EDLE 618 (Smith), Spring 2016.601, CRN 82370

Supervision and Evaluation of Instruction

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Schedule Information

Location: Wakefield High School, Room B-321

Meeting times: Mondays, 4:30-7:30 p.m., 9/12/16/-12/12/16

Prerequisites/Co-requisites: EDLE 620 or EDSE 743; EDLE 690, and EDLE 79

University Catalog 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 inquiry into current issues and best practices in supervision. Uses a variety of interactive exercises to assist in the development of practical skills for using the clinical process and developmental approach to supervision.

Course Overview

Instructional leadership is front and center across the courses in this program because among the research school related factors that affect student learning, teacher behaviors followed by instructional leader behaviors explain the greatest amount of variance in student learning. This course focuses on supervision or instructional leadership behaviors designed to create conditions in schools that increase the impact of teaching on what and how students learn. The focus on instructional leadership will be informed by examining answers to three key questions: (1) What counts as effective instruction and high quality instructional leadership? (2) How do instructional leaders provide effective supervision of teaching? (3) How do instructional leaders create

conditions to ensure the continuous improvement of effective teaching? Answers to these questions will be examined in readings, in class discussions and in conducting two major projects, one addressing instructional supervision and one addressing professional development.

Course Delivery Method

Each session will consist of some combination of large and small group work and discussion, including interactive work with observation and assessment of teaching episodes, and presentations by class members.

Course Objectives

Students enrolled in this course will understand 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.

Learner Outcomes

Upon completion of this course, students will be able to:
1. Identify and define effective instruction and high quality instructional supervision.
2. Engage with classroom teachers in applying the principles of clinical supervision and a developmental approach to supervision.
3. Develop a professional development plan consistent with demonstrated need, the principles of effective professional development and research findings regarding high performing schools.

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 Professional Standards

The following Educational Leadership Constituent Council (ELCC) standard elements are addressed in this course:
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.

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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:

The following Virginia Department of Education competencies are addressed in this course.:
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 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.

Readings. All additional required readings are available in Blackboard. See the Tentative Weekly Schedule below for specific titles. Selected optional articles and documents may also be found on Blackboard.

Technology Requirements

Email. 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.

Microsoft Office. It is my expectation that all students have access to Microsoft Office. We will be using Word for this course. If you do not have access to this software, you are required to obtain it within the first two weeks of the course. It is best to have the most recent (2010 or beyond) version of the software.

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 with a required performance-based assessment 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 Performance Evaluation

Submission of assignments. All papers must be submitted *on time, electronically via Blackboard*.

Written assignments. 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 embedded in assigned readings and other materials and reinforced in classroom activities
2. The quality of analysis, synthesis, and application
3. The degree to which writing is clear, concise, and organized

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:

Other requirements.

Attendance. Students are expected to attend every class on time and to remain in class until it ends. If you are ill or have an emergency that prevents you from attending class, please call or e-mail me in advance. If you miss more than one class, you arrive late to multiple classes, and/or you leave class early multiple times, you will be subject to loss of participation points (see below).

Class participation. Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students.

Weights of performances. The overall weights of the various performances are:

Class participation, 10 points. Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes and is considered an element of participation. *If you must be absent, please notify me by e-mail or phone.* More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in 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 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. There are two required performance-based assignments in this course. They are: Assignment 1: The Clinical Supervision Project (40 points) and Assignment #2: The Professional Development Project (40 points). A third assignment, A Review of Research (20 points), will require the student to both write and present a review of a review of research or an original study selected from a list of optional articles or selected by the student and approved by the professor. The directions and a rubric for grading each assignment are described at the end of this syllabus.

Grading Policies

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

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Late work. Assignments submitted after 11:59 p.m. on the due date will be considered late**.**

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/]

GMU Policies and Resources for Students

Policies.

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-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 Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

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- 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/).

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

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

Tentative Weekly Schedule (subject to change) EDLE 813 (Smith) Spring2016.001
To accommodate the learning needs of class members, the topic, reading and assignment
schedule may be amended during the semester. When the tentative weekly schedule is revised, 9

Class#	Date 2016	Topic(s)	Reading/Writing Assignment
1	9/12	Introductions and review of course expectations Glickman's concept of SuperVision	Course syllabus Glickman, Chapters 1-3
2	9/19	Adult learning and supervisory beliefs	Glickman, chapters 4-6
3	9/26	Developmental supervision and instructional leadership	Glickman, chapters 7-10
4	10/3	Developmental supervision and instructional leadership—cont.	Glickman, chapters 11 & 15 May, H. & Supovitz, J.A. (2011). The scope of principal efforts to improve instruction. *Educational Administration Quarterly*, *47*, 332–352. doi: 10.1177/0013161x10383411 (research report) Supovitz, J., Sirinides, P. & May H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly,46,* 31-56. doi:10.1177/1094670509353043 (research report) Robinson, V.M., Lloyd, C.A. & Rowe K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44*, 634-675. doi: 10.1177/0013161X08321509 (research report)
-----	10/10	Columbus Day—No Class	
5	10/17	Collaborative inquiry & teacher leadership	Glickman, chapter 21 Vescio, V., Ross, D. & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education 24*, 80–91. doi:10.1016/j.tate.2007.01.004 (research report) York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research, 74*, 255-316. doi:10.3102/00346543074003255 (research report)
------	10/20	**Thirteenth Annual AERA *Brown* Lecture in Education Research.** Ronald Reagan	

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		Building & International Trade Center Amphitheater, Concourse Level, 1300 Pennsylvania Avenue, NW., Washington, D.C. Federal Building: photo ID required to enter. 6:00 p.m. *RECEPTION TO FOLLOW.* Marta Tienda, *Princeton University*. Title: Public Education and the Social Contract: Restoring the Promise in an Age of Diversity and Division	
6	10/24	Collaborative inquiry and teacher leadership – cont.	Cochran-Smith, M., Barnatt, J., Friedman A., & Pine, G. (2009). Inquiry on inquiry: Practitioner research and student learning. *Action in Teacher Education*, *311* (2), 17- 32. Lewis, C., Perry, R. & Murata, A. (2006). How should research contribute to instructional improvement? The case of lesson study. *Educational Researcher*,*35*, 3–14. doi: 10.3102/0013189X035003003 (research report) Wiseman, A. & Fox, R. K. (2010). Supporting teachers' development of cultural competence through teacher research. *Action in Teacher Education, 32*(4), 26-37. (research report).
7	10/31	Observation of instruction Formative evaluation of class Peer review of assignment 1	Glickman, chapter 13 Whitehurst, G.J., Chingos, M.M. & Lindquist, K.M. (2014). *Evaluating teachers with classroom observations: Lessons learned in four districts.* Washington, D.C.: Brown Center on Education Policy: Brookings Institution. (research report)
-----	11/6	*Assignment 1: The Clinical Supervision Project due*	
8	11/7	Project presentations	
9	11/14	Evaluation of instruction	Glickman, chapter 14 Bill and Melinda Gates Foundation. (2013). *Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET project's three-year study*. Retrieved from www.metproject.org/ Danielson, C. (2012). Observing classroom practice. *Educational Leadership 70*(3), 32-37. (research report) Darling-Hammond, L. (2015). Can value added add value to teacher evaluation? *Educational Researcher, 44*, 132-137. doi: 10.3102/0013189X15575346 (research report) Firestone, W.A. (2014). Teacher evaluation policy and conflicting theories of motivation. *Educational Researcher, 43*, 100-107. doi: 10.3102/0013189X14521864 (research report)
10	11/21	Professional development	Glickman, chapter 17 Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33*, 3-15. doi:10.3102/0013189X033008003 (research report). Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department

			of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlab (research report)
11	11/28	Professional development-cont.	Neuman, S.B. & Cunningham, L. (2009). The impact of professional development and coaching on early language and literacy instructional practices. *American Educational Research Journal, 46,* 532-566 doi:10.3102/0002831208328088 (research report)
12	12/5	Project presentations	
13	12/12	Wrap-up Course evaluation	***Assignment #2: The Professional Development Project (40 points) due***

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Assignment 1: The Clinical Supervision Project

(40 points)

Tasks

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 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.

Assessment Rubric for Assignment 1: The Clinical Supervision Project
(40 points)

Criteria	Levels of Achievement			
	exceeds expectations 4	meets expectations 3	approaching expectations 2	falls below expectations 1
Introduction and rationale	4.5 - 5 points Description is thorough and includes elements that were discussed in class, and rationale is clear.	4 – 4.4 points Description and rationale are clear and concise.	3.5 – 3.9 points Description and rationale are incomplete or poorly constructed.	0 – 3.4 points Description of teacher and reason for selection are missing or wholly inadequate.
Pre-Observation Phase ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous and coherent instructional school program.	9 - 10 points Candidate provides evidence of a superior understanding of using an instructional framework and developmental supervision to evaluate a coherent instructional program.	8 – 8.9 points Candidate provides evidence of an adequate ability to use a framework and developmental supervision to evaluate instruction.	7 – 7.9 points Candidate provides evidence of some ability to evaluate instruction using an instructional framework and developmental supervision.	0 – 6.9 points Candidate provides little or no evidence of how to evaluate instruction.
Observation Phase ELCC 2.3 Candidates understand and can develop and supervise the instructional leadership capacity of school staff.	9 - 10 points Candidate provides evidence of superior procedures in working collaboratively with a teacher in improving teaching and learning.	8 – 8.9 points Candidate provides evidence of adequate procedures in working collaboratively with a teacher in improving teaching and learning.	7 – 7.9 points Candidate provides questionable evidence of adequate procedures in working collaboratively with a teacher in improving teaching and learning.	0 – 6.9 points Candidate provides little or no evidence of adequate procedures in working collaboratively with a teacher in improving teaching and learning.
Observation Phase ELCC 2.4 Candidates understand and can promote the most effective use of educational technologies to support teaching and learning in a school environment.	4.5 - 5 points Candidate provides evidence of exemplary skills in applying technologies for improved classroom instruction, student achievement and continuous school improvement through monitoring performance and providing feedback.	4 – 4.4 points Candidate provides evidence of adequate skills in applying technologies for improved classroom instruction, student achievement and continuous school improvement through monitoring performance and providing feedback.	3.5 – 3.9 points Candidate provides questionable evidence of adequate skills in applying technologies for improved classroom instruction, student achievement and continuous school improvement through monitoring performance and providing feedback.	0 – 3.4 points Candidate provides little or no evidence of adequate skills in applying technologies for improved classroom instruction, student achievement and continuous school improvement through monitoring performance and providing feedback
Analysis and Interpretation	9- 10 points Candidate provides	8 – 8.9 points Candidate provides	7 – 7.9 points Candidate provides	0 – 6.9 points Candidate provides

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ELCC 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	evidence of superior feedback to ensure instructional processes that maximize teacher instructional time and student learning.	evidence of adequate feedback to ensure instructional processes that maximize teacher instructional time and student learning.	questionable evidence of adequate feedback to ensure instructional processes that maximize teacher instructional time and student learning.	little or no evidence of adequate feedback to ensure instructional processes that maximize teacher instructional time 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 continual and sustainable school improvement	**9 -10 points** Candidate provides evidence of outstanding feedback in identifying strategies or practices that promote continuous and sustainable student learning.	**8 – 8.9 points** Candidate provides evidence of satisfactory feedback in identifying strategies or practices that promote continuous and sustainable student learning.	**7 – 7.9 points** Candidate provides questionable evidence of satisfactory feedback in identifying strategies or practices that promote continuous and sustainable student learning.	**0 – 6.9 points** Candidate provides little or no evidence, of satisfactory feedback in identifying strategies or practices that promote continuous and sustainable student learning.
Critique of Clinical Supervision Process ELCC 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	**9 - 10 points** Candidate's critique provides evidence of displaying one or more exemplary behaviors such as promoting collaboration, personalized learning, cultural competence, and personalized learning.	**8 – 8.9 points** Candidate's critique provides evidence of displaying one or more adequate behaviors such as promoting collaboration, personalized learning, cultural competence, and personalized learning.	**7 – 7.9 points** Candidate's critique provides questionable evidence of displaying one or more exemplary behaviors such as promoting collaboration, personalized learning, cultural competence, and personalized learning.	**0 – 6.9 points** Candidate's critique provides little or no evidence of displaying one or more exemplary behaviors such as promoting collaboration, personalized learning, cultural competence, and personalized learning.
Integrity and Fairness ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure a system of accountability for every student's	**9 - 10 points** Candidate's critique provides evidence of exemplary ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social	**8 – 8.9 points** Candidate's critique provides evidence of adequate ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social	**7 – 7.9 points** Candidate's critique provides questionable evidence of adequate ability to act with integrity and fairness to ensure a school system of accountability for every student's	**0 – 6.9 points** Candidate's critique provides little or no evidence of adequate ability to act with integrity and fairness to ensure a school system of accountability for every student's academic and social

	9 - 10 points	8 – 8.9 points	7 – 7.9 points	0 – 6.9 points
academic and social success.	success.	success.	academic and social success.	success.
Self-Awareness and Reflective Practice ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school.	**9 - 10 points** Candidate's project demonstrates exemplary behaviors grounded in ethical standards and practices.	**8 – 8.9 points** Candidate's project demonstrates adequate behaviors grounded in ethical standards and practices.	**7 – 7.9 points** Candidate's project demonstrates questionable ethical behaviors and practices.	**0 – 6.9 points** Candidate's project fails to address ethical behaviors or practices.
Observation tool	**4.5 - 5 points** The actual observation tool (as completed) is provided and described, and its selection is described and defended.	**4 – 4.4 points** The observation tool is provided and described.	**3.5 – 3.9 points** The observation tool is included but is not described or defended.	**0 – 3.4 points** The observation tool is not provided as required.
Support	**9 - 10 points** Specific, developed ideas and evidence from theory, research and/or literature are used to support conclusions.	**8 – 8.9 points** Supporting theory or research is present but is lacking in specificity.	**7 – 7.9 points** Some evidence of supporting ideas is presented, but it is superficial and general in nature.	**0 – 6.9 points** Few to no solid supports are provided.
Mechanics	**4.5 - 5 points** The assignment is completed without errors.	**4 – 4.4 points** The assignment is nearly error-free which reflects clear understanding and thorough proofreading.	**3.5 – 3.9 points** Occasional errors in grammar and punctuation are present.	**0 – 3.4 points** Frequent errors in spelling, grammar, and punctuation are present.

Assignment 2: The Professional Development Project
(40 points)
Tasks

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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 XXX**, 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.)

Assessment Rubric for Assignment 2: The Professional Development Project
(40 points)

Criteria	Levels of Achievement			
	exceeds expectations 4	**meets expectations 3**	**approaching expectations 2**	**falls below expectations 1**
Introduction: provides context related to school and stakeholders	**4.5 - 5 points** The introduction includes a detailed context and identifies the roles of stakeholders.	**4 – 4.4 points** The introduction provides an appropriate context and identifies stakeholders.	**3.5 – 3.9 points** An attempt to provide context is incomplete and/or inadequate.	**0 – 3.4 points** 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	**13.5 - 15 points** The needs assessment evinces thorough development and use of evidence-centered research strategies, involves exemplary collaborative procedures and results in effective school-based strategic and tactical goals aligned with school and district improvement plans. The description includes any challenges/issues that occurred in the development process.	**12 – 13.4 points** The needs assessment evinces adequate development and use of evidence-centered research strategies, involves acceptable collaborative procedures and results in suitable school-based strategic and tactical goals aligned with school and district improvement plans. The description includes any challenges/issues that occurred in the development process.	**10.5 – 11.9 points** The needs assessment evinces inadequate development and use of evidence-centered research strategies, and/or involves unacceptable collaborative procedures and/or results in unsuitable school-based strategic and tactical goals aligned with school and district improvement plans. The description includes any challenges/issues that occurred in the development process.	**0 – 10.4 points** There is no or little evidence of the completion of a needs assessment.
ELCC 1.3 Analysis and interpretation of data. Candidates understand and can promote continual and sustainable school improvement.	**18 – 20 points** Data were collected and clearly analyzed, identifying effective strategies or practices that build organizational capacity and promote continuous and sustainable school improvement through a transformational and comprehensive building-level professional development plan.	**16 – 17.9 points** Data were collected and analyzed, identifying adequate strategies or practices that build organizational capacity and promote continuous and sustainable school improvement through a comprehensive building-level professional development plan.	**14 – 15.9 points** Data were collected and analyzed, but identified strategies or practices that build organizational capacity and promote continuous and sustainable school improvement were insufficient to promote transformational and comprehensive building-level professional development.	**0 – 13.9 points** Data were neither collected nor analyzed.
ELCC 2.2 The professional development proposal.	**13.5 - 15 points** Based on evidence-centered research and the use of multiple	**12 – 13.4 points** Based on research, the proposal communicates most of	**10.5 – 11.9 points** The proposal fails to address several of the essential elements	**0 – 10.4 points** The proposal is based on little or no research

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Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	measures of teacher and student performance, the proposal communicates in powerful detail all of the essential elements of commendable professional development, fostering the creation, implementation and evaluation of a coordinated, aligned and articulated curriculum.	the essential elements of professional development, fostering the creation, implementation and evaluation of a coordinated, aligned and articulated curriculum.	and/or is based on questionable research.	and/or is unaligned with the curriculum.
ELCC 2.4 Connections to Technology. Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.	**13.5 - 15 points** The proposal clearly demonstrates candidate's ability to understand and use technologies for improved classroom instruction, student achievement and continuous school improvement.	**12 – 13.4 points** The proposal demonstrates some understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.	**10.5 – 11.9 points** The proposal demonstrates limited understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.	**0 – 10.4 points** 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	**13.5 - 15 points** 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	**12 – 13.4 points** 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	**10.5 – 11.9 points** 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 – 10.4 points** 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 progress and revise school plans supported by stakeholders	**9 - 10 points** The proposal's evaluation provides exemplary procedures to monitor fidelity of implementation, assess effectiveness of implementation, and interpret and communicate progress	**8 – 8.9 points** The proposal's evaluation provides adequate procedures to monitor fidelity of implementation, assess effectiveness of implementation, and interpret and communicate progress	**7 – 7.9 points** The proposal's evaluation provides inadequate procedures to monitor fidelity of implementation, assess effectiveness of implementation, and interpret and communicate progress	**0 – 6.9 points** The proposal's evaluation is not in evidence.

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	to stakeholders.	to stakeholders.	to stakeholders.	
Mechanics	**4.5 - 5 points** The assignment is completed without error.	**4 – 4.4 points** A few minor errors are present but do not detract from the proposal.	**3.5 – 3.9 points** Errors in grammar, construction, and spelling detract from the proposal.	**0 – 3.4 points** Frequent errors in grammar, construction and spelling are present.

Assignment 3: Research Report
(10 points)

Tasks

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This assignment involves selecting a study to read, summarize and report to the class, following the template shown below. Submit the completed template and prepare a short PowerPoint based on the template for the report to the class.

Template for the Research Report

Citation for the article or report (APA format):

Purpose(es), problem(s) and/or question(s) addressed:

Method:

Findings or Results:

Conclusions:

Limitations:

Implications for practice:

Assessment of credibility and/or validity:

Assessment Rubric for Assignment 3: Research Report

(10 points)

	Levels of Achievement			
Criteria	**exceeds expectations 4**	**meets expectations 3**	**approaching expectations 2**	**falls below expectations 1**
Citation (10%) Complies with APA format	**9-10 points** In complete accordance with APA format	**8-8.9 points** Largely in accordance with APA format	**7-7.9 points** Missing important information	**0-7.8 points** Missing altogether
Purpose(es), problem(s) and/or question(s) addressed (10%)	**13.5-15 points** Clearly and succinctly states the purpose(es) problem(s), *and/or* question(s) addressed	**12-13.4 points** A part of the statement is unclear *or* too long	**10.5-11.9 points** Most of the statement is unclear *or* too long	**0-11.8 points** The statement is unclear *and* too long *or* missing
Findings or Results (15%) Specifies what the study found	**13.5-15 points** Clearly and succinctly states the findings or results	**12-13.4 points** A part of the statement is unclear *or* too long	**10.5-11.9 points** Most of the statement is unclear *or* too long	**0-11.8 points** The statement is unclear *and* too long *or* missing
Conclusions (15%) Specifies the conclusions reached by the author(s)	**13.5-15 points** Clearly and succinctly states the conclusions	**12-13.4 points** A part of the statement is unclear *or* too long	**10.5-11.9 points** Most of the statement is unclear *or* too long	**0-11.8 points** The statement is unclear *and* too long *or* missing
Limitations (15%) Describes the limitations of the study in providing a valid set of findings	**13.5-15 points** Clearly and succinctly states the limitations	**12-13.4 points** A part of the statement is unclear *or* too long	**10.5-11.9 points** Most of the statement is unclear *or* too long	**0-11.8 points** The statement is unclear *and* too long *or* missing
Implications for practice (15%) Describes own view of the implications of the study for educational practice	**13.5-15 points** Clearly and succinctly states the implications for practice	**12-13.4 points** A part of the statement is unclear *or* too long	**10.5-11.9 points** Most of the statement is unclear *or* too long	**0-11.8 points** The statement is unclear *and* too long *or* missing
Assessment of credibility and/or validity Describes the degree to which the findings and conclusions are believable and valid	**13.5-15 points** Clearly and succinctly assesses the credibility and/or validity of the study	**12-13.4 points** A part of the statement is unclear *or* too long	**10.5-11.9 points** Most of the statement is unclear *or* too long	**0-11.8 points** The statement is unclear *and* too long *or* missing

Assessment Rubric for Class Participation
(10 Points)

	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
Attendance (30%)	**27-30 points** Exemplary attendance and tardies	**24-26.9 points** Near perfect attendance, few tardies	**21-23.9 points** Occasional (2-3) absences and/or tardies	**0-20.9 points** Frequent absences and/or tardies
Quality of Questions and Interaction (20%)	**18-20 points** Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas and seeks meaning.	**16-17.9 points** Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	**14-15.9 points** Asks questions about deadlines, procedures, directions or for help with little specificity. Infrequently discusses ideas.	**0-13.9 points** Rarely or never asks questions of substance.
Effort (20%)	**18-20 points** Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	**16-17.9 points** Willingly participates with instructor and classmates. Engages others.	**14-15.9 points** Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	**0-13.9 points** Actively avoids involvement when possible. Complains about others. Uses large set of excuses.
Demonstration of preparation for class (30%)	**27-30 points** Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	**24-26.9 points** Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	**21-23.9 points** Demonstrates periodic preparation and readiness for class.	**0-20.9 points** Rarely or never demonstrates readiness for class.