EDLE 618, Section 602 Spring 2017 Semester
Supervision and Evaluation of Instruction

Class Day/Times: Wednesday – January 11, 2017 – April 19, 2017; 4:30-7:30 p.m.
Class Location: Loudoun County Public Schools Administration Building, Rooms 420/421

All students are expected to attend every class session.

Faculty
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Prerequisites/Corequisites: EDLE 620, EDLE 690, and EDLE 791

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

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

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

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

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

2. Student work will reflect what is expected from scholars. Students are expected to:
   a. write papers that are well researched, proofread, submitted in a timely fashion, and consistent with APA guidelines;
   b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
   c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. Therefore, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
   a. come fully prepared to each class;
   b. demonstrate appropriate respect for one another;
   c. voice concerns and opinions about class process openly;
   d. recognize and celebrate each other's ideas and accomplishments; and
   e. show an awareness of each other's needs.

Online access is vital to success in this course and is important if we experience school shutdowns because of the weather or other problems. ***All students must activate and monitor their GMU e-mail accounts***. All students are required to use Blackboard (https://mymasonportal.gmu.edu) as a part of this course. Updates to weekly assignments, readings for class, and discussion boards will utilize Blackboard. In addition, all students must have access to standard word processing software that can be read by Microsoft Office 2010.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Demonstrate the ability to identify and define effective instructional practices.
2. Engage with classroom teachers in applying the principles of clinical supervision and a developmental approach to supervision.
3. Demonstrate the ability to apply supervision consistent with adult learning theory, the characteristics of effective professional development, and the research on effective schools.
4. Articulate current issues and best practices in supervision of instruction.

RELATIONSHIP OF EDLE 618 TO INTERNSHIP REQUIREMENTS
Although the internship is a separate course, the Education Leadership Program has integrated "embedded experiences" into course work. This means that some of the work in this class is related to your internship. You may write about embedded experiences (such as the Clinical Supervision project) in your internship journal and collective record, but they can only count over and above the minimum 320 hours required for the internship. The professional development project is another example of such an embedded experience.

Upon completion of this course, students will have met the following professional standards:

Professional Standards
NATIONAL STANDARDS AND VIRGINIA COMPETENCIES
ELCC STANDARDS:

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

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

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

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

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

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

VIRGINIA DEPARTMENT OF EDUCATION COMPETENCIES:

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

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

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

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

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

COURSE MATERIALS

Required Texts
Glickman, C.D., Gordon, S.P. and Ross-Gordon, J.M. (2014). *Supervision and Instructional Leadership: A Developmental Approach (9th edition)*. Boston: Pearson Education, Inc.

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

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

Other Recommended Resources:
Acheson, K. A. & Gall, M. D. (2003). *Clinical Supervision and Teacher Development*. Chicago, Ill: Jossey-Bass.

Bambrick-Santoyo, Paul (2012). *Leverage Leadership*. San Francisco: Jossey-Bass.

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

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

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

Marshall, Kim (2013). *Rethinking Teacher Supervision and Evaluation*. San Francisco: Jossey-Bass.

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

Additional required readings will be posted on the Blackboard site.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

ALL ASSIGNMENTS must be submitted electronically through Blackboard which is used to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data.

LATE WORK: It is expected that all students submit work on time through the Blackboard site, no later than midnight of the due date. Late projects may be accepted in extenuating circumstances, with the permission of the instructor.

<u>BLACKBORAD REQUIREMENTS</u>
Every student registered for any EDLE course with a requirement performance-based assessment is required to submit these assessments: The Professional Development Project and the Clinical Supervision Project via 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 grade as Incomplete (IN). Unless the IN grade is changed upon completion of the Blackboard submission, the IN will convert to an F nine weeks into the following semester.

IMPORTANT NOTE: This class will be using the 9th edition of the Glickman text, *Supervision and Instructional Leadership* (2014). At this time, we are not using the supplemental electronic resources provided with this textbook (MyEdLeadershipLab), as this subscription requires an additional expense to students.

- **Assignments and/or Examinations**

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

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 no later than March 15, 2017,*** and may not exceed ten (10) double-spaced pages. Please remember to number your pages (APA form).

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

   - If you use an open-ended narrative (wide-lens) tool, you must also include **one additional observation tool** for your project!

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

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 March 29, 2017**, and may not exceed nine (9) double-spaced pages. Please remember to number your pages (APA form).*

- 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.)

Collaborative Group Project—Group Discussion Activity (20 points)

Students will work in small groups to plan and lead a discussion on one of the topics listed below that relate to the themes being addressed in class. The discussions will usually be conducted at the beginning of class, and should be between 60 and 75 minutes. The Glickman text can be used to provide background information on the topic; however, a bibliography that includes external resources (books, professional journals, official school records and documents, interviews with school leaders, and other resources must be used to inform the discussion.

Successful completion of this activity will result in meaningful engagement of classmates on the selected topic. A list of references must be presented to students and submitted to the instructor electronically no later than the date of the presentation.

Emphasis for this activity should be on the active involvement of the class with your topic. Since the class may or may not be knowledgeable on the topic, some time should be devoted to content, but the vast majority of the available time should be spent on group activities in which everyone actively participates.

List of Topics – spring 2017

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

 Classroom Observation Techniques – Observation consists of describing what is seen then interpreting what it means. There are a number of qualitative and quantitative methods for observing teachers in the classroom and recording what was observed in preparation for a teacher conference. Technology is now being used to record teachers as well in order to provide feedback. Discussion leaders should present an overview of the different types of observation techniques currently in use, and their usefulness in teacher supervision.

 Classroom Walkthrough and Mini-Observations – Due to supervisor time limitations, mini-observations and other brief classroom visits are being used for supervision. These "classroom walkthroughs" have different purposes (both formative and summative), and varying procedures. Appropriate use of one or more of these "walkthrough techniques" should be presented for class discussion.

 Co-Teaching – One method for providing direct assistance to teachers, co-teaching involves planning, teaching and evaluating a lesson together with a supervisor. Models of co-teaching currently in use in special education and English Language Learner instruction may be useful in presenting and discussing the usefulness of this technique for supervision of teachers. Personalized Learning may be presented as an alternative topic.

 Data informed decision making - Students will discuss current practices in their schools regarding how data are informing the instructional decision-making process, and how this information should be incorporated into teacher supervision and evaluation. Discussion leaders should provide authentic examples of data sharing and utilization in area schools, and may wish to involve the class in reviewing, analyzing and interpreting student data. The work of Paul Bambrick-Santoyo and others may be useful with this topic.

 Frameworks for Effective Teaching - Students will present an overview of the characteristics of effective teaching, citing the relevant literature in the field (e.g. Danielson, Stronge, Marzano, Resnick) and state or district models, then provide opportunities for the class to engage in identifying and the behaviors of teachers and other staff to "look for" when supervising and evaluating staff

 Peer Coaching - Students will lead a discussion on K-12 the benefits and pitfalls of peer coaching as a supplemental technique for improving classroom instruction, including current research regarding effective characteristics with an eye to how and when peer coaching should

be implemented in schools. One approach to this topic might be examining practices for integrating peer coaching as part of a professional learning community.

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

Professional Development Project Discussion Board

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

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

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

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

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. 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.

- **Other Requirements**

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
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. All absences will result in a reduction in participation points. Arriving at class late or leaving from class early may also 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.

- **Grading**

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=74 points or below	

DETERMINATION OF COURSE GRADE:

Clinical Supervision Project……………………………………………………40 points
Professional Development Project…………………………………………...30 points
Collaborative Discussion Group Presentation………………………………….20 points
Participation in class, including Discussion Board……………………………. 10 points

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.
COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with the instructor. You may do so using e-mail…but a personal contact (before class, during break, after class or a scheduled office visit) is preferred.

Class Schedule

TENTATIVE CLASS SCHEDULE

The topic and reading schedule may be amended during the semester. When the tentative weekly schedule is revised, revisions will be posted on Blackboard

DATE	TOPICS	READINGS/ ASSIGNMENTS DUE
Session 1 Jan. 11	Course Expectations Discussion of Syllabus Group Work Assignments The Concept of SuperVision	Group Assignments (including Discussion Group Topics) Class Syllabus Glickman Ch. 1-2 (Marzano, 2012) *The Two Purposes of Teacher Evaluation* (Blackboard)
Session 2 Jan.18	Effective Classroom Instruction Effective Schools and School Leadership	(Danielson, 2007) *Framework for Teaching: An Overview* (Blackboard) (Marshall, 2012) *Fine-Tuning Teacher Evaluation* (Blackboard) (Kane, 2011) *Evaluating Teacher Effectiveness* (Blackboard) Glickman Ch. 3
Session 3 Jan. 25	Effective Classroom Observation and Feedback Classroom Walkthroughs and Mini-Observations Direct Assistance to Teachers: Clinical Supervision	Glickman Ch. 13, Ch. 15 (focus on pp. 246-251) (Danielson, 2012) *Observing Classroom Practice* (Blackboard) (Grimm, 2014) *Rethinking Classroom Observation* (Blackboard) (Whitehurst, Chingos, & Lindquist, 2014) *Evaluating Teachers with Classroom Observations* (Blackboard) **Discussion Group Activity #1: Frameworks for Effective Teaching**
Session 4 Feb. 1	Developmental Supervision Applying the Four Supervisory Styles	Glickman Ch. 7-11 (focus on "4 Case Studies" pp. 158-168) (Robinson, Lloyd, & Rowe, 2008) *The impact of Leadership on Student Outcomes* (Blackboard) (May & Supoviitz, 2011) *The Scope of Principal Efforts to Improve Instruction* (Blackboard) **Discussion Group Activity #2: Classroom Observation Techniques/ Classroom Walkthroughs and Mini-Observations**
Session 5 Feb. 8	Learning and Using Your Technical Skills	**Discussion Group Activity #3: Co-Teaching or Personalized Learning**

Session 6 Feb. 15	Working with Groups Adult and Teacher Development	Glickman Ch. 16, Ch. 4 (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007) *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement* (Blackboard) **Discussion Group Activity #4: Adult Learning and Development**
Session 7 Feb. 22	**Discussion Board Activity**	**Professional Development Project Discussion Board**
Session 8 Mar. 1	Designing Needs-Driven Professional Development Data Driven Instruction	Glickman Ch. 17 **Discussion Group Activity #5: Data Informed Decision Making**
Session 9 Mar. 8	Action Research Developing Teams	Glickman Ch. 19 **Blackboard (assigned articles)**
Session 10 Mar. 15	Building a Professional Learning Community	**Blackboard (assigned articles)** (Vescio, Ross, & Adams, 2008) *A Review of Research on the Impact of Professional Learning Communities on Teaching* (Blackboard) **Clinical Supervision Project Due**
Session 11 Mar. 22	Formative and Summative Evaluation Teacher Evaluation Practices	Glickman pp. 234-240 (Darling-Hammond, 2012) *Creating a Comprehensive System for Evaluating and Supporting Effective Teaching* (Blackboard)
Session 12 Mar. 29	Future Direction for Teacher Supervision and Evaluation	(Marshall, 2009) *Rethinking Teacher Supervision and Evaluation* (Blackboard) (Darling-Hammond, 2015) *Can value added Add Value to Teacher Evaluation?* (Blackboard) **Professional Development Project Due**
Session 13 Apr. 5	Student and Staff Culture Facilitating Change	Case Study: Facilitating Change (Tomlinson, 2014) *Evaluation of My Dreams* Glickman Ch. 20
Session 14 Apr. 19	Developing a Culture for Sustained Improvement: Addressing Diversity Wrap-Up Evaluation	Glickman Ch. 21-22 Final Class Activity

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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

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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/.

EDLE 618 Clinical Supervision Project Assessment Rubric (40 points)

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Below Expectations 1
Introduction and rationale (5%)	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.
Pre-Observation Phase (10%) ELCC 2.2 Candidates demonstrate that they understand and can create and evaluate comprehensive, rigorous instructional programs	Candidate provides evidence of a superior understanding of using an instructional framework and developmental supervision to evaluate a coherent instructional program.	Candidate provides evidence of an adequate ability to use a framework and developmental supervision to evaluate instruction.	Candidate provides evidence of some ability to evaluate a instruction using an instructional framework and developmental supervision.	Candidate does not provide evidence, or demonstrate the ability to evaluate a coherent instructional program.
Observation Phase (10%) ELCC 2.3 Candidates demonstrate that they understand and can develop and supervise the instructional leadership capacity of school staff	Candidate provides evidence of a superior ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of an adequate ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of some ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate does not provide evidence, or demonstrates an inability to develop and supervise the instructional and leadership capacity of school staff.
Observation Phase (5%) ELCC 2.4 Candidates demonstrate that they can understand and promote the most effective use of educational technologies to support learning	Candidate provides evidence of a superior ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate provides evidence of an adequate ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Candidate provides evidence of some ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment.	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 (10%) ELCC 3.5 Candidates demonstrate that they understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Candidate provides evidence of a superior ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning; use of instructional time is addressed through comprehensive analysis of data collected using charts, graphs or tables.	Candidate provides evidence of an adequate ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning; use of instructional time is addressed using observation data.	Candidate provides evidence of some ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Candidate does not provide evidence, or demonstrates an inability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
Post Observation Conference (10%) ELCC 1.3 In comparison of clinical model with school practice, candidates demonstrate that they understand and can promote continuous	Candidate provides evidence of a superior ability to promote continual and sustainable school improvement by leading an instructional	Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement using an appropriate supervisory style to lead the	Candidate provides evidence of some ability to promote school improvement in description of instructional conversation. .	Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.

improvement	conversation that builds teacher capacity.	instructional conversation.		
Critique of Clinical Supervision Process (10%) ELCC 2.1 Candidates demonstrate that they can understand and sustain a school culture of trust, collaboration and high expectations for students and staff	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.	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.	Candidate provides evidence of some ability to sustain a culture of trust, collaboration in teacher conferences and feedback on the clinical supervision experience.	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 (10%) ELCC 5.1 Candidates demonstrate that they understand and can act with integrity and fairness	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.	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.	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.	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 (10%) ELCC 5.2 Candidates demonstrate that they understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior	Candidate provides evidence of a superior ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	Candidate provides evidence of an adequate ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	Candidate provides evidence of some ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.	Candidate does not provide evidence, or demonstrates an inability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school.
Observation tool (5%)	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.

EDLE 618 Professional Development Project Assessment Rubric (30 points)

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction: provides context related to school and stakeholders (5%)	The introduction includes a detailed context and identifies the roles of stakeholders.	The introduction provides an appropriate context and identifies stakeholders.	An attempt to provide context is incomplete and/or inadequate.	The context is omitted or superficial.
Needs assessment (15%) ELCC 1.2 *Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals*	The needs assessment is described in detail, with a rationale provided for its selection. Description includes the type of assessment, its application, and any challenges/issues that occurred.	The needs assessment is administered and described.	Evidence is provided that the needs assessment was administered, but the description is superficial; or only one method of assessing need was used	There is no evidence of a needs assessment being used.
Analysis and interpretation of data (20%) ELCC 1.3 Candidates understand and can promote continual and sustainable school improvement.	Data was collected and clearly analyzed, identifying trends and patterns that are described and connected to the pd proposal. Discussion demonstrates the candidate's understanding of school improvement needs.	Data was collected and clearly analyzed, identifying trends and patterns.	Data was collected but analysis is inadequate.	Data was not collected or analyzed.
The professional development proposal (15%) ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	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.
Connections to Technology (10%) ELCC 2.4 Candidates demonstrate skills in using technologies for improved classroom instruction, student achievement and continuous school improvement.	The proposal clearly demonstrates candidate's ability to understand and use technologies for improved classroom instruction, student achievement and continuous school improvement.	The proposal demonstrates some understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.	The proposal demonstrates limited understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.	Use of technologies is not addressed in the proposal.
Effective Use of Time (15%) ELCC 3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality instruction and student learning	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	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	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	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
Connections to Research (15%) ELCC 1.4	Connections to research and best practices are clearly stated and	Connections to research and best practice are clearly	Connections to research are unclear and/or superficial.	No attempt is made to state and describe evidence

Candidates understand and can evaluate school programs and revise school plans supported by stakeholders	described, including reference to the phases of professional development, as well as the research-based traits of effective pd.	stated and described.		of connections with research.
Mechanics (5%)	The assignment is completed without error.	A few minor errors are present but do not detract from the proposal.	Errors in grammar, construction, and spelling detract from the proposal.	Frequent errors in grammar, construction and spelling are present.

Collaborative Discussion Group Activity Rubric (20 points)

	Exceeds Expectations-4	Meets Expectations-3	Approaches Expectations-2	Below Expectations-1
Length of Activity (15%)	The activity is between 65 and 75 minutes, and time is used efficiently throughout the presentation	The activity is between 55 and 85 minutes, and time was generally used efficiently	The activity misses the 65 minute target by more than 10 minutes; presentation time was generally used well	The activity misses the 65 minute target by more than ten minutes, and/or time was not used efficiently
Extent of engagement by class (25%)	See meets expectations ...and at least 50% of classmates demonstrated initiative during the session (started discussion, asked question, etc.)	All classmates participated and were on task and actively participated throughout the lesson.	Approximately 75% of the class was on task and actively participated in activities and/or discussion	Less than 50% of the class was on task and actively participated in activities and/or discussion
Content (25%)	Classmates engage in activities throughout the presentation that focus on major themes of the topic.	The major themes are addressed, but with limited class involvement.	The major themes are only partially addressed, or there significant omissions of content.	The presentation focused on some aspects of the topic, but major areas were not addressed
Participation by each member of activity group (20%)	All group members thoroughly engaged classmates in a shared manner	All activity group members participated effectively in a shared manner	All presenters participated, but the load for leading the discussion and engaging classmates was uneven	Not all presenters participated adequately in the discussion
Use of outside resources & submitted list of references (15%)	See meets expectations Outside resources referred to during the discussion, with user-friendly connections for classmates	A wide variety of relevant outside. relevant resources are used, with reference list submitted on time.	Overemphasis on the text and/or references are incomplete with errors and/or omissions	Only the text was used, and/or references not submitted at time of discussion

Class Participation Rubric (10 points)

Levels/Criteria	Exceeds Expectation-4	Meets Expectations-3	Approaches Expectations-2	Below Expectations-1
Attendance (15%)	Perfect attendance (no absences, tardiness or early dismissals)	Exemplary attendance with one tardy or early dismissal	Occasional absences and/or tardiness (2 or more)	Frequent absences and/or tardiness (3 or more)
Quality of interaction; questions, comments, suggestions (15%)	Most queries are specific and on target. Deeply involved in whole class and group discussions	Often has specific queries, stays involved in class discussion	Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics	Rarely interacts with instructor or classmates in an appropriate manner
Effort (15%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others	Willingly participates with instructor and classmates. Engages others	Usually participates when asked (rarely volunteers) Seeks easiest duties in group work.	Rarely is involved in class discussion, or complains about others and uses excuses to explain deficiencies
Demonstration that student is prepared for class (35%)	(See meets expectations)... And is prepared for each and every class	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion	Demonstrates readiness and preparation periodically	Generally does not demonstrate readiness for class discussion through readings and other pre-class assignments, or by relating to previous discussion
Electronic discussion--- (20%)	Actively participates in a timely manner, responding to others and initiating new ideas. Demonstrates evidence of knowledge of the traits of effective PD and the three phases/stages, and assists others in applying the traits and stages	Participates in the discussion, responding to others comments and questions. Has some basic understanding of the traits and characteristics of effective pd.	Engages with others without demonstrating commitment to helping group and individuals to better understand the traits and stages.	Does not actively participate in the discussion---few entries with little thought