

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

**EDLE 618, Section 601, Fall Semester 2014
Supervision and Evaluation of Instruction**

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Schedule Information

Meeting Times: Tuesdays: 4:30-7:30, 9/2/14-12/2/14

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: Loudoun County Public Schools Admin. Building Room 200

MARK YOUR CALENDAR!

The EDLE *Leader Launch* conference is scheduled for Saturday, October 25, 2014 from 8:30 a.m. - 12:15 p.m. on the Fairfax Campus. The focus will be preparing candidates for Spring 2015 hiring season and attendance will be limited to no more than 100 participants. Our goal is to provide interactive, small group workshops led by EDLE faculty and local district and site-based administrators on critical topics such as resume writing, networking, and interviewing

Course Description

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

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

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

Nature of Course Delivery

Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

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

Course Objectives

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

Student Outcomes

Upon completion of this course, students will be able to:

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

Relationship of Course to Internship

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

National Standards and Virginia Competencies

ELCC Standards:

- | | |
|----------|---|
| ELCC 1.2 | Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. |
| ELCC 1.3 | Candidates understand and can promote continual and sustainable school improvement. |
| ELCC 2.2 | Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. |

- ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- ELCC 3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.
- ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

VA DOE Competencies:

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

Course Materials

Required Readings

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (2010). *Supervision and instructional leadership: A developmental approach* (8th edition). Boston, MA: Allyn and Bacon.

Highly Recommended:

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

Recommended as reference only

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

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.

Videos Utilized in Class

Another set of eyes: Techniques for classroom observation (1989 & 2005). ASCD Supervision Series.

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 (2010), Just ASK Publications.

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 2010.

Course Requirements, Performance-based Assessment and Evaluation Criteria

Attendance

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

General Expectations

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

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

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

Class Participation (10 pts)

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

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

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, role plays, and dvd/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—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 October 15, 2013, 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. (Be authentic regarding you 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 November 12, 2013, and may not exceed nine (9) double-spaced pages. You must include in an appendix a copy of the data

assessment methodologies/tools that you selected and used. (For example, if you used a “review of official documents,” you should include one or two pages of such docs in your appendix. If you used a survey, include a copy of the blank survey in your appendix, etc.)

Small Group Project—Group Discussion Activity (20 points)

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

Successful completion of this activity will result in the engagement of classmates on the selected topic. A list of references must be presented to students and the instructor at the time of the presentation.

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

List of Topics---Fall 2013

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.

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 BlogSpot 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 for any reason—use my GMU email account (pnoonan@gmu.edu) 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

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>]

c. 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.

d. 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/>].

e. 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/>].

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

g. 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 & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

Sample Weekly Schedule – SUBJECT TO CHANGE

Sept 2	Introductions, Review of Syllabus and Course Overview Topic: Supervisory Prerequisites for improved student learning Activities: Course Outline Introduce clinical supervision & discuss first major course project Do you know good teaching when you see it? Assignment - Ch 1-5 and pps 288-293 from GText
Sept 9	Topic: Effective Schools = Good Schools?

- Activities: Understanding “knowledge” as a prerequisite
 “Another set of eyes” video—learn several observation methods
 The five phases of clinical supervision in detail
 Role play Phase 1- the pre-observation conference
 Discussion about the required pd project
 Assignment : Ch 14 from Gtext
 Bring 2 copies of your school’s observation templates to class
- Sept. 16 Topic: **Designing needs-driven professional development (Part 1)**
 Activity: Electronic discussion using BlogSpot---Forum 1
- Sept. 30 Topic: **Classroom observation---Why, When and How?**
 Activities: Observing an elementary classroom and collecting data(phase 2)
 The “Big Six” observation methodologies
 Your homework templates-compare and contrast
 Introduce phase 3
Discussion Group Activity #1--- *Walkthrough observations*
 Assignment: Ch 6-7 from Gtext (your focus on the 4 case studies)
- Oct. 7 Topic: **Using Developmental Supervision**
 Activities: Observing a high school classroom and collecting data(phase 2)
 Understanding quantitative and qualitative data collection
 The text case studies
 Analysis and interpretation (phase 3)
Discussion Group Activity #2--- *Supervisory behaviors*
 Assignment: Chs 8-11 from Gtext
- Oct. 14 Independent work time to prepare for upcoming presentations
- Oct 21 Topic: **Applying the four supervisory styles**
 Activities: The post-observation conference and critique (phases 4 & 5)
 Supervisory style role plays
 Assignment: Complete academic exercise #1 on p. 200 (written)—
Only two of four profiles, four copies of each to class. Read Ch 12 from Gtext
- Oct 28 Topic: **Better supervision for improved student learning**
 Activities: Teacher profiles discussion---using homework
 Cognitive dissonance
 Review requirements for clinical supervision project
 Assignment: Ch 18 from Gtext
Discussion Group Activity #3--- *Professional development*
- Nov. 4 Topic: **Designing needs-driven professional development (Part 1)**

Activity: Electronic discussion using BlogSpot---Forum 2

Nov. 11 Topic: **Developing professionals**
 Activities: Discuss the pd project and electronic discussion to-date
 NBPTS as a professional development exercise
 Traits/characteristics of effective professional development
 Dealing with dysfunctional team players

 Assignment: Ch 13 from Gtext (emphasis on pps 206-217)
 Discussion Group Activity #4--- *Data informed decision making in today's
 Schools*

Nov. 18. Topic: **Designing needs-driven professional development (Part 2)**
 Activity: Electronic discussion using BlogSpot----Forum 3

Nov. 25 Topic: Article Review and Protocol – The Future of Supervision
 Review of work, standards, and preparation for final projects on December 2

Dec. 2 Topic: **Final Class Activity**
 Professional Development Project Due Date

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&I) of the clinical process (8%) ELCC 3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student	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.

learning.	assesses use of instructional time.			
Summary of phase four (post-observation conference) of the clinical process (8%) ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	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 Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Length of Activity (25%)	The activity is 65 minutes.	The activity is between 60 and 70 minutes.	The activity is no more than 5 minutes short or long..	The activity misses the target by more than five minutes.
Extent of engagement by class (25%)	See “Meets Expectations” and at least 50% of the class 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 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 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

EDLE 618 Professional Development Project Assessment Rubric

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>Introduction: provides context related to school and stakeholders (10%)</p>	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.
<p>Needs assessment (20%) ELCC 1.2 <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></p>	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.
<p>Analysis and interpretation of data (20%) ELCC 1.3 <i>Candidates understand and can promote continual and sustainable school improvement.</i></p>	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>The professional development proposal (25%) ELCC 2.2 <i>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</i></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.	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.

<p>Connections to best practices and research (20%)</p> <p>ELCC 2.2 <i>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</i></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>Mechanics (5%)</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>