GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 618, 601, Spring Semester
Supervision and Evaluation of Instruction

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Schedule Information

Meeting Times: Mondays, 4:30 - 7:30 PM; 1/13/14 – 4/28/14

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: West Springfield HS, Room 33

Course Description

EDLE 618 Supervision and Evaluation of Instruction (3:3:0)
Provides a theoretical and practical overview of the supervision and evaluation of instruction. Introduces the domains of supervision and inquiry into current issues and best practices in supervision. Uses a variety of interactive exercises to assist in the development of practical skills for using the clinical process and developmental approach to supervision.

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

Course Objectives

Students enrolled in this course will understand the research on adult learning theory and how it connects with effective professional development. They will understand the components of the clinical supervision model, and how they relate to the supervisory skills and philosophy. Students will observe classrooms and understand the variety of observation methodologies that can be used to collect data on classroom performance in order to improve teaching and learning.

Student Outcomes

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

Relationship of EDLE 618 to Internship Requirements

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

National Standards and Virginia Competencies

ELCC Standards:

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

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

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

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

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

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

Virginia Department of Education Competencies:

A.1- Knowledge and understanding of student growth and development, including applied learning and motivational theories

A.3- Knowledge and understanding of student growth and development, including principles of effective instruction, measurement, evaluation and assessment strategies

A.5- Knowledge and understanding of student growth and development, including the role of technology in promoting student learning

B.2 -Knowledge and understanding of systems and organizations, including information sources and processing, including data collection and data analysis strategies

B.5- Knowledge and understanding of student growth and development, including effective communication, including consensus building and negotiation skills

Course Materials

Required Readings

Glickman, C.D., Gordon, S.P. and Ross-Gordon, J.M. (2014). *Supervision and instructional leadership: A developmental approach* (9th edition). Boston, MA: Allyn and Bacon.

Recommended:

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

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

Recommended as 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.

Coppola, A. J., Scricca, D. B., & Connors, G. E. (2004). *Supportive supervision: Becoming a teacher of teachers.* Thousand Oaks, CA: Corwin Press

Daresh, J.C. (1989). *Supervision as a proactive process*. Prospect Heights, Ill: Waveland Press.

Darling-Hammond, Linda (2013). *Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement*. New York: Teachers College Press.

DiPaola, M. F., & Hoy, W. K. (2008). *Principals improving instruction*. Boston, MA: Pearson Publishers.

Hoy, A. W., & Hoy, W. K. (2009) *Instructional leadership*. Boston, MA: Pearson Publishers.

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

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

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

Additional required readings may be stored on the Task Stream site and in e-reserves.

Videos Utilized in Class

> *Principals—leaders and learners—demand content and instruction that ensure student achievement*. (2005) National Association of Elementary School Principals leadership series.

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

> *Teaching & Learning in the 21st Century. The Lesson Collection* (2010-2013), Just ASK Publications, Alexandria, VA.

Nature of Course Delivery

Through readings, discussions, cooperative learning activities, case studies, analysis of classroom videos and other presentations, students will learn the theory, practice and impact of effective supervision on teaching and learning.

Content

The primary purposes of the course are identify and define effective instructional practices, apply the principles of clinical supervision, and demonstrate the ability to apply supervision consistent with adult learning theory and the research on effective practices.

Teaching and Learning

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of Task Stream and web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that enable students to participate actively in the development of their knowledge and skills. To promote an atmosphere that allows us to accomplish this, we will:
   a. start and end on time;
   b. maintain (flexibly) a written agenda reflecting objectives for each class;
   c. support our points of view with evidence;
   d. strive to be open to new ideas and perspectives; and
   e. actively listen to one another.

2. Student work will reflect what is expected from scholars. Students are expected to:
   a. write papers that are well researched, proofread, submitted in a timely fashion, and consistent with APA guidelines;

     b. participate actively in class discussions in a manner that challenges the best thinking of the class; and

     c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. Therefore, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:

     a. come fully prepared to each class;

     b. demonstrate appropriate respect for one another;

     c. voice concerns and opinions about class process openly;

     d. recognize and celebrate each other's ideas and accomplishments; and

     e. show an awareness of each other's needs.

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 must 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 where vital information for the course will be posted. Samples of student work will be archived on this site for purposes of course, program and college assessment.

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

IMPORTANT NOTE: This class will be using the latest edition (9th) of the Glickman text, Supervision and Instructional Leadership (2014). Students will notice the shaded boxes in each chapter of the text, in which you are invited to use MyEdLeadershipLab. This subscription (for-pay) resource provides videos and case-based scenarios in support of the text readings. The EDLE program faculty is reviewing the content of these resources, and has not yet determined the feasibility of connecting our coursework with these resources. It is not expected that students purchase and/or use these resources for the spring 2014 semester.

Course Requirements, Performance-based Assessment and Evaluation Criteria

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

General Expectations
Consistent with expectations of a master's level course in the Education Leadership Program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:
1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion.

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

Class Participation (10 pts.)
Students are expected to participate actively in class discussions and in serving as critical friends to other students. Attendance is expected for all classes. If you must be absent, please notify me by e-mail or telephone. Absences will result in a reduction in participation points. Arriving at class late or leaving from class early may result in the loss of points.

There will be numerous opportunities for students to demonstrate initiative during EDLE 618. Some examples include: volunteering to lead small group class time activities; reporting out small group findings to the entire class; verbally challenging others' assumptions during class discussions; specifically citing and using previously learned materials; and initiating discussion and student-to-student interaction.

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, discussion, and video observations conducted during class, students will apply the five phase model in an authentic classroom setting.

A written report will complete this project, consisting of the following components:

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

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

3) 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 March 24, 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 professional development plan. This proposal should be authentic in nature, providing your school with a research-based approach to providing growth opportunities for professional staff. Students will solicit buy-in from school leaders as they consider topics and options for this proposal.

There will be four required components for this project:

1) Context—Briefly describe your school and, if relevant for your project, the department/grade level in which you work.
2) Needs Assessment, Analysis and Interpretation—Based on class discussions and text readings, determine and defend <u>your selection and use of no fewer than two "ways of assessing need</u>." 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. (<u>Be authentic regarding your role in leading</u>, as opposed to describing how others in your school may have addressed need for a previous or current professional development activity.)
3) Prepare a professional development proposal that includes the essential elements of such plans (per class discussion). Be specific when addressing these essential elements, with emphasis on the proposed "learning activities." This proposal should be authentic in nature—something that could be used in your school. NOTE: It is not expected that you will implement the proposal that you develop during the semester that you are enrolled in EDLE 618.
4) Use the readings and class discussion to connect your proposal with the research-based traits of effective professional development. For maximum credit under this component in the rubric, you should also discuss and connect the three phases of professional development (orientation, integration, and refinement) with your proposed professional development plan.

NOTE: This professional development project is due no later than *April 28, 2014*, and may not exceed nine (9) double-spaced pages. You <u>must include in an appendix a copy of the data assessment</u> <u>methodologies/tools that you selected and used</u>. (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 90 minutes in duration. Students may use the Glickman text to provide background information as they prepare for this assignment. However, the text should not be relied on as the only or most utilized source of information. Professional journals (NASSP, NAESP, ASCD, PDK, etc.), official school records and documents, interviews with school leaders, local school forms and procedures, and other course texts may be used to inform the discussion.

Successful completion of this activity will result in the engagement of classmates on the selected topic. A list of references must be presented to students <u>and submitted to the instructor through</u> <u>Task stream no later than the date of the presentation</u>.

NOTE: Unlike some "presentations" to classes, the emphasis for this activity should be on the active involvement of classmates. It will be acceptable to devote some time to context—but even this part of the assignment should be done as interactively as possible. The vast majority of the available time should be devoted to guided small group activities in which everyone actively participates.

List of Topics---spring 2014

1. ***Action research*** - Students will share authentic examples of action research as it occurs today in local schools, with emphasis on aspects of teaching and learning. Emphasis will be placed on the phases/steps of action research, and on differences between action and traditional research, as well as the content of the action research.

2. ***Adult Learning Theory*** – Students will research the characteristics of how adults learn best, and how these characteristics should be applied to professional development for teachers. How should the principles of adult learning such as those identified by Malcolm Knowles in the 1960's be integrated into teacher supervision, teacher evaluation and professional development in the 21st century.

3. ***Classroom Walkthrough Observations*** - Emphasis will be placed on the different purposes of walkthroughs, as well as the actual procedures used by local school administrators. Kachur, Scott and Edwards provide an overview of the various methods of walkthroughs currently in use.

4. ***Data informed decision making*** - Students will discuss current practices in their 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 works of Paul Bambrick-Santoyo and others will be useful with this topic.

5. *Frameworks for Effective Teaching* - Students will present an overview of the characteristics of effective teaching, citing the relevant literature in the field (Danielson, Stronge, Marzano, Gates Foundation MET project), and provide opportunities for classmates to engage in identifying and the behaviors of teachers and other staff to "look for" when supervising and evaluating staff.

6. *Needs assessment methodology* -   Students will discuss and demonstrate various techniques that have potential for helping to design professional development for teachers in a variety of settings, such as Delphi and Nominal Group Technique. Any personal experiences with any of the nine methods Glickman outlines in Chapter 12 should be included in the presentation.

7. *Professional development* - Students will lead a discussion on K-12 professional development. Emphasis will be placed on the research-based traits of effective professional development, and how these practices should be implemented in schools. Research on the phases of professional development should be explored (e.g. Joyce and Showers) as well as practices for integrating professional development 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 group develop an annotated reference list as a user-friendly way to expose students to the resources that were selected and utilized.

Electronic Discussion (40% 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 professional development 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 Task stream 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.

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ALL ASSIGNMENTS must be submitted electronically through Task stream, the 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 Task stream account and use Task stream to submit work for courses, as well as to prepare and submit your internship portfolio. Every student registered in an EDLE course with a required performance-based assessment is required to submit such assessments (clinical supervision project and professional development paper) to Task stream. Evaluation of your performance-based assessment will also be provided using Task stream. Failure to submit the assessment to Task stream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Task stream submission, the IN will convert to an F nine weeks into the following semester.

LATE WORK: It is expected that all students submit (through Task stream) 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 Task stream for this purpose. Once your paper has been submitted to Task stream, it will be assessed and given a final grade.

COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with me. You may do so using e-mail…but a personal contact (before class, during break, after class or a scheduled office visit) is preferred. IMPORTANT: When using e-mail for any reason—use the GMU email account (rmoniusz@gmu.edu) and not the Task stream email system.

GRADING SCALE:

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

George Mason University Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/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.
- 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/].
- 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 turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

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

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

Proposed Class Schedule (Revised 1-16-14)

To accommodate the learning needs of class members, the topic and reading schedule may be amended during the semester. When the tentative weekly schedule is revised, revisions will be posted on Task stream.

Session #	Date 2014	Topics	Reading/Writing Assignment
1	1/13	• What do you hope to learn from this course? • Syllabus Review • What does a high quality instructional program look like (Glickman framework)?	Pre-Class Assignment Class Syllabus Glickman Ch. 1-and 2 Case Study: Osceola Middle School
	1/20	*MLK Holiday – No Class*	
2	1/27	• Quality Teaching and Learning • Classroom Observation Techniques • Clinical Supervision	Glickman Ch. 3 and 5 and pages 246-251 Danielson Ch 1 (from Taskstream) Glickman Ch. 13
3	2/3	• Developmental Supervision	Glickman Ch. 6-11 (focus on Ch. 11) ***Discussion Group Activity #1*** ***Bring 2 copies of your school or district observation tools to class***
4	2/10	• Applying the four supervisory styles	Focus on "4 Case Studies" (Glickman pp. 158-168) ***Discussion Group Activity #2***
	2/17	*Presidents' Day – No Class unless FCPS is in session*	
5	2/24	• Learning and using your technical skills	Case Studies and Video Observations
6	3/3	• Designing needs-driven professional development	Glickman Ch. 12 ***Discussion Group Activity #3***

Session #	Date 2014	Topics	Reading/Writing Assignment
7	3/10	• Electronic Assignment	Activity: electronic discussion using Task stream Forum #1 & #2
8	3/17	• Professional Development in a Professional Learning Community	*Discussion Group Activity #4* PLC Journal Article from Taskstream Glickman Chapter 17
9	3/24	• Assisting teachers--- individually and in groups	Glickman Chapters 15 and 16 *CLINICAL SUPERVISION PROJECT DUE*
10	3/31	• Developing Professional Teachers	*Discussion Group Activity #5*
11	4/7	• Current supervisory and evaluative practices • Formative and Summative evaluation	*Bring copies of your school's current formative and summative teacher evaluation protocols*
	4/14	**FCPS Spring Break – no class**	
12	4/21	• An alternative view: why supervision is ineffective	*Discussion Group Activity #6* Ch. 2 Kim Marshall (from Taskstream)
13	4/28	• Developing a Culture for Sustained Improvement	*Case Study: Diversity and Managing Change* Glickman Ch. 20 and 21 *PROFESSIONAL DEVELOPMENT PROJECT DUE*
14*	**5/5**	*Possible Class Make Up Due to Weather Cancellation*	

Weekly Schedule

Jan 13   Topics: **Knowing Each Other and Class Expectations**
             Activities: Osceola MS Case Study
                      Pre-Class Information Sheet
                      Review Class Syllabus
                      (Read Glickman Chapters 1 and 2 prior to class)

Assignment for 1/27: Glickman Chapters 3 and 5, pp. 246-251
Glickman Chapter 13
Danielson Chapter 1 (from Taskstream)

Jan 27   Topics: **Classroom Observation and Clinical Supervision**
              Activities: Understanding "Knowledge" as a supervisory prerequisite
                          Models of teaching and learning
                          "Another set of eyes" —learn several observation methods
                          The five phases of clinical supervision in detail
                          Phase 1- the pre-observation conference
                          Review requirements for course projects (if needed)
             Assignment for 2/3: Ch. 6-11 Glickman (focus on Ch. 11)
                        Bring 2 copies- your school's <u>observation tools</u> to class

Feb 3   Topic: **Developmental Supervision**
              Activities: Observing an elementary classroom and collecting data (Phase 2)
                          The "Big Six" observation methodologies
                          Observation tools-compare and contrast
                          Introduce Phase 3
                          <u>Discussion Group Activity #1</u>
        Assignment for 2/10: Review pp. 158-168 from Glickman

Feb 10   Topic: **Using Developmental Supervision**
             Activities: Observing a high school classroom and collecting data (Phase 2)
                          Understanding quantitative and qualitative data collection
                          Directive behaviors as a supervisory option
                          Analysis and planning (Phase 3)
                          <u>Discussion Group Activity #2</u>
       Assignment for 2/24: Review Chapters 9-11 from Glickman

Feb 24   Topic: **Applying the four supervisory styles**
             Activities: The post-observation conference and critique (Phases 4 & 5)
                          Supervisory video and role plays
                          Discussion about the required professional development project (if needed)
       Assignment for 3/3: Chapter 12 Glickman Focus-"Assessing Need"

Mar 3   Topic: **Designing needs-driven professional development (Part 1)**
             Activities: <u>Discussion Group Activity #3</u>
                          Cognitive dissonance
                          Ways of Assessing Need
       Assignment for 3/17: Glickman Chapter 17
                        PLC Journal Article from Taskstream

March 10   Topic: **Professional Development Project Discussion**
              Activity: Taskstream Electronic Discussion

Mar 17 Topic: **Better supervision for improved student learning**
    Activities: Characteristics of effective professional development
         Professional Development in a PLC
         <u>Discussion Group Activity #4</u>
    Assignment for 3/24: Glickman Chapters 15 and 16

March 24 Topic: **Assisting teachers---individually and in groups**
    Activities: Task, person and dysfunctional roles
         Dealing with dysfunctional team players

March 31 Topic: **Developing Professional Teachers : Using your technical skills**
    Activities: Practice activity
         Standard 2
         Three guiding principles when using data to inform decisions
         <u>Discussion Group Activity #5</u>
    Assignment for 4/7: Bring Copies of your school's current formative and
    summative teacher evaluation protocols.

April 7 Topic: **Current supervisory and evaluative practices**
         Formative and Summative evaluation
    Activities: Using the Virginia template for evaluation
         Smart Goals and Value Added Systems
         Developing an action/improvement plan for teachers
         Your electronic discussion---review
    Assignment for 4/21: Ch. 2 Marshall (from Taskstream)

April 21 Topic: **An Alternative View: Why Supervision is Ineffective**
    Activities: <u>Discussion Group Activity #6</u>
    Assignment for 4/28: Glickman Chapters 20 and 21

April 28 Topic: **Developing a Culture for Sustained Improvement**
    Activities: Case Study: Facilitating Change
         Reconnecting with change theory (from EDLE 620)
         Glickman's three cultural tasks
         Final Class Activity

EDLE 618 Clinical Supervision Project Assessment Rubric

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Below Expectations 1
Introduction; selection of teacher and rationale (10%)	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.
Summary of phase one (pre-observation) of the clinical process (8%)	The 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 supervisor and teacher.	The summary addresses the phase one pre-observation conference but is lacking in detail.	The summary omits or fails to adequately address one or two of required elements.	The summary omits or fails to adequately address three or more required elements.
Summary of phase two (observation) of the clinical process (8%)	The summary describes the observation, the method, the tool selected and used, and any unanticipated issues that were addressed by the observer. The choice of a tool aligns to the purpose of the observation. The total time spent for observation in the classroom is included.	The summary adequately addresses the phase two observation but is lacking detail and explanation.	The summary fails to adequately address phase two, omitting essential information (time, tool, issues).	The summary omits or fails to adequately address any of the elements of a phase two observation.
Summary of phase three (A&P) of the clinical process (8%) Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning. (ELCC 3.5)	The 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. Interpretation clearly	The summary provides appropriate attention to phase three, but is lacking in detail.	The summary omits or fails to address one of the three required elements.	The summary omits or fails to address two or more of the three required elements.

	assesses use of instructional time.			
Summary of phase four (post-observation conference) of the clinical process (8%) Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3)	The summary describes in detail the supervisory style and interactions between supervisor and teacher. Specific examples of teacher and observer comments and/or reactions that demonstrate candidate's ability to lead instructional conversations are included. Attention is paid to building teacher's capacity.	The summary provides appropriate attention to phase four, but is lacking in detail.	The summary is incomplete, failing to capture the interactions between observer and teacher.	The summary fails to address the supervisory style utilized, and omits description of the observation.
Summary of phase five (critique) of the clinical process (8%)	The summary describes in detail the critique of the previous four phases. Teacher reaction and comments are clearly described; analysis of the effect of the process and possible next steps is included.	The summary describes the critique, but is lacking in detail.	The 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).
Comparison of the clinical process with local school system's process (25%) ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	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), leading to a thoughtful analysis. Analysis offers commentary on promising trends in supervision or constructs candidate's vision of promising practices.	Comparison includes some description contrasting the five clinical phases with local practice.	Comparison does not adequately contrast local school process with clinical supervision---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 described and defended.	The observation tool is provided and described.	The observation tool is included but is not described or defended.	The observation tool is not provided as required.

Support (10%)	Specific, developed ideas and evidence from theory, research and/or literature are used to support conclusions.	Supporting theory or research is present but is lacking in specificity.	Some evidence of supporting ideas is presented, but it is superficial and general in nature.	Few to no solid supports are provided.
Mechanics (5%)	The assignment is completed without errors.	The assignment is nearly error-free which reflects clear understanding and thorough proofreading.	Occasional errors in grammar and punctuation are present.	Frequent errors in spelling, grammar, and punctuation are present.

Discussion Leader Activity-

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1	Score/Level
Length of Activity (25%)	The activity is 65 minutes	The activity is between 60 and 70 minutes	The activity misses the 65 minute target by more than 5 minutes, but fewer than 10 minutes	The activity misses the 65 minute target by more than ten minutes	
Extent of engagement by class (25%)	See meets expectations ...and at least 50% of classmates demonstrated initiative during the session (started discussion, asked question, etc.)	All classmates were on task and participated	Approximately 50% of classmates were on task and participated in activities and/or discussion	Topic was "delivered." Little/no engagement by classmates	
Content (20%)	Classmates engage in activities that focus on major themes, as noted in the syllabus description.	The major themes are addressed, but with little detail and/or opportunity for engagement	Some attention focused on significant themes	No attention paid to significant 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	See meets expectations ...and referred to during the discussion.	A wide variety of outside. relevant resources are used... and	Significant emphasis on the text... and/or references are	No demonstration of out-of-text sources...and/or references not	

references (15%)	providing user-friendly connections for classmates	Reference list is submitted at time of discussion	incomplete with errors and/or omissions	submitted at time of discussion	

EDLE 618 Professional Development Project Assessment Rubric

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
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 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.*	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, with superficial description.	There is no evidence of a needs assessment being used.
Analysis and interpretation of data (20%) ELCC 1.3 *Candidates understand and can promote continual and sustainable school improvement.*	Data was collected and clearly analyzed, identifying trends and patterns that are described and connected to the pd proposal. Discussion demonstrates the candidate'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.
The professional development proposal (25%) ELCC 2.2 *Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and*	The proposal addresses all of the essential elements in powerful detail. The proposal clearly connected to needs assessment and offers a "comprehensive, rigorous, and coherent" plan.	The proposal clearly describes the essential elements.	The proposal is inadequate, failing to address several of the essential elements.	The proposal not submitted with the paper, or submitted without any of the essential elements.

instructional school program.				
Connections to best practices and research (20%) ELCC 2.2 *Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.*	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.	Connections to research and best practice are clearly stated and described.	Connections to research are unclear and/or superficial.	No attempt is made to state and describe evidence of connections with research.
Mechanics (5%)	The assignment is completed without error.	A few minor errors are present but do not detract from the proposal.	Errors in grammar, construction, and spelling detract from the proposal.	Frequent errors in grammar, construction and spelling are present.

Class Participation- Spring 14

Levels Criteria	exceeds expectation 4	meets expectations- 3	approaches expectations- 2	below expectations- 1	Score/Level
Attendance (15%)	Exemplary attendance (no absences, tardiness or early dismissals)	Perfect attendance with one or two tardiness or early dismissals	Occasional absences and/or tardiness (1-2)	Frequent absences and/or tardiness (3 or more)	
Quality of interaction; questions, comments, suggestions (15%)	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 (15%)	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 (15%)	(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 --- Forum 1 & Forum 2(20%)	Actively participates in a timely manner, responding to others and initiating new ideas. Demonstrates evidence of understanding the ways of assessing need, and helps others with suggestions and alternatives.	Participates in the discussion, responding to others comments and questions. Has some basic understanding of the ways of assessing need.	Engages with others without demonstrating commitment to helping group and individuals to better understand the ways of assessing need	Does not participate actively in the discussion---few entries with little thought	

Levels Criteria	exceeds expectation 4	meets expectations- 3	approaches expectations- 2	below expectations- 1	Score/Level
Electronic discussion--- Forum #3 (20%)	Actively participates in a timely manner, responding to others and initiating new ideas. Demonstrates evidence of knowledge of the traits of effective PD and the three phases/stages, and assists others in applying the traits and stages	Participates in the discussion, responding to others comments and questions. Has some basic understanding of the traits and characteristics of effective pd.	Engages with others without demonstrating commitment to helping group and individuals to better understand the traits and stages.	Does not actively participate in the discussion---few entries with little thought	