GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM

EDLE 618 601, Summer 2016
Supervision and Evaluation of Instruction

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Schedule Information

Location: Oakton High School Library

Meeting times: Thursday, 4:30pm – 7:30pm
                     April 28 – June 9, 2016

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 will 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 meeting.

General Goals

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 BlackBoard, and on the use of 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 encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
   a. Start and end on time;

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

b. Maintain (flexibly) a written agenda reflecting objectives for each class;
c. Agree to disagree respectfully during class discussions;
d. Strive to be open to new ideas and perspectives; and
e. Listen actively to one another.

2. Student work will reflect what is expected from leaders. As such, students are expected to:
   a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to 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. As such, 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. engage in genuine inquiry;
   e. recognize and celebrate each other's ideas and accomplishments; and
   f. show an awareness of each other's needs.

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

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 Objectives

Required Text

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

Videos Used 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

Technology Requirements

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.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Blackboard Requirement

Every student registered for any EDLE course with a required performance-based assessment is required to submit this assessment, **Clinical Supervision** and **Professional Development Plan**, to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor

reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

TK20 Performance-Based Assessment submission Requirement
Every student registered for any EDLE course <u>with a required performance-based assessment</u> is required to submit this assessment, Clinical Supervision Paper and Professional Development Paper to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Consistent with expectations of a master's level course in the Education Leadership program, grading is based on student performance on written assignments, as well as on participation in various class activities. The assignments constructed for this course reflect a mix of skills associated with the application of leadership and organizational theory to educational contexts. 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. Organization and writing—a clear, concise, and well-organized paper will earn a better grade.

Students' grades are based on their proficiency with respect to the student outcomes for the course. Below are the basic percentages for the various kinds of work required for the class, but students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing course work, not the level of effort you put into it. The overall weights of the 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 assignments—90 points

Assignment #1: The Clinical Supervision Project (40 points)
This assignment is explained later in the syllabus

Assignment #2: The Professional Development Project (40 points)
This assignment is explained later in the syllabus

Assignment #3: Reading Response (10 points)
At least one reading response is due throughout course. Students will decide which week's reading

assignment they want to respond to at the beginning of the course. Responses must be 2 pages, and should serve the following purposes:

1. Capture the reader's ability to synthesize and evaluate the content of the reading assignment.
2. Record explicit connections between readings and class discussions, illustrating how the readings relate to the class material.
3. Demonstrate the readers' ability to apply the reading to current context.
Students will turn responses into Blackboard *prior* to the class in which the reading is due. No late entries will be accepted. Students should be prepared to use responses to lead discussion in the class in which the reading assignment is due.

Late Work – My opening assumption is that late work will not be accepted. If you meet circumstances that postpone your ability to meet a due date, please communicate with me.

Revisions are not accepted. Pre-writes are welcomed.

Grading scale:

A+	=	100 points
A	=	95-99 points
A-	=	90-94 points
B+	=	87-89 points
B	=	83-86 points
B-	=	80-82 points
C	=	75-79 points
F	=	below 75 points

George Mason University 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/policies/responsible-use-of-computing/).

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.

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 http://gse.gmu.edu/.

<u>Class Overview</u>
This class is structured to explore the following question:
> ***What is supervision and evaluation to an instructional leader?***
> Our examination will be organized into the following questions:
> A. What do instructional leaders know and do?
> B. How do instructional leaders develop teachers?
> C. How do instructional leaders sustain teacher development and student achievement?

Session	Topics	Preparation for Class
1-4/28	Topic: **What is quality instruction?** • Introduction & Class Description/Expectations • What is "Instructional Leadership"? • What is quality instruction?	Class Syllabus
2 – 5/3	Topic: **What do instructional leaders know and do?** • Noticing • Expertise • Shared Understanding of Quality Instruction	Read: Glickman et. al. Ch. 21 Green (2014)
3 – 5/5	Topic: **What do we know about adult learning?** • Adult Learning Theory	Read: Glickman et. al. Ch. 4&6
4- 5/10	Topic: **Examining Instructional Leadership**	Murphy (2013) Ch. 3&4
5 – 5/12	Topic: **How do instructional leaders facilitate teacher development?** • Goals of evaluation • Clinical Supervision (Phases 1&2)	Read: Glickman et al. Ch 13 & 15 Article #1

6-5/17	Topic: **How do instructional leaders capture and make sense of what is happening in classrooms?** • Examining the purposes of data collection (qualitative & quantitative) • Analysis and Interpretation (phase 3) • Presentation of supervisory behaviors	Read: Glickman et. al. Ch. 7-10 (your assigned chapter) Fink & Markholt (2011)
7 –5/19	Topic: **How do instructional leaders sustain teacher development and student achievement?** • The post-observation conference and critique (phases 4&5) •	Read: Taylor (2008) Hall & Simeral (2008)
8 -5/24	Topic: **What is professional development?** • Effective Professional Development • Program Evaluation • Exploring Structures of PD • Needs Assessments	Read: Glickman et al. Ch. 17 & 18 Boatright & Gallucci (2009) **Due Assignment #1 (Clinical Supervision)**
9 – 5/26	Topic: **How do instructional leaders sustain teacher development and student achievement?** • Equity Audit • Needs assessment – Getting specific • Professional Learning Communities	Read: Glickman et al. Ch. 20 & 22 Pick **ONE article** from 11/4 folder on Blackboard
10-5/31	Topic: **How do instructional leaders sustain teacher development and student achievement?** • Data Use • Continual	Read: Means, Chen, DeBarger, & Padilla (2011) Boudett, City, & Murnane (2013)
11 – 6/2	Improvement Topic: **Current trends in supervision & evaluation** • VA Standards • Value Added Models	Read: Darling-Hammond (2015) Harris (2010)
12 – 6/7	Topic: **How are current policies shaping teacher development?** • The Zone of Wishful Thinking • Mapping your PD	Bring a draft of PD plan to class. Reading TBD
13 – 6/9	Topic: **How do instructional leaders sustain teacher development and student achievement?**	**The Professional Development Project** (Written Assignment #2)

Resources

Boatright, E. & Gallucci, C. (2009). Medical residency goes to school. *Journal of Staff Development.* 30(3), 18-22.

Boudett, K.P., City, E.A., & Murnane, R.J. (2013). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning.* Cambridge, MA: Harvard Education Press.

Casey, K. (2006). *Literacy coaching: The essentials*. Portsmouth, NH: Heinemann.

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). *Instructional rounds in education.* Cambridge, MA: Harvard Education Press.

Darling-Hammond, L. (2015). Can value added add value to teacher evaluation? Educational Researcher, 44(2), 132-137.

Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools.* Corwin Press.

Fink, S. & Markholt, A. (2011) *Leading for instructional improvement*. San Francisco, CA: Jossey-Bass.

Green, E. (2014). *Building a better teacher.* New York: W.W. Norton & Co.

Hall, P. & Simeral, A. (2008). *Building teachers' capacity for success.* Washington, DC: ACSD

Harris, D. (2010). Clear away the smoke and mirrors of value-added. *Phi Delta Kappan*. 91(8). 66-69.

Johnson, J.J., Urline, C.L., & Perez, L.G. (2014). Expert noticing and principals of high-performing urban schools. *Journal of Education for Students Placed at Risk.* 16(2), 122-136.

Knight, J. (2008). Instructional coaching: The state of the art. In M. Mangin & S.R. Stoelinga (Eds.) *Effective Teacher leadership: Using research to inform and reform.* (p. 10-35). New York, NY: Teachers College Press.

Lambert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.

Means, B., Chen, E., DeBarger, A., & Padilla, C. (2011). *Teachers' ability to use data to inform instruction: Challenges and supports.* Washington, D.C.: U.S. Department of Education. http://files.eric.ed.gov/fulltext/ED516494.pdf

Murphy, K. (2013). Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap. (2nd edition). San Francisco, CA: Jossey-Bass.

Skrla, L., Scheurich, J.J., Garcia, J., Glenn, N. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Education Administration Quarterly*. 40(1), 133-161.

EDLE 618 Class Participation

Levels/Criteria	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations -1
Attendance (25%)	Exemplary attendance (no absences, tardies or early dismissals)	Perfect attendance with one or two tardies/absences	Occasional absences and/or tardies (2)	Frequent absences and/or tardies (3 or more)
Quality of interaction; questions, comments, suggestions (25%)	Most queries are specific and on target. Deeply involved in whole class and group discussions. Excellent contribution online.	Often has specific queries, stays involved in class discussion. Contributions online.	Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics. Presence online.	Rarely interacts with instructor or classmates in an appropriate manner. Not online.
Effort (25%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others both in class and online.	Willingly participates with instructor and classmates. Engages others both in class and online.	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 (25%)	(see meets expectations)... And is prepared to initiate class discussion in each and every class. Initiates discussion online.	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

Reading Responses Rubric

Levels/Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Synthesizes and evaluates the content of the reading assignment	Response captures the central purpose(s) of the readings and articulates the purpose(s) skillfully, demonstrating a careful and reflective read. The response offers an evaluation of the quality, relevance, or significance of the readings.	Response captures the central purpose of the readings and offers an evaluation.	Response captures a portion of the purpose of the reading, leaving concerns as to how the material is being interpreted by the reader.	The response offers a discussion of the material that illustrates a significant misreading of the material.
Records connections between readings and class discussions, illustrating how the readings relate to the class material.	Response draws significant and useful connections between assigned readings, previous readings, and/or class discussions, offering a rich discussion that pushes the class material.	Response draws justifiable connections between assigned readings, previous readings, and/or class discussions.	Response draws limited connections between assigned readings, previous readings, and/or class discussions that tend to be superficial or cursory.	The response offers a discussion of the material that illustrates a significant misreading of the material or connections are not explicit and difficult to locate.
Applies the reading to current context.	Response applies the reading to a specific context, demonstrating the extent to which the material is relevant. Application propels the discussion by aptly demonstrating reader's interpretation of the material.	Response applies the reading to a specific context, demonstrating reader's interpretation of the material.	Response attempts to apply the reading to a context. Application might be lack consistency.	Response does not offer an explicit application of material.
Writing and Mechanics	Writing is engaging, well organized, and contains no errors that distract readers. Response is between 2-4 pages and follows APA guidelines (Times New Roman, and double spaced).	Writing is clear and almost error-free. Response is between 2-4 pages.	Writing has significant errors that indicate a lack of proof-reading. Response misses the page or formatting requirements.	Frequent errors make reading difficult. Significant problems in the writing are a barrier to understanding the writer's ideas.

Explain the clinical supervision process to your principal, and solicit advice as to who might be observed for the purpose of this assignment. Using the overview described in the text, 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*—Describe how the teacher was selected, their developmental level, expertise, and commitment.

2) *Five Phases of Clinical Supervision*—Describe and defend the supervisory style that you selected and utilized.

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

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

Clinical supervision project is ***due October 24th*** and may not exceed ten (10) double-spaced pages.

<u>Include in an appendix a copy of the *actual observation tools*</u> (for example, the categorical frequency chart, or the performance indicator checklist) including your notes.

If you use a wide-lens tool, you must also include **one additional observation tool** for your project.

	Levels of Achievement			
Criteria	**exceeds expectations**	**meets expectations**	**approaching expectations**	**falls below expectations**
Introduction and rationale Weight 5.00%	**90 to 100 %** Description is thorough and includes elements that were discussed in class, and rationale is clear.	**80 to 89 %** Description and rationale are clear and concise.	**70 to 79 %** Description and rationale are incomplete or poorly constructed.	**0 to 69 %** Description of teacher and reason for selection are missing or wholly inadequate.
Pre-Observation Phase ELCC 2.2 Candidates demonstrate that they understand and can create and evaluate comprehensive, rigorous instructional programs Weight 10.00%	**90 to 100 %** Candidate provides evidence of a superior understanding of using an instructional framework and developmental supervision to evaluate a coherent instructional program.	**80 to 89 %** Candidate provides evidence of an adequate ability to use a framework and developmental supervision to evaluate instruction.	**70 to 79 %** Candidate provides evidence of some ability to evaluate a instruction using an instructional framework and developmental supervision.	**0 to 69 %** Candidate does not provide evidence, or demonstrate the ability to evaluate a coherent instructional program.
Observation Phase ELCC 2.3 Candidates demonstrate that they understand and can develop and supervise the instructional leadership capacity of school staff Weight 10.00%	**90 to 100 %** Candidate provides evidence of a superior ability to develop and supervise the instructional and leadership capacity of school staff.	**80 to 89 %** Candidate provides evidence of an adequate ability to develop and supervise the instructional and leadership capacity of school staff.	**70 to 79 %** Candidate provides evidence of some ability to develop and supervise the instructional and leadership capacity of school staff.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to develop and supervise the instructional and leadership capacity of school staff.
Observation Phase ELCC 2.4 Candidates demonstrate that they can understand and promote the most effective use of educational technologies to support learning Weight 5.00%	**90 to 100 %** Candidate provides evidence of a superior ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	**80 to 89 %** Candidate provides evidence of an adequate ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	**70 to 79 %** Candidate provides evidence of some ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.
Analysis and Interpretation ELCC 3.5 Candidates demonstrate that they understand and	**90 to 100 %** Candidate provides evidence of a superior ability to ensure teacher and organizational time focuses on supporting high-quality school	**80 to 89 %** Candidate provides evidence of an adequate ability to ensure teacher and organizational time focuses on supporting	**70 to 79 %** Candidate provides evidence of some ability to ensure teacher and organizational time focuses on	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to ensure teacher and organizational time

can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning. Weight 10.00%	instruction and student learning; use of instructional time is addressed through comprehensive analysis of data collected using charts, graphs or tables.	high-quality school instruction and student learning; use of instructional time is addressed using observation data.	supporting high-quality school instruction and student learning.	focuses on supporting high-quality school instruction and student learning.
Post Observation Conference ELCC 1.3 In comparison of clinical model with school practice, candidates demonstrate that they understand and can promote continuous improvement Weight 10.00%	**90 to 100 %** Candidate provides evidence of a superior ability to promote continual and sustainable school improvement by leading an instructional conversation that builds teacher capacity.	**80 to 89 %** Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement using an appropriate supervisory style to lead the instructional conversation.	**70 to 79 %** Candidate provides evidence of some ability to promote school improvement in description of instructional conversation. .	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.
Critique of Clinical Supervision Process ELCC 2.1 Candidates demonstrate that they can understand and sustain a school culture of trust, collaboration and high expectations for students and staff Weight 10.00%	**90 to 100 %** Candidate provides evidence of superior ability to sustain a culture of trust, collaboration and high expectations by eliciting teacher feedback on the clinical supervision experience.	**80 to 89 %** Candidate provides evidence of an adequate ability to obtain trust, collaboration and high expectations through teacher conferences and teacher feedback on the clinical supervision experience.	**70 to 79 %** Candidate provides evidence of some ability to sustain a culture of trust, collaboration in teacher conferences and feedback on the clinical supervision experience.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to sustain a school culture of collaboration, trust, and a personalized learning environment with high expectations for students.
Integrity and Fairness ELCC 5.1 Candidates demonstrate that they understand and can act with integrity and fairness Weight 10.00%	**90 to 100 %** Candidate provides evidence of a superior ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	**80 to 89 %** Candidate provides evidence of an adequate ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	**70 to 79 %** Candidate provides evidence of some ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	**0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
Self-Awareness and Reflective Practice ELCC 5.2	**90 to 100 %** Candidate provides evidence of a superior ability to model	**80 to 89 %** Candidate provides evidence of an adequate ability to	**70 to 79 %** Candidate provides evidence of some ability to model	**0 to 69 %** Candidate does not provide evidence, or demonstrates an

Candidates demonstrate that they understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior Weight 10.00%	principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	inability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.
Observation tool Weight 5.00%	**90 to 100 %** The actual observation tool (as completed) is provided and described, and its selection is described and defended.	**80 to 89 %** The observation tool is provided and described.	**70 to 79 %** The observation tool is included but is not described or defended.	**0 to 69 %** The observation tool is not provided as required.
Support Weight 10.00%	**90 to 100 %** Specific, developed ideas and evidence from theory, research and/or literature are used to support conclusions.	**80 to 89 %** Supporting theory or research is present but is lacking in specificity.	**70 to 79 %** Some evidence of supporting ideas is presented, but it is superficial and general in nature.	**0 to 69 %** Few to no solid supports are provided.
Mechanics Weight 5.00%	**90 to 100 %** The assignment is completed without errors.	**80 to 89 %** The assignment is nearly error-free which reflects clear understanding and thorough proofreading.	**70 to 79 %** Occasional errors in grammar and punctuation are present.	**0 to 69 %** Frequent errors in spelling, grammar, and punctuation are present.

EDLE 618: The Professional Development Project

This project involves developing an authentic professional development plan, providing your school (or department) with a research-based approach to providing growth opportunities for professional staff. You should solicit input from school and/or department leaders as you consider topics and options for this proposal.

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, use at least two of the "Ways of Assessing Need." Describe and defend the needs assessment techniques selected as well as your method of collecting data. Identify patterns and trends ("analysis") from your data, and describe your interpretation and conclusions. Specifically connect your data-informed trends and interpretations to the professional development proposal you will develop in component 3 below. This section must be a

description of your analysis and findings, and not a description of what others in your school have done.

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

4) Use the readings and class discussion to connect your proposal with the 15 research-based characteristics of effective professional development identified in the Glickman text. You should also discuss and connect the three phases of professional development (orientation, integration, and refinement) with your proposed professional development plan.

This professional development project is **due on Dec 9**, 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.)

| Criteria | Levels of Achievement | | | |
	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Introduction: provides context related to school and stakeholders Weight 5.00%	**90 to 100 %** The introduction includes a detailed context and identifies the roles of stakeholders.	**80 to 89 %** The introduction provides an appropriate context and identifies stakeholders.	**70 to 79 %** An attempt to provide context is incomplete and/or inadequate.	**0 to 69 %** The context is omitted or superficial.
ELCC 1.2 Needs assessment - Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals Weight 15.00%	**90 to 100 %** 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.	**80 to 89 %** The needs assessment is administered and described.	**70 to 79 %** Evidence is provided that the needs assessment was administered, but the description is superficial; or only one method of assessing need was used	**0 to 69 %** There is no evidence of a needs assessment being used.
ELCC 1.3 Analysis and interpretation of data	**90 to 100 %** Data was collected and clearly analyzed, identifying trends and	**80 to 89 %** Data was collected and clearly analyzed, identifying	**70 to 79 %** Data was collected but analysis is inadequate.	**0 to 69 %** Data was not collected or analyzed.

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
Candidates understand and can promote continual and sustainable school improvement. Weight 20.00%	patterns that are described and connected to the p.d. proposal. Discussion demonstrates the candidate's understanding of school improvement needs.	trends and patterns.		
ELCC 2.2 The professional development proposal Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. Weight 15.00%	**90 to 100 %** 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.	**80 to 89 %** The proposal clearly describes the essential elements.	**70 to 79 %** The proposal is inadequate, failing to address several of the essential elements.	**0 to 69 %** The proposal not submitted with the paper, or submitted without any of the essential elements.
ELCC 2.4 Connections to Technology Candidates demonstrate skills in using technologies for improved classroom instruction, student achievement and continuous school improvement. Weight 15.00%	**90 to 100 %** The proposal clearly demonstrates candidate's ability to understand and use technologies for improved classroom instruction, student achievement and continuous school improvement.	**80 to 89 %** The proposal demonstrates some understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.	**70 to 79 %** The proposal demonstrates limited understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.	**0 to 69 %** Use of technologies is not addressed in the proposal.
ELCC 3.5 Effective Use of Time Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality instruction and student learning Weight 15.00%	**90 to 100 %** The proposed project demonstrates a superior understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students	**80 to 89 %** The proposed project demonstrates some understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students	**70 to 79 %** The proposed project demonstrates vague or incomplete understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students	**0 to 69 %** The proposed project does not provide evidence of candidate understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students
ELCC 1.4 Connections to Research Candidates understand and can evaluate school programs and revise	**90 to 100 %** Connections to research and best practices are clearly stated and described, including reference to the phases of professional	**80 to 89 %** Connections to research and best practice are clearly stated and described.	**70 to 79 %** Connections to research are unclear and/or superficial.	**0 to 69 %** Paper lacks logical progression of ideas

school plans supported by stakeholders Weight 10.00%	development, as well as the research-based traits of effective pd.			
Mechanics Weight 5.00%	**90 to 100 %** The assignment is completed without error.	**80 to 89 %** A few minor errors are present but do not detract from the proposal.	**70 to 79 %** Errors in grammar, construction, and spelling detract from the proposal.	**0 to 69 %** Frequent errors in grammar, construction and spelling are present.