Supervisory Behaviors Simulation</b>  <i>*Introduce assignment #2 -simulation module</i>	Simulation Project

9	Unit 2 Lesson 4	3/22/21	<b>Teacher Evaluation: Formative and Summative</b>	<p><i>Reading:</i> Glickman, Chapter 14 &amp; 16 Bambrick-Santoyo–Ch. 2</p> <p>Strategies for -Enhancing Post-Observation Feedback," (Myung and Martinez from Blackboard)</p> <p>Zapeda, Sally: <i>Can Supervision and Evaluation Co-Exist?</i> (Blackboard)</p> <p><i>Assignment:</i> Activity (6) – [10] points]</p>
10		3/29/21	School Division Spring Breaks	<i>Work on simulation module project</i>
11	Unit 3 Lesson 1	4/5/21	<b>School Culture &amp; Changing Instructional Practices</b>	<p><b>Reading</b> Bambrick-Santoyo–Ch. 5 &amp; Ch. 6 Case Study: <i>If It Ain't Broke, Don't Fix It</i></p> <p><i>Assignment:</i> Assignment #2 Due -simulation module due 4/4 (75 points)</p>
12	Unit 3 Lesson 2a	4/12/21	<b>Group Development</b>	<p><i>Reading:</i> Glickman, Chapter 17 Bambrick-Santoyo – Ch. 7</p> <p><i>Assignment:</i> Assignment #2 Follow up due 4/11 (10 points)</p>

13	Unit 3 Lesson 2b	4/19/21	<b>Building a Professional Learning Community</b>	<p><i>Reading:</i> Glickman, Chapter 23 Bambrick-Santoyo – Ch. 8</p> <p><u>Articles</u> How Do Principals Really Improve Schools - DuFour and Mattos</p> <p>It is not a Meeting but a way of Being – Brian Butler</p> <p>Creating Effective Professional Learning Communities – Andrew Miller</p> <p><b>Activity (7) –[15pts]</b></p>
14	Unit 3 Lesson 3	4/26/21	<p><b>Addressing Diversity</b></p> <p><i>Students should be prepared to share 1-2 minutes about the PD project via video online</i></p>	<p><i>Reading:</i> Glickman, Chapter 22</p> <p><b>Assignment #3 – Professional Development Plan Due on or before 5/2/21 (150 points)</b></p>
15	Unit 3 Lesson 4	5/3/21	<p><b>Facilitating Change</b></p> <p><b>Final Reflections</b></p>	<p>Glickman, Chapter 21</p> <p><b>Activity (8) [10 points]</b></p>



## Assignment #1 Clinical Supervision Rubric – Due March 7<sup>th</sup>

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>  <b>ELCC 2.2/NELP 4.1</b> 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 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>  <b>ELCC 2.3/NELP 4.3</b> 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 (5%)</b>  <b>ELCC 2.4/NELP 4.4</b> Candidates demonstrate that they can understand and promote the most effective use of educational technologies to support learning.	Candidate provides evidence of a superior ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate provides evidence of an adequate ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate provides evidence of some ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	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><b>Analysis and Interpretation (10%)</b></p> <p><b>ELCC 3.5/NELP 4.4</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/NELP 4.2</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/NELP 4.2</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><b>ELCC 5.1/NELP 2.1</b> 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><b>ELCC 5.2/NELP 2.3</b> 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> <b>NELP 4.1</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>

## Assignment #2 – Simulation Module Rubric – Due: April 4<sup>th</sup>

Category	10 points	5 points	Zero points
Original Response	Discussion posting displays an excellent understanding of the lessons within the simulations and underlying concepts. The response includes the reference in addition to 200 words or more.	Partial evidence of recognition of the concepts presented	Presents no response or shows no convincing evidence that resources have been used.
Citation	Original post integrates a minimum of one total citation in APA 6 format.	This is not an option. The post either has a citation or it does not.	No citation.
Literature	An article is uploaded (or a link provided) to support the citation used in the response. A district policy will not work as a source even though you will want to rely on district policies. As a scholar-practitioner, the expectation is for you to connect your ideas with the peer-reviewed journal articles most likely found through GMU's Library. Class texts MAY be used in lieu of an article.	This is not an option. The post either has an article or it does not.	No article is uploaded or no link provided.
Responses to Others	Shows definite insights into the relationship between concepts presented, class activities, and others' responses. Provides responses for two or more different threads. Response is 100 words or more.	Shows some insights into the relationship between concepts presented, class activities, and others' responses.	No evidence of the relationship between concepts presented, class activities, and others' responses. Provides response for only one thread.

## Assignment #3 PD Plan Rubric – Due May 2<sup>nd</sup>

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%) <b>NELP 4.2</b>	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>  <b>ELCC 1.2/NELP 1.2</b> <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>  <b>ELCC 1.3/NELP 1.2</b> 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's 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.

<p><b>The professional development proposal (15%)</b></p> <p><b>ELCC 2.2/NELP 4.1 and 4.2</b></p> <p>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>The proposal addresses all of the essential elements in powerful detail. The proposal clearly connected to needs assessment and offers a “comprehensive, rigorous, and coherent” plan.</p>	<p>The proposal clearly describes the essential elements.</p>	<p>The proposal is inadequate, failing to address several of the essential elements.</p>	<p>The proposal not submitted with the paper, or submitted without any of the essential elements</p>
<p><b>Connections to Technology (10%)</b></p> <p><b>ELCC 2.4/NELP 4.4</b></p> <p>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><b>ELCC 3.5/ 4.3 and 4.4</b></p> <p>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><b>ELCC 1.4/NELP 4.1 and 4.2</b></p> <p>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>

# Online Class Participation Rubric

<b>Discussion Board, Blogs &amp; Journal Guidelines</b>				
	<b>Unacceptable No credit</b>	<b>Acceptable 1/3 credit</b>	<b>Good 2/3 Credit</b>	<b>Excellent Full Credit</b>
<b>Initial posting</b>	<p>Posts no assignment.</p> <p>Posts information that is off-topic, incorrect, or irrelevant to discussion.</p>	<p>Posts adequate response with superficial thought and preparation; doesn't address all aspects of the prompt.</p> <p>Repeats but does not add substantive information to the discussion.</p> <p>and/or</p> <p>Posts is late</p>	<p>Posts well developed response that addresses all aspects of the task; lacks full development of concepts. Includes references from lesson.</p> <p>Posts information that is factually correct; Contributes valuable information to discussion.</p> <p>Posts by deadline</p>	<p>Posts well developed response that fully addresses and develops all aspects of the prompt.</p> <p>Posts factually correct, reflective and substantive contribution;</p> <p>Contributes to discussion with clear, concise comments.</p> <p>Advances discussion.</p> <p>Includes references from lesson and readings.</p> <p>Posts by deadline</p>
<b>Follow-up posting</b>	<p>Posts no follow-up responses to peer's work.</p>	<p>Posts shallow responses to discussion (e.g., agrees or disagrees); does not enrich discussion.</p> <p>and/or</p> <p>Response is late</p>	<p>Elaborates on an existing posting with further comment or observation.</p> <p>Responds by deadline</p>	<p>Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.</p> <p>Responds by deadline</p>