GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 618, DL1
Supervision and Evaluation of Instruction
Fall 2019, 3 credit hours

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Office Hours: By appointment via Skype or Phone

Course Term: 08/26/19 to 12/07/19

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

<u>**University Catalogue Course Description**</u>

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.

General Goals: Students enrolled in this course will understand the research on adult learning theory and how it connects with effective supervision and professional development. They will understand the components of the clinical supervision model, and how supervisory skills relate to a philosophy of continuous improvement. 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.

<u>**Course Delivery Method**</u>

This is a 100% online course using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 26th, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

On-line Expectations

- **Course Week:** Because online courses do not have a "fixed" meeting day, our week will **start** on Monday and **finish** on Friday with assignments typically due by Sunday afternoon EXCEPT where noted on the syllabi. This schedule should allow sufficient time to complete and post assignments for this course.
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Course Learning Outcomes or 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. Students will practice data informed decision making to improve teaching and overall student learning.

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 throughout the program. 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 and Professional Development projects) 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.

Professional Standards

Upon successful completion of the course, students will be able to:

1. Demonstrate the ability to identify and define effective instructional practices.
2. Engage with classroom teachers in applying a developmental approach to supervision, including the clinical supervision process.
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.

National Standards and Virginia Competencies

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBAs for this course are the Clinical Supervision Project and the Professional Development Project. The course addresses a variety of the **ELLC Standards**, focusing primarily on the following: Standards 1.2, 1.3, 2.2, 2.3, 3.5, 6.3 and corresponding components of the Virginia Standards for School Leaders:

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

Required Readings

Course Texts:
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.

IMPORTANT NOTE: This class will be using the 10th edition of the Glickman text, Supervision and Instructional Leadership (2018).

Recommended (Chapters on E-Reserves):
Marshall, Kim (2009). Rethinking Teacher Supervision and Evaluation. San Francisco: Jossey-Bass.

Reference only (no need to purchase)

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.

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

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

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

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

Schmidt, L. (2002). *Gardening in the minefield: A survival guide for school administrators*. Portsmouth, NH: Heinemann Publishing.

Additional required readings will be stored on the Blackboard site.

Course Performance and Evaluation Criteria

Students can earn a total of 500 points in this course. Graded assignments account for 70% (350 points) of the overall grade, while online course participation accounts for 30% (150 points).

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, due to the nature of this online course, a significant 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 (150 points)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

> Unit 1 (50 points)
> - Discussion board, group activity
>
> Unit 2 (50 points)
> - Discussion board, group activity
>
> Unit 3 (50 points)
> - Discussion board, group activity

Written Assignments (350 points) <u>Tk20 Performance Based Assessment Submission Requirement</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 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.

The three major written graded assignments required for this course are as follows:

Written Assignment #1

The Clinical Supervision Project (150 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, online information and discussions, and videos, 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 not 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 a formative (as opposed to summative) evaluation model is being employed in your school.

- Clinical supervision project is **due September 29th** and may not exceed ten (10) double-spaced pages.

- 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.

Written Assignment #2

The Professional Development Project (125 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 December 6th by noon** and may not exceed nine (9) double-spaced pages.*

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

Written Assignment #3

Small Group Project (75 points)

Students will work in assigned small groups to plan and provide current information on topics that relate to the themes being addressed in class. Presentations should be in the form of a PowerPoint and or video. The PowerPoint should not exceed 15 slides and 1-2 page summary of relevant information and references. In addition, once posted, each group will provide a short feedback statement to a designated group. For example, Group 1 will respond to Group 2, Group 2 to Group 3, Group 3 to Group 4, Group 4 to Group 1. A list of available topics is posted below.

List of Topics—Fall 2019

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- "Improvement Science": Students will use Anthony Bryk's research to describe the six principles of Improvement Science and how they can be used to address user centered problems related to school improvement efforts. The use of Plan-Do-Study-Act cycles should be included in this work as well as structure and role of Network Improvement Communities (NICs)

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: There are six topic areas. We will more than likely only have 4 or 5 groups depending on the final size of the class. The professor will select the topics and send them out to the group to indicate a choice.

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, phone or skype.

DUE DATE: Sunday, October 27th by 11:59pm and group feedback by November 3rd .

Grading Scale:
A+   500 points
A   475 - 499
A-   450 - 474
B+   435 - 449
B   415 - 434
B-   400 - 414
C   375 - 399
F   Below 375 points

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See http:cehd.gmu.edu/students/policies-procedures/

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/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://catalog.gmu.edu/policies/honor-code-system/).

- 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 the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.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/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

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

EDLE 618.DL1 Weekly Course Schedule (Fall 2019)

Note: Please refer to the Weekly Schedule and Announcements on Blackboard for the most up-to-date version of the Course Schedule. Black board assignments will be available on the Sunday afternoon prior to the start of the week and due by midnight the following Sunday at noon.

Online Lesson	Week	Topics	Reading/Writing Assignment
1 **Unit 1- Lesson 1**	08/26-08/30	Course Orientation and Syllabus SuperVision and Effective Schools	*Readings*: • Review Class Syllabus • Glickman Ch. 1 -3 *Assignment*:

			• Discussion Board Activity (10 points)
Unit 1-Lesson 2	09/02-09/06	Characteristics of Effective Teaching and Learning Leadership for Effective Schools	*Readings*: • Danielson Chapter 1: *Framework for Teaching: An Overview* • NY Teacher Effectiveness Program Rubric *Assignments*: • Discussion Board Activity Danielson's framework (15 points)
2 **Unit 1-Lesson 3**	09/09-09/13	Effective Classroom Observation and Feedback Techniques	*Reading*: • Glickman Ch. 13 *Assignment:* • Discussion Board Activity (15 points)
3 **Unit 1-Lesson 4**	09/16-09/20	Adult Learning and Teacher Feedback Conferencing Skills Developmental Supervision	*Readings:* • Glickman Ch. 4 (Adult Learning) • Glickman Ch. 7-10 (Interpersonal Skills) • Glickman Ch. 11 (Developmental Supervision) *Assignment:* • Discussion Board Activity (10 points)
4 **Unit 2-Lesson 5**	09/23-09/27	Clinical Supervision	*Reading:* • Glickman pp. 269-283 (Clinical Supervision) *Assignments:* • Discussion Board Activity (no posting required) **CLINICAL SUPERVISION PROJECT DUE September 29th**

5 Unit 2- Lesson 6	09/30-10/11 Note: Two week time period	Working with Individuals, Groups and Teams Mini-Observations	*Readings:* • Glickman Ch. 16 • Marshall Ch. 3-4 *Assignments:* • Discussion Board Activity (25 points)
6 Unit 2- Lesson 7	10/14-10/18	Designing Effective Professional Development	*Readings:* • Glickman Ch. 18 • Bambrick-Santoyo pp. 131-153 (from Blackboard) *Assignments:* • Discussion Board Activity (25 points)
7 Unit 2- Lesson 8	10/21-11/03	**Class Presentations:** - Classroom Walkthroughs - Supervisory Behaviors - Professional Development -Data Informed Decision Making -Action Research	*Reading:* • Read all group reports (posted to Blackboard) *Assignment:* • **GROUP PROJECT Due October 27th with group feedback posted by November 3rd. Each student should have an assigned group. It is your responsibility to work with each other in preparing and posting the assignment.** NOTE: No lesson due the week of October 28th
8 Unit 3- Lesson 9	11/04-11/08	What's Wrong With This Picture: Why Current Practices are Ineffective Teacher Evaluation: Formative and Summative	*Readings:* • Marshall Ch. 2 (from Blackboard); • Murphy, Hallinger, and Heck: *Leading via Teacher Evaluation* • Zapeda, Sally: *Can Supervision and Evaluation Co-Exist?* *Assignments*: • Discussion Board Activity (10 points)
9	11/11-11/15	Creating a School Culture for Meaningful Supervision	*Readings:* • Glickman Ch. 21,22

Unit 3-Lesson 10			• Case Study: *If It Ain't Broke, Don't Fix It.* *Assignments* • Discussion Board Activity (10 points)
10 **Unit 3-Lesson 11**	11/18-11/22	Building a Professional Learning Community	*Readings:* • DuFour and Mattos: *How Do Principals Really Improve Schools?* • Stoll: *Professional Learning Community* • Glickman pp.449-450 *Assignments:* • Discussion Board Activity (10 points) **NO Assignment due week of Thanksgiving holiday**
11 **Unit 3-Lesson 12 and 13**	12/02-12/06	Addressing Diversity and Facilitating Change Final Class Activity	*Readings:* • Glickman Ch. 21 and 22 (from previous reading) • Case Study: *Academic Success for Students of Color…at What Cost?* *Assignments:* • Discussion Board Activity (10 points) **OR Discussion Board Assignment Lesson 13**
		Final Class Activity Case Study	*Reading:* • Case Study: *Osceloa Middle School* *Assignments:* • Discussion Board Assignment (10 points) ***Professional Development Paper Due December 6th by noon***

Professional Development Project Rubric

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Introduction: provides context related to school and stakeholders **5%**	**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 **15%**	**13.5 - 15 points** The needs assessment demonstrates 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 demonstrates 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 demonstrates 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.

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
ELCC 1.3 **Analysis and interpretation of data.** **Candidates understand and can promote continual and sustainable school improvement.** **20%**	**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 program.	**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 program.	**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 program. .	**0 – 13.9 points** Data were neither collected nor analyzed.
ELCC 2.2 **The professional development proposal.** **Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.** **15%**	**13.5 - 15 points** Based on evidence-centered research and the use of multiple 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.	**12 – 13.4 points** Based on research, the proposal communicates most of the essential elements of professional development, fostering the creation, implementation and evaluation of a coordinated, aligned and articulated curriculum.	**10.5 – 11.9 points** The proposal fails to address several of the essential elements and/or is based on questionable research.	**0 – 10.4 points** The proposal is based on little or no research and/or is unaligned with the curriculum.

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
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. **15%**	**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 **15%**	**13.5 - 15 points** The proposed project demonstrates a superior understanding and ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	**12 – 13.4 points** The proposed project demonstrates some understanding and ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	**10.5 – 11.9 points** The proposed project demonstrates vague or incomplete understanding and ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	**0 – 10.4 points** The proposed project does not provide evidence of candidate understanding and ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
ELCC 1.4 **Connections to Research** **Candidates understand and can evaluate school progress and revise school plans supported by stakeholders** **10%**	**9 - 10 points** The proposal's evaluation provides exemplary procedures to monitor fidelity of implementation, assess effectiveness of implementation, and interpret and communicate progress to stakeholders.	**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 to stakeholders.	**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 to stakeholders.	**0 – 6.9 points** The proposal's evaluation is not in evidence.
Mechanics **5%**	**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.

Clinical Supervision Project Rubric

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Introduction and rationale **5%**	**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. 10%**	**9 - 10 points** Candidate demonstrates superior ability to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum and interpret information and communicate progress towards achievement.	**8 – 8.9 points** Candidate demonstrates adequate ability to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum and interpret information and communicate progress towards achievement.	**7 – 7.9 points** Candidate demonstrates questionable ability to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum and interpret information and communicate progress towards achievement.	**0 – 6.9 points** Candidate demonstrates little or no evidence of collaborating with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum and interpret information and communicate progress towards achievement.
Observation Phase **ELCC 2.3 Candidates understand and can develop and supervise the instructional leadership capacity of school staff. 10%**	**9 - 10 points** Candidate provides evidence of superior procedures in working collaboratively with school staff to improve teaching and learning.	**8 – 8.9 points** Candidate provides evidence of adequate procedures in working collaboratively with school staff to improve teaching and learning.	**7 – 7.9 points** Candidate provides questionable evidence of adequate procedures in working collaboratively with school staff to improve teaching and learning.	**0 – 6.9 points** Candidate provides little or no evidence of adequate procedures in working collaboratively with school staff to improve teaching and learning. .

	4.5 - 5 points	4 – 4.4 points	3.5 – 3.9 points	0 – 3.4 points
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.** **5%**	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.	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.	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.	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
	9- 10 points	**8 – 8.9 points**	**7 – 7.9 points**	**0 – 6.9 points**
Analysis and Interpretation **ELCC 3.5** **Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.** **10%**	Candidate provides evidence of superior ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	Candidate provides evidence of adequate ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	Candidate provides evidence of questionable ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning. .	Candidate provides little or no evidence of adequate ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.
	9 -10 points	**8 – 8.9 points**	**7 – 7.9 points**	**0 – 6.9 points**
Post Observation Conference	Candidate provides evidence of outstanding feedback in identifying	Candidate provides evidence of satisfactory feedback in identifying	Candidate provides questionable evidence of satisfactory feedback in	Candidate provides little or no evidence, of satisfactory feedback

ELCC 1.3 **In comparison of clinical model with school practice, candidates demonstrate that they understand and can promote continual and sustainable school improvement.** **10%**	strategies or practices that promote continuous and sustainable student learning.	strategies or practices that promote continuous and sustainable student learning.	identifying strategies or practices that promote continuous and sustainable student learning.	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. 10%**	**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**	**9 - 10 points** Candidate's critique provides evidence of exemplary ability to act with integrity and fairness to ensure	**8 – 8.9 points** Candidate's critique provides evidence of adequate ability to act with integrity and fairness to ensure	**7 – 7.9 points** Candidate's critique provides questionable evidence of adequate ability to act with integrity and	**0 – 6.9 points** Candidate's critique provides little or no evidence of adequate ability to act with integrity and fairness to

integrity and fairness to ensure a system of accountability for every student's academic and social success. 10%	a school system of accountability for every student's academic and social success.	a school system of accountability for every student's academic and social success.	fairness to ensure a school system of accountability for every student's academic and social success.	ensure a school system of accountability for every student's academic and social 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. 10%**	**9 - 10 points** Candidate demonstrates exemplary ability to formulate a school-level leadership platform grounded in ethical standards and practices, and analyze leadership decisions in terms of established ethical practices.	**8 – 8.9 points** Candidate demonstrates adequate ability to formulate a school-level leadership platform grounded in ethical standards and practices, and analyze leadership decisions in terms of established ethical practices.	**7 – 7.9 points** Candidate demonstrates questionable ability to formulate a school-level leadership platform grounded in ethical standards and practices, and analyze leadership decisions in terms of established ethical practices.	**0 – 6.9 points** Candidate fails to address ethical behaviors or practices.
Observation tool **5%**	**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 **10%**	**9 - 10 points** Specific, developed ideas and evidence from theory, research	**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.

	and/or literature are used to support conclusions.			
Mechanics **5%**	**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.