GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 618, Section 602, Fall 2017
Supervision and Evaluation of Instruction – 3 credits

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Schedule Information

Meeting Times: Thursday 5:00 – 8:00, Beginning September 7, 2017
                 All students are expected to attend every class session. Personal
                 problems that prevent students from attending class should be reported
                 ahead of time to the instructor via telephone or e-mail.

Location: Independent Hill, Room 207, PWCS

Course Description

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

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

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

Nature of Course Delivery

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

Course Objectives

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

Student Outcomes

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

Relationship of Course to Internship

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

National Standards and Virginia Competencies

ELCC Standards:

ELCC 1.2   Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
ELCC 1.3   Candidates understand and can promote continual and sustainable school improvement.
ELCC 2.2   Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC 2.3   Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 3.5   Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.
ELCC 6.3   Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

VA DOE Competencies:

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

Course Materials

Required Readings

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (2010). *Supervision and instructional leadership: A developmental approach* (9th edition). Boston, MA: Allyn and Bacon.

Highly Recommended:

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

Recommended as reference only

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

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

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

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

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

Videos Utilized in Class

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

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

Supervision in practice (2000) featuring Susan Sullivan and Jeffrey Glanz, Corwin Press *Teaching & Learning in the 21st Century* (2010), Just ASK Publications.

Online access is vital to success in this course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts**. If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages with attachments. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2010.

Course Requirements, Performance-based Assessment and Evaluation Criteria

Attendance

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

General Expectations

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

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

Class Participation (10 pts)

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

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

TK20 PERFORMANCE BASED ASSESSMENT SUBMISSION REQUIREMENT

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 to TK20 through 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 TK20 through Blackboard. Failure to submit the assessment to TK20 (through Blackboard) will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the TK20 submission, the IN will convert to an F nine weeks into the following semester.

Written Assignment #1

The Clinical Supervision Project (30 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 3/1*** and may not exceed ten (10) double-spaced pages.

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

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

Written Assignment #2

The Professional Development Project (40 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 3/29**, and may not exceed nine (9) double-spaced pages.*

- You <u>must include in an appendix a copy of the data assessment</u> <u>methodologies/tools that you selected and used</u>. (For example, if you used a "review of official documents," you should include one or two pages of such docs in your appendix. If you used a survey, include a copy of the blank survey in your appendix, etc.)

Small Group Project—Group Discussion Activity (20 points)

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

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

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

List of Topics

1st- "Walkthrough observations": Students will lead a discussion in which classmates are exposed to and can practice a variety of walkthrough models. Discussion leaders will make use of Downey's work on walkthroughs, as well as others that are used in local schools. Emphasis will be placed on the espoused purposes of walkthroughs, as well as the actual/authentic procedures that are used by school administrators. It is highly recommended that the latest developments be reviewed and discussed, including the use of electronic devices to collect and analyze classroom data.

2nd- "Supervisory behaviors": Students will research and lead a discussion on supervisory behaviors. The Glickman text may be useful in informing this discussion. The emphasis will be on supervisory behaviors, verbal and nonverbal, as they are demonstrated by school leaders during interactions with teachers, students, and community.

3rd- "Professional development": Students will lead a discussion on pre-K-12 professional development. Emphasis will be placed on the research-based traits of effective pd, and how they connect with examples of professional development that the group selects and shares. The phases of professional development will be explored, including the work of Joyce and Showers.

4th- "Data informed decision making": Students will discuss current practices in their schools as to how data are informing the decision-making process. Discussion leaders will provide authentic examples of data sharing and utilization in local schools. Classmates will be engaged in reviewing, analyzing and interpreting data.

5th- "Group dynamics and development": Students will provide opportunities for classmates to engage in identifying and explaining the behaviors of individuals in group settings, with a focus on task, person and dysfunctional roles. Tuckman's stages of group development will also be discussed as a point of emphasis during this session.

6th- "Action research": Students will share authentic examples of action research as it occurs today in local schools. Emphasis will be placed on the phases/steps of action research, and on differences between action and traditional research.

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.

ALL ASSIGNMENTS must be submitted electronically through Blackboard.

LATE WORK: It is expected that all students submit (through Blackboard) work on time, no later than midnight of the due date. Late projects may be accepted in extenuating circumstances, and will result in a minimum of a one letter grade reduction.

FEEDBACK: Rewrites of graded work will not be possible in EDLE 618. However, papers may be submitted in advance of the due date for feedback from the instructor. You may submit a complete paper, or any portion of it for feedback, but must allow at least one week in advance of the due date for the instructor to review your work and contact you electronically with feedback.

COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with me. You may do so using e-mail…but a personal contact (before class, during break, after class or a scheduled office visit) is preferred.

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

George Mason University Policies and Resources for Students

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

2. Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

3. 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.

4. 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/).

5. 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

1. 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/.

2. 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/).

3. 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/).

4. 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.

PROFESSIONAL DISPOSITIONS

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

Core Values Commitment

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

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

Sample Weekly Schedule

Sep 7   Introductions, Review of Syllabus and Course Overview
                      Topic: **Supervisory Prerequisites for improved student learning**
                      Activities: Course Outline
                                Introduce clinical supervision & discuss first major course project
                                Do you know good teaching when you see it?
                      Assignment Ch 1-5 and pps 246-250 from GText

Sep 14   Topic: **Clinical Supervision**
                      Activities: Understanding "knowledge" as a prerequisite
                                  The five phases of clinical supervision in detail
                                Role play Phase 1- the pre-observation conference
                   Discussion about the required pd project
                   Assignment Ch 13 - 14 from Gtext
                   Bring 2 copies of your school's <u>observation templates</u> to class

Sep 21   Topic: **Classroom observation---Why, When and How?**
                     Activities: observing a classroom and collecting data(phase 2)
                               Instructional Super and Program Evaluation
                               Introduce phase 2
                               Read Daresh

Sep 28   Topic: **Using Supervision Strategies**
                    Activities Acheson Presentations:
                    Read:Ch 6 and 11

Oct 5   Topic: **Supervisory Behavioral Continuum**
                    Activity: Phase III
                    Supervisory Styles (role plays)
                    Discussion Group Activity #1
                    Read Ch 11

Oct 12   Topic: **Observation Skill Set**
                     Activities: Discussion Group Activity #2
                          Daresh Jigsaw
                      Review requirements for clinical supervision project
                  Read: Ch 7 and Schmidt

Oct 19   Topic: **Developing Professionals**
                    Activities: Discussion Group Activity #3
                              Phase IV and V
                  Read Ch 15 - 16

Oct 26   Topic: **Using Supervision in your Schools**
                    Activity: What would you change in your school?l
                              Schimdt Jigsaw
                   Read Chapter 20
                   Clinical Supervision Project Due

Nov 2   Topic: **Facilitation Change**
                Activity: How will you change your school
                        Discussion Group Activity #4
                        Discussion Group Activity #5

Nov 9   Topic: **Foundations of Effective Schools and Changing the Big Picture**
                Activities: The role of the assistant principal
                        Three Cultural Tasks
                Read Ch 19, 21, and 22

Nov 16   Topic: Professional Development (no formal class)
                        Assignment will be discuss ahead of time

Nov 23   No Class – Thanksgiving

Nov 30   Topic: **Moral Role of Supervision**
                Activities: Discussion Group Activity #6
                        Moral Role of Supervision
                PD Project Due

Dec 7   Course Wrap up

Discussion Leader Activity

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1	Score/Level
Length of Activity (15%)	The activity is between 65 and 75 minutes, and time is used efficiently throughout the presentation	The activity is between 60 and 75 minutes, and time was generally used efficiently	The activity misses the 65 minute target by more than 10 minutes, although time was generally used efficiently	The activity misses the 65 minute target by more than ten minutes, and 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 were on task and participated	Approximately 75% of the class was on task and participated in activities and/or discussion	Less than 50% of the class was on task and participated in activities and/or discussion	
Content (25%)	Classmates engage in activities that focus on major themes, as noted in the syllabus description.	The major themes are addressed, but engagement of the class is limited	The major themes are only partially addressed, or there is minimal or opportunity for engagement	Some attention focused on significant themes, but major areas were not addressed	
Participation by each member of activity group (20%)	All group members participated effectively and enthusiastically in a shared manner while involving classmates	All activity group members participated effectively in a shared manner	All participated, but the load for leading the discussion and engaging classmates was uneven	Not all members participated appropriately in leading the discussion	
Use of outside resources &	See meets expectations ...and referred	A wide variety of outside. relevant	Overemphasis on the text... and/or	No demonstration of out-of-text	

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submitted list of references (15%)	to during the discussion, providing user-friendly connections for classmates	resources are used... and Reference list is submitted at time of discussion	references are incomplete with errors and/or omissions	sources...and/or references not submitted at time of discussion	

EDLE 618 Professional Development Plan Rubric

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	The proposal clearly demonstrates candidate's ability to understand and use technologies for improved classroom instruction, student achievement and continuous school	The proposal demonstrates some understanding and ability to use technologies for improved classroom instruction, student achievement and	The proposal demonstrates limited understanding and ability to use technologies for improved classroom instruction,	Use of technologies is not addressed in the proposal.

instruction, student achievement and continuous school improvement.	improvement.	continuous school improvement.	student achievement and continuous school improvement.	
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** Candidates understand and can evaluate school programs and revise school plans supported by stakeholders	Connections to research and best practices are clearly stated and described, including reference to the phases of professional development, as well as the research-based traits of effective pd.	Connections to research and best practice are clearly stated and described.	Connections to research are unclear and/or superficial.	No attempt is made to state and describe evidence of connections with research.
Mechanics (5%)	The assignment is completed without error.	A few minor errors are present but do not detract from the proposal.	Errors in grammar, construction, and spelling detract from the proposal.	Frequent errors in grammar, construction and spelling are present.

EDLE 618 Clinical Supervision Project Rubric

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	Candidate provides evidence of a superior ability to ensure teacher and organizational time focuses on supporting high-	Candidate provides evidence of an adequate ability to ensure teacher and organizational time focuses on supporting high-	Candidate provides evidence of some ability to ensure teacher and organizational time focuses on supporting high-	Candidate does not provide evidence, or demonstrates an inability to ensure teacher and organizational time focuses on

they understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	quality school instruction and student learning; use of instructional time is addressed through comprehensive analysis of data collected using charts, graphs or tables.	quality school instruction and student learning; use of instructional time is addressed using observation data.	quality school instruction and student learning.	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 improvement	Candidate provides evidence of a superior ability to promote continual and sustainable school improvement by leading an instructional conversation that builds teacher capacity.	Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement using an appropriate supervisory style to lead the instructional conversation.	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.
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	Candidate provides evidence of a superior ability to model principles of self-awareness, reflective practice,	Candidate provides evidence of an adequate ability to model principles of self-awareness, reflective practice,	Candidate provides evidence of some ability to model principles of self-awareness, reflective practice,	Candidate does not provide evidence, or demonstrates an inability to model principles of self-awareness,

demonstrate that they understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior	transparency, and ethical behavior as related to his/her role within the school.	transparency, and ethical behavior as related to his/her role within the school.	transparency, and ethical behavior as related to his/her role within the school.	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.

Class Participation Rubric

	4 Exceeds Expectations	3 Meets Expectations	2 Approaches Expectations	1 Falls Below Expectations
Attendance (25%)	Exemplary attendance (no absences, tardies or early dismissals)	Maximum of one absence or two tardies and/or early dismissals	Occasional absences (more than one)...and/or frequent tardies and early dismissals	Frequent absences and/or tardies
Quality of interaction --- questions, comments, suggestions **(20%)**	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 class topics and/or ideas.	Rarely interacts with the instructor or class mates in an appropriate manner
Effort (25%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (30%)	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.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class