George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 618, Section 601, Spring, 2012
Supervision and Evaluation of Instruction

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Office Hours: 8:00AM-3:00PM

Schedule Information:

Location: Prince William County Admin. Building

Meeting Times: Wednesdays, 4:30-7:30PM

                      March 14th-May 25th

Course Description: EDLE 618 (Supervision and Evaluation of Instruction)

This course will provide a theoretical and practical overview of the supervision and evaluation of instruction. It introduces supervision and inquiry into current issues, and best practices in supervision. We use practical, interactive exercises to develop skills in the clinical process and developmental approach to supervision.

Nature of Course Delivery

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

Learner Outcomes

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

Learning Objectives:

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

Professional Standards:

ELCC Standards:
2.2.a- Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
2.2.b- Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
2.2.c- Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide the staff the assistance needed for improvement.
2.3.a- Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
2.4.a- Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs
2.4.b- Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
VA DOE Competencies:
a.1- Knowledge and understanding of student growth and development, including   applied learning and motivational theories
a.3- Knowledge and understanding….(above), including principles of effective instruction, measurement, evaluation and assessment strategies
a.5- Knowledge and understanding…(above), including the role of technology in promoting student learning
b.2 - Knowledge and understanding of systems and organizations, including information sources and processing, including data collection and data analysis strategies

b.5- Knowledge and understanding…(above), including effective communicate including
consensus building and negotiation skills

Relationship of EDLE 618 to the Internship (EDLE 791)

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.

Course Materials

Readings- Required

Glickman, Carl D., Gordon, Steven P. and Ross-Gordon, Jovita M. (2010) *Supervision and instructional leadership: A developmental approach* (8th edition), Boston, Ma: Allyn and Bacon

Readings- Highly Recommended:

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

Readings-Recommended as reference only:

Acheson, Keith and Gall, Meredith D. (1997). *Techniques in the Clinical Supervision of Teachers.* New York, NY: Longman Press
Barker, Cornelius and Searchwell, Claudette. (2004) *Writing Meaningful Teacher Evaluations-Right Now!* Thousand Oaks, CA: Corwin Press
Brock, Barbara and Grady, Marilyn. (1997). *From First-Year to First Rate.* Thousand Oaks, CA: Corwin Press.
Downey, Carolyn, Steffy, Betty, English, Fenwick, Frase, Larry and Poston, William. (2004) *The Three Minute Classroom Walk-Through.* Thousand Oaks, CA: Corwin Press
Marshall, Kim. (2009). *Rethinking Teacher Supervision and Evaluation.* San Francisco, CA: Jossey-Bass
Whitaker, Todd. (1999). *Dealing with Difficult Teachers.* Larchmont, NY: Eye on Education.

Videos Utilized in Class
         PD 360

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

All students are required to use http://www.taskstream.com as a part of this course. This is an Internet site in which I will post vital information for the course. Samples of student work will be archived on this site for purposes of course, program and college assessment. It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-based Assessment and Evaluation Criteria

Attendance:

Students are expected to attend every class for its entirety. Maximum class participation points can only be earned by students who attend all classes, are on time, and do not leave early.

General Expectations:

Consistent with expectations of a master's level course in the Education Leadership Program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

  1. Application of concepts reflected in class discussion and readings
  2. Original thinking and persuasiveness
  3. The ability to write in a clear, concise, and organized fashion.

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of various performances are as follows

Class Participation (10 points)

Students are expected to participate actively in class discussions, and in serving as critical friends to other students. Attendance is expected for all classes. If you must be absent, please notify me by e-mail or telephone. More than one absence will result in a reduction in participation points. Arriving at class late or leaving from class early may result in the loss of points. There will be numerous opportunities for students to demonstrate initiative during EDLE 618. Some examples include: Volunteering to lead small group class time activities; Reporting out small group findings to the entire class; Verbally challenging others' assumptions during class discussions; Specifically citing and using previously learned materials; and initiating discussion and student-to-student interaction.

Written Assignment #1---The Clinical Supervision Project (40 points)

Students will explain the clinical supervision process to their school principal, and solicit advice as to who might be observed for the purpose of this assignment. Using the overview described in the text, and the discussion, role plays and video observations conducted during class, students will apply the five phase model in an authentic classroom setting. A written report will complete this project, consisting of the following components:

1) Context---How was the teacher selected? Describe his/her level of expertise, commitment and development, per discussion in class.

2) Description of the five phases of clinical supervision--- Describe and defend the supervisory style that you selected and utilized.
    a-**Phase 1**--- Include all required elements of a pre-observation conference
    b-**Phase 2**---Describe the classroom that you observed, generally discussing student and teacher behaviors, the length of your observation, and any challenges that you had with applying the observation methodology (ies) that you selected.
    c-**Phase 3**—Describe the data that you collected and specifically discuss the trends and patterns that were revealed ("analysis"). Then interpret the patterns and trends in terms of how they might help the teacher to improve his/her instructional practice ("interpretation"). And, finally, determine and defend the supervisory style that you will use in your phase 4 conference.
    d- **Phase 4**—Apply the supervisory style that you selected, and specifically discuss your interactions with your classroom teacher. You do not need to include a plan for improvement in your phase 4 write up.
    e-**Phase 5**---Conduct the critique, specifically requesting teacher input as to how the previous four phases of the clinical process might be improved.

3) Comparison of the clinical model with the actual practice at your school---Compare and contrast the five phases of the clinical model with the observation model utilized in your school. Be specific as you review the five clinical phases---for example, in phase 1, is there a pre-observation conference in your school? Provide sufficient detail and reach a conclusion as to whether or not a formative (as opposed to summative) evaluation model is being employed in your school.

NOTE: This clinical supervision project is due no later than **April 18**, and may not exceed ten (10) double-spaced pages. You must include in an appendix a copy of the actual observation tools (for example, the categorical frequency chart, or the performance indicator checklist) that you selected and used for your observation. THE ACTUAL TOOL MUST BE SCANNED—NOT AN AFTER-THE-FACT SUMMARY OF WHAT YOU DID!!!

If you can defend the use of an open-ended narrative (global scan) tool and decide to use it, you must also include one additional observation tool for your project!

Written Assignment #2—The Professional Development Project (30 points)

Students will complete a professional development proposal, focusing on the essential elements of a pd plan. This proposal should be authentic in nature, providing your school with a research-based approach to providing growth opportunities for professional staff. Students will solicit buy-in from school leaders as they consider topics and options for this proposal.

There will be four required components for this project:

1) Context--- Briefly describe your school, and if relevant for your project, the department/grade level in which you work.

2) Needs Assessment, Analysis and Interpretation—Based on class discussions and text readings, determine and defend your selection and use of no fewer than two "ways of assessing need." Describe the assessments that you selected and your method of collecting data. Then identify patterns and trends ("analysis"), and reach conclusions as to what they mean ("interpretations"). Specifically connect your data-informed trends and interpretations to the professional development proposal that you develop in component 3 below. NOTE: During this component of this project, you will be engaged in assessing need. (authentic in which you are taking the lead, as opposed to describing how others in your school may have addressed need for a previous or current pd activity)

3) Prepare a professional development proposal that includes the essential elements of such plans (per class discussion). Be specific when addressing these essential elements, with emphasis on the proposed "learning activities." This proposal should be authentic in nature--something that could be used in your school. NOTE: It is not expected that you will implement the proposal that you develop during the semester that you are enrolled in EDLE 618.

4) Use the readings and class discussion to connect your proposal with the research-based traits of effective professional development. For maximum credit under this component in the rubric, you should also discuss and connect the three phases of professional development (orientation, integration, and refinement) with your proposed professional development plan.

NOTE: This professional development project is due on **May 23, 2012**, and may not exceed nine (9) double-spaced pages. You must include in an appendix a copy of the data assessment methodologies/tools that you selected and used. (for example, if you used a "review of official documents, you should include one or two pages of such docs in your appendix. If you used a survey, include a copy of the blank survey in your appendix, etc).

[Small Group Project--- Group Discussion Activity (20 points)

       Students will work in small groups to plan and lead a discussion on topics that relate to the themes being addressed in class. A list of available topics is posted below, and will be reviewed at the first class meeting. The discussions will usually be conducted at the beginning of class, and will be no fewer than 60 minutes and no longer than 70 minutes in duration. Students may use the Glickman text to provide background information as they prepare for this assignment. However, the text should not be relied on as the only or most utilized source of information. Professional journals (NASSP, NAESP, ASCD, PDK, etc), official school records and documents, interviews with school leaders, local school forms and procedures, and other course texts may be used to inform the discussion.

       Successful completion of this activity will result in the engagement of classmates on the selected topic. A list of references most be presented to students and the instructor at the time of the presentation.
       NOTE: Unlike some "presentations" to classes, the emphasis for this activity should be on the active involvement of classmates. It will be acceptable to devote some time to context---but even this part of the assignment should be done as interactively as possible. The vast majority of the time should be devoted to guided small group activities in which everyone actively participates.

List of Topics---Spring, 2012

1st- "Walkthrough observations"--- Students will lead a discussion in which classmates are exposed to and can practice a variety of walkthrough models. Discussion leaders will make use of Downey's work on walkthroughs, as well as others that are used in local schools. Emphasis will be placed on the espoused purposes of walkthroughs, as well as the actual/authentic procedures that are used by school administrators. It is highly recommended that the latest developments be reviewed and discussed, including the use of electronic devices to collect and analyze classroom data.

2nd- "Supervisory behaviors"--- Students will research and lead a discussion on supervisory behaviors. The Glickman text may be useful in informing this discussion. The emphasis will be on supervisory behaviors, verbal and nonverbal, as they are demonstrated by school leaders during interactions with teachers, students, and community.

3rd- "Professional development"--- Students will lead a discussion on pre-K 12 professional development. Emphasis will be placed on the research-based traits of effective pd, and how they connect with examples of professional development that the group selects and shares. The phases of professional development will be explored, including the work of Joyce and Showers.

4th- "Data informed decision making"--- Students will discuss current practices in their schools as to how data are informing the decision-making process. Discussion leaders will provide

authentic examples of data sharing and utilization in local schools. Classmates will be engaged in reviewing, analyzing and interpreting data.

5th- "Group dynamics and development"--- Students will provide opportunities for classmates to engage in identifying and explaining the behaviors of individuals in group settings, with a focus on task, person and dysfunctional roles. Tuckman's stages of group development will also be discussed as a point of emphasis during this session.

6th- "Action research"--- Students will share authentic examples of action research as it occurs today in local schools. Emphasis will be placed on the phases/steps of action research, and on differences between action and traditional research.

NOTE: To best exceed the minimum expectations regarding the required submission of a reference list at the completion of each discussion activity session, it is recommended that the group develop an annotated reference list as a user-friendly way to expose students to the resources that were selected and utilized.

Electronic Discussion (20% of class participation grade)

Students will participate in an electronic discussion in which they work within pre-assigned groups to explore three issues relating to the second major assignment for EDLE 618---the professional development project.

Forum/Issue#1—Which issues/topics are you considering for your pd project? How have you used data to determine the possible topics that you will address? Are your school administrators aware and supportive of any of your suggested topics? Discuss possible topics within your group, and consider pros and cons before deciding on one specific area of focus.

Forum/Issue#2- Which "ways of assessing need" (text and class discussion) might be most useful with the topic(s) that you are considering? Defend your choice of assessment within your group discussion, and consider alternatives that may be suggested.

Forum/Issue#3- What "traits of effective professional development" have been in evidence in your schools during its pd programs? Provide specific examples of the research-based traits (from class discussion and text), and describe how they have been observed and used.

For taskstream electronic discussions, you may introduce comments in one of two ways:
1)"create new topic"---when you are the first person to introduce a general idea or theme and
2) "post new reply"--- when you are adding to and/or building on others' comments. Use this option when you are asking a classmate to clarify or expand on something that he/she stated.

The pre-assigned groups will have the opportunity to discuss and determine the best time frame (within certain parameters provided by the instructor) within which they will be actively participating in the discussion. Once a decision is made and reported to the instructor, it will be expected that each member participates in and contributes to the discussion. Each student will be

expected to initiate new discussion by occasionally "creating a new topic." It is expected that multiple comments by each student be posted within each of the three forums noted above. However, the nature of the comment is much more important than the frequency in which postings occur. Added value will be placed on comments that challenge others' assumptions and the status quo. Students should be able to defend their own comments, and be ready to reply to suggestions from classmates.

ALL ASSIGNMENTS must be submitted electronically through taskstream. Taskstream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a Taskstream account and use taskstream to submit work for courses, as well as to prepare and submit your internship portfolio.

LATE WORK: It is expected that all students submit (through taskstream) work on time, no later than midnight of the due date. Late projects may be accepted in extenuating circumstances, and will result in a minimum of a one letter grade reduction.
FEEDBACK: Rewrites of graded work will not be possible in EDLE 618. However, papers may be submitted in advance of the due date for feedback from the instructor. You may submit a complete paper, or any portion of it for feedback, but must allow at least one week in advance of the due date for the instructor to review your work and contact you electronically with feedback.

NOTE: Submit papers for feedback to the instructor using an e-mail with attachment---do not use taskstream for this purpose.

Once your paper has been submitted to taskstream, it will be assessed and given a final grade.

COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with me. You may do so using e-mail…but a personal contact (before class, during break, after class or a scheduled office visit) is preferred. IMPORTANT: When using e-mail you may use my GMU email account (aatwater@gmu.edu) or my school account (angela.gwynneatwater@lcps.org) and not the taskstream email system.

GRADING SCALE:
A+=100
A=95-99
A-=90-94
B+=87-89
B=83-86
B-=80-82
C=75-79
F=0-74

College of Education and Human Development Statement of Expectations

Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/]
-Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See http://ods.gmu.edu/]
-Students must follow the university policy for Responsible use of Computing[See http://universitypolicy.gmu.edu/1301gen.html]
-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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
-Students are expected to exhibit professional behaviors and dispositions at all times

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/] -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/]
-For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [Seehttp://gse.gmu.edu/]

- Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

March 14 Introductions, Review of Syllabus and Course Overview
     Topic: Supervisory Prerequisites for improved student learning
     Activities: Course Outline
     Introduce clinical supervision & discuss first major course project
     Do you know good teaching when you see it?
     Assignment for **3/28**: Ch 1-5 and pps 288-293 from GText
     Discussion about the required projects.

March 21 **NO CLASS**-It is highly suggested that you spend this time planning/researching
     Written Assignment #1---The Clinical Supervision Project
     (40 points). In addition, be prepared to bring 2 copies of your school's observation
     templates to the March 28th class. Complete the readings as outlined above.

March 28 Topic: Classroom observation---Why, When and How?
     PD360: Introduction/Evaluation, Learning and Trust
       Informal Observation
     The five phases of clinical supervision in detail
     Role play Phase 1- the pre-observation conference
     Activities: Observing an elementary classroom and collecting data (Phase 2)
     Review requirements for **clinical supervision project**
     The "Big Six" observation methodologies
     Your homework templates-compare and contrast
     Introduce Phase 3
     Discussion Group Activity #1--- Walkthrough observations
     Assignment for 4/11: Ch 6-7 from Gtext (your focus on the 4 case studies)

April 11 Topic: Using Developmental Supervision
     Activities: Observing a classroom and collecting data (Phase 2)
     PD360: Formal Evaluation
       Observation
     Understanding quantitative and qualitative data collection
     The text case studies
     Analysis and interpretation (Phase 3)
     Discussion Group Activity #2--- Supervisory behaviors
     Assignment for 4/18: Chs 8-11 from Gtext

April 18   Topic: Applying the four supervisory styles
              Activities: The post-observation conference and critique (phases 4 & 5)
              PD360: Post Conference
              Supervisory style role plays
              Assignment for 4/25: Complete academic exercise #1 on p. 200 (written)—only
              two of four profiles, four copies of each to class Read Ch 12 from Gtext
              Clinical Supervision project due

April 25   Topic: Developing professionals
              Activities: Discuss the pd project and electronic discussion
              NBPTS as a professional development exercise
              Traits/characteristics of effective professional development
              Gusky's Characteristics of Professional Development.
              Lowden: The Impact of Professional Development\

              Discussion Group Activity #3--- Professional development

              Assignment for 5/2: Ch 13 from Gtext (emphasis on pps 206-217)

May 2   Topic: Learning and using your technical skills
              PD360: Writing the Evaluation
              Activities: School Leaders Licensure Assessment prep practice activity "Ways of
              Assessing Need"
              Three guiding principles when using data to inform decisions
              Discussion Group Activity #4--- Data informed decision making in today's schools
              Assignment for 5/9: Ch 16 (pps 293-304) & 17 from Gtext

May 9   Topic: Assisting teachers---individually and in groups
              PD360: Post-Conference
              Activities: Task, person and dysfunctional roles
              Dealing with dysfunctional team players
              The Principal~School Counselor Connection (Subject to change)
              Discussion Group Activity #5--- Group dynamics and development
              Assignment for 5/16: Ch 15 (emphasis on pps 274-281)

May 16   Topic: Current supervisory and evaluative practices
                Formative and Summative evaluation
                Activities: Using the Virginia prototypes for evaluation
                Developing an action/improvement plan for teachers
                Your electronic discussion---progress update
                Assignment for 5/23: Ch. 20-23 from Gtext

May 23   Topic: Action Research & The cultural tasks for supervisors
                Activities: AR vs. traditional research
                PD 360: Action Research
                Glickman's three cultural tasks
                Discussion Group Activity #6—Action Research
                Professional Development Project Due Date **(May 23, 2012)**

Class Participation-Spring 2012

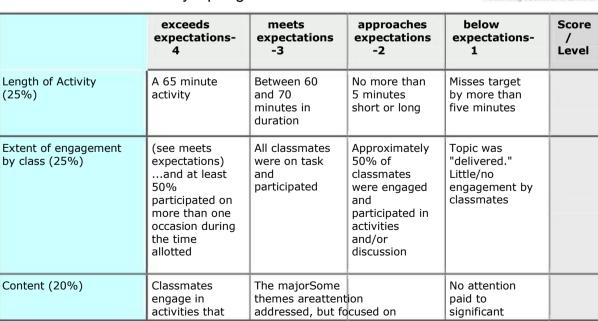|	exceeds expectations- 4	meets expectations- 3	approaches expectations- 2	below expectations- 1	Score/ Level
Attendance(20%)	Exemplary attendance (no absences, tardies or early dismissals)	Perfect attendance with one or two tardies or early dismissals	Occasional absences and/or tardies (1-2)	Frequent absences and/or tardies (3 or more)	
Quality of interaction; questions, comments, suggestions (20%)	Most queries are specific and on target. Deeply involved in whole class and group discussions	Often has specific queries, stays involved in class discussion	Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics	Rarely interacts with instructor or classmates in an appropriate manner	
Effort (20%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others	Willingly participates with instructor and classmates. Engages others	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties in group work.	Actively avoids involvement when possible. Complains about others and uses excuses to explain deficiencies	
Demonstration that student is prepared for class (20%)	(see meets expectations)... And is prepared for each and every class	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion	Demonstrates readiness periodically	Is unable to demonstrate readiness for class through readings, other homework or by relating to previous discussion	
Electronic discussion (20%)	Actively participates in a timely manner to elec discussion, responding to others and initiating new ideas	Participates in elec discussion, responding to others comments and questions	Engages with others without demonstrating commitment to helping group and individuals to respond to posted forums	Does not participate actively in the elec discussion--- few entries with little thought	

Clinical Supervision Project---Spring 2012

	exceeds expectations -4	meets expectations- 3	approaches expectations -2	below expectations -1	Score / Level
Introduction; selection of teacher and rationale (15%)	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 inadequate	
Summary of phase one(pre-observation) of the clinical process(8%)	Summary addresses the pre-observation conference and clearly describes the application of the required elements. The supervisory style is described in detail, as are the interactions between the supervisor and teacher	Summary addresses the phase one pre-observation conference...but is lacking in detail.	Summary omits or fails to adequately address one or two of the required elements	Summary omits or fails to adequately address three or more of the required elements	
Summary of phase two(observation) of the clinical process (8%) ELCC 2.2.b	Summary describes the observation, the method/tool selected and used, and any unanticipated issues that were addressed by the observer. The total time spent for observation in	Summary adequately addresses the phase two observation...but is lacking detail and explanation	Summary fails to adequately address phase two, omitting essential information (tool, time, issues)	Summary omits or fails to address any of the elements of a phase two observation	

	the classroom is included			
Summary of phase three(A&I) of the clinical process (8%) ELCC 2.2.c	Summary includes the required elements, with appropriate attention placed on both analysis and interpretation. The determination of supervisory style, if not previously discussed, is addressed. The analysis component includes charts, tables and/or graphs to display results.			Summary omits or fails to address two or more of the three required elements
Summary of phase four(post-observ conf) of the clinical process (8%) ELCC 2.3.a	Summary describes in detail the supervisory style and interactions between supervisor and teacher. Specific examples are included of teacher and observer comments and/or reactions.	Summary describes the phase four observation, but is lacking in detail	Summary is incomplete, failing to capture the interactions between observer and teacher	Summary fails to address the supervisory style utilized, and omits description of the observation
Summary of phase five(critique) of the clinical process (8%)	Summary describes in detail the critique of the previous four phases. Teacher reaction and comments are clearly described	Summary describes the critique, but without detail	Summary is incomplete, lacking in detail and without reference to teacher comments and reactions	The critique is omitted, or is completed as a self analysis (without teacher feedback)

[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the

Comparison of the clinical supervision model with the local school and/or system's process (30%)	Comparison is thorough and provides detail regarding the practices used in the local system. Each of the five clinical phases is addressed (compared and contrasted)	Comparison includes some description contrasting the five clinical phases with local practice	Comparison does not adequately address local school system process...the phase-by-phase review is incomplete	Comparison is omitted or is superficial	
Observation tool (10%) The actual observation tool (as completed) is provided and described, and its selection is discussed and defended		The tool for observation is included and described	The tool is included but is not described or defended	The actual observation tool is not included as required	
Mechanics (5%)	Completed without errors	Nearly error free. May include minor word choice and grammatical issues.	Occasional errors in grammar and punctuation	Frequent errors in spelling, grammar and punctuation	

Discussion Leader Activity-Spring 2012

	exceeds expectations- 4	meets expectations -3	approaches expectations -2	below expectations- 1	Score / Level
Length of Activity (25%)	A 65 minute activity	Between 60 and 70 minutes in duration	No more than 5 minutes short or long	Misses target by more than five minutes	
Extent of engagement by class (25%)	(see meets expectations) ...and at least 50% participated on more than one occasion during the time allotted	All classmates were on task and participated	Approximately 50% of classmates were engaged and participated in activities and/or discussion	Topic was "delivered." Little/no engagement by classmates	
Content (20%)	Classmates engage in activities that	The majorSome themes areattention addressed, but focused on		No attention paid to significant	

	focus on major themes, as noted in the syllabus description.	with littlesignificant detail and/orthemes opportunity for engagement	themes	
Participation by each member of activity group (15%)	(see meets expectations) ...and did so enthusiastically, involving classmates in an appropriate manner	All activity group members participated in a shared manner	All participated, but the load for leading the discussion and engaging classmates was uneven	It is unclear as to whether or not all members participated	
Use of outside resources & submitted list of references (15%)	(see meets expectations) ...and referred to during the discussion, providing user-friendly connections for classmates	A wide variety of outside. relevant resources are used... and Reference list is submitted at time of discussion	Significant emphasis on the text... and/or References are incomplete with errors and/or omissions	No demonstration of out-of-text sources...and/or References not submitted at time of discussion	

Professional Development Project-Spring 2012

	exceeds expectations- 4	meets expectations -3	approaches expectations -2	below expectations -1	Score / Level
Introduction; provides context related to school and stakeholders (10%)	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	
Needs assessment (20%) ELCC 2.2.a	Needs assessment described in detail, with rationale provided for its selection. Description includes the type of assessment, its application, and any challenges/issues that occurred.	Needs assessment administered and described	Evidence provided that needs assessment was administered, with superficial description	No evidence of one or more needs assessment(s) being used	
Analysis and	Data collected	Data collected	Data collected	Data not	

interpretation of data (20%)	and clearly analyzed, identifying trends and patterns that are described and connected to the pd proposal	and clearly analyzed, identifying trends and patterns	but analysis is inadequate	collected or analyzed	
The professional development proposal (25%) ELCC 2.4.b	Proposal addresses all of the essential elements in powerful detail	Proposal clearly describes the essential elements	Proposal is inadequate, failing to address several of the essential elements	Proposal not submitted with paper, or submitted without any of the essential elements	
Connections to best practices and research (20%) ELCC 2.4.a	Connections to research and best practice are clearly stated and described, including reference to the phases/stages of professional development, as well as the research-based traits of effective pd	Connections to research and best practice are clearly stated and described	Connections to research are superficial and/or are not clearly stated	No attempt is made to state and describe evidence of connections with research	
Mechanics (5%)	Completed without error	A few minor errors, not detracting from the proposal	Errors in grammar, construction and spelling detract from the proposal	Frequent errors in grammar, construction and spelling	