**GEORGE MASON UNIVERSITY**
**COLLEGE OF EDUCATION and HUMAN DEVELOPMENT**
**Education Leadership Program**

EDLE 618, Section 603, Supervision and Evaluation of Instruction
3 Credits, Fall 2021
Mondays 4:45 – 7:45 p.m., September 13-December 13, 2021
Class format:  ¾ Virtual, ¼ at Rocky Run Elementary School in Stafford, Virginia


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| **Faculty Name:** | Scott R. Kizner Ph.D. |
| **Office Hours:** | By appointment |
| **Office Location:** | Online |
| **Cell Phone:** | (540) 705-6977 |
| **Email Address:** | skizner@gmu.edu |

**Prerequisite(s)/Corequisites:** EDLE 620, EDLE 690, and EDLE 791

**University Catalogue 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.

**Course Overview**
This course provides a theoretical and practical application of current issues that confront school leaders in their efforts to provide effective leadership and supervision of school staff. Course participants will engage in discussion about educational trends and best practices that lead to high performing schools characterized by strong systems of accountability, communication, and collaboration.

**Course Delivery Method**
This course will be delivered in a hybrid format with face-to-face, synchronous and asynchoous delivery format via the Blackboard learning management system (LMS) housed in the MyMason portal. Students are expected to attend synchronous/onsite classes on Mondays from 4:45 – 7:45 p.m., as scheduled (see below for dates). You will log in to the Blackboard (Bb) course site using your Mason email and password. The course site will be available before September 13, 2021.

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.

**Technology 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. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts (i.e., Gmail, Yahoo, work email, etc.).  Any announcements regarding the course will be sent to your GMU account.   I will respond to emails within 48 hours, excluding weekends.
- 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.
- **Video/Screencasting Tools**:  You may use Kasturi, Jing, or Camtasia to record any assignments that may utilize videos.
- **Group Work:**  You may use **Google Docs or any other platform** to complete any group assignments. Blackboard Discussion Boards will be used for various learning activities throughout the semester.
- 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/

**Learner 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 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.

**Professional Standards**

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.

**National Standards and Virginia Competencies**

NELP Standards

NELP 1.2      Candidates understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

NELP 2.1      Candidate understands and demonstrates the capacity to reflect on, communicate about, and cultivate professional dispositions and norm (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school culture.

NELP 4.1      Candidates understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

NELP 4.2      Candidates understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educator professional, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

NELP 4.3      Candidate understand and can demonstrate the capacity to design, implement and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

NELP 4.4      Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

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

### *Required Texts*
Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (2018). *Supervision and instructional leadership: A developmental approach* (10th edition). Boston, MA: Allyn and Bacon.

**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 expected that all students will have access to standard word processing software that can be read by Microsoft Office 2010.

### **Course Performance and Evaluation Criteria**

*Attendance*
Students are expected to attend every synchronous and on-site 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 (but respectfully) challenging others' assumptions during class discussions; specifically citing and using previously learned materials; and initiating discussion and student-to-student interaction.

**Small Group Discussion Activity (20 points)**
Students will work in small groups to plan and lead a discussion on topics that relate to the themes addressed in class. A list of available topics is posted below and will be reviewed at the first class meeting. Students may use the Glickman text or other approved research articles to provide background information as they prepare for this assignment. However, these texts 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. Most of the time should be devoted to guided small group activities in which everyone actively participates.

*List of Topics*

"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.

"Delivering and Receiving Feedback"
Students will provide opportunities for classmates to learn about the characteristics of high-quality feedback delivery and how to receive feedback productively. As a result, classmates should be able to identify the characteristics of effective feedback delivery and receipt.

"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 Marshall's work on walkthroughs, as well as others 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.

"Addressing Diversity"
Students will share authentic ways in which their divisions/ schools address student and teacher diversity. Emphasis should be placed on how teacher supervision/ evaluation addresses, or should address, diversity.

"Design of Teacher Supervision/ Evaluation in Local Contexts"
The group presenting this topic must include representation from all divisions. While the Clinical Supervision Project includes a discussion of the *practice* of teacher supervision/ evaluation in local schools, this presentation focuses on what *should* occur. This presentation must reference state *and* division *and* school policies/ regulations. Differences among divisions, if they exist, should be discussed. Students must discuss the extent to which policies/ regulations allow school administrators discretion over teacher supervision/ evaluation.

## VIA PERFORMANCE BASED ASSESSMENT SUBMISSION REQUIREMENT
Every student registered for any EDLE course with a requirement performance-based assessment is required to submit these assessments: 1.) The Professional Development Project and 2.) the Clinical Supervision Project to VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the VIA submission, the IN will convert to F nine weeks into the following semester.


**Written Assignment #1:  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 11:59 p.m. on October 18th** and may not exceed 12 double-spaced pages. Evidence, figures, and data do not contribute towards page total.*

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.)

### Written Assignment #2: The Clinical Supervision Project (30 points)

Explain the clinical supervision process to your principal and solicit advice as to who might be observed for 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 OR VIRTUAL 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 a formative (as opposed to summative) evaluation model is being employed in your school.

- Clinical supervision project is **due 11:59 p.m. on November 29** and may not exceed 12 double-spaced pages. Figures, data, and evidence do not contribute to the total.

- 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.

GRADING SCALE:

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| A+ | = | 100 |
| A | = | 95-99 |
| A- | = | 90-94 |
| B+ | = | 87-89 |
| B | = | 83-86 |
| B- | = | 80-82 |
| C | = | 75-79 |
| F | = | 0-74 |

## Course Policies
ALL ASSIGNMENTS must be submitted electronically through Blackboard unless stated otherwise.

LATE WORK: Assignments are due by 11:59 p.m. on the dates listed on the syllabus.  The acceptance of late work will be determined on a case by case basis. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

FEEDBACK: Rewrites of graded work will not be possible in EDLE 618.

COMMUNICATING WITH INSTRUCTOR:  Feel free to discuss any/all concerns about the class with me. It is unlikely I will respond to email over the weekend. I typically check email twice daily.

## 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 https://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 George Mason University Disability Services.  Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

*Campus Resources*

- Support for submission of assignments to TK20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20.  Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- **For information on student support resources on campus, see** https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

*Plagiarism:*
- 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. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do

paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)

- Plagiarism and the Honor Code: George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism http://www.gmu.edu/facstaff/handbook/aD.html). 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.

- 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.

- 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 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. That means, we each have the

**Class Schedule** (May be adjusted depending on course direction)

Meeting formats are synchronous (=S) or asynchronous (=A) or On-site (OS)

| Meeting Format | Date | Topics | Readings, etc. Read before class. |
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| S | Sept 13 | <ul><li>Introductions</li><li>Course Overview</li><li>The Importance of Evaluation and Supervision</li><li>Adult Learning Theories</li><li>Instructional Frameworks</li></ul> | Glickman: Chapter 1, read closely. Ch 2, skim. Ch 3, skim. Ch 4, read closely. |
| Meeting Format | Date | Topics | Readings, etc. Read before class. |

| Meeting Format | Date | Topics | Readings, etc. |
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| S | Sept 20 | • Introduction of Professional Development Project<br>• Needs Assessment<br>• Planning for Improvement<br>• Implementing Improvement Efforts<br>• Evaluating Improvement Efforts | Glickman:<br>Ch 13, skim up to "Instructional Improvement within the Organization," then read closely.<br>Ch 14, read closely. |
| OS | Sept 27 | • Direct Assistance<br>  ○ Peer Coaching<br>  ○ Mentoring<br>• Professional Development<br>• PDSA | Glickman:<br>Ch 15, begin with *Peer Coaching* and read closely.<br><br>Ch 18, read closely.<br><br>Evolution of Peer Coaching |
| S | Oct 4 | • PD Project Paper<br>• Reflecting on Online Activities<br>  ○ Stages of Professional Development<br>  ○ Evaluating Professional Development<br>• Teacher-Led Strategies for Instructional Improvement<br>• Study Groups/ PLCs | *Come to class with ideas of how you will Assess PD Needs*<br><br>Study Groups Foster Schoolwide Learning<br><br>Teacher research leads to learning, action<br><br>What is an authentic professional learning community? |
| A | Oct 11 | • Observation Techniques<br>• Video Recorded Observation<br>• Five Phases of Clinical Supervision | Glickman:<br>Chapter 12, read closely. |
| S | Oct 18 | • Discussion of Small Group Presentations<br>• Workshop | Review of Glickman, Chapter 12 |
| **PD Project Paper Due Oct 18 before 11:59 p.m.** | | | |
| OS | Oct 25 | • Discussion of online assignments<br>• Discussion of Clinical Supervision Project | *Schedule a peer observation.* |
| S | Nov 1 | • Pre- and Post-Observation<br>• Providing Effective Feedback/ "Supervisory Behaviors"<br>• Developmental Supervision | Glickman:<br>Ch 6, read closely through *Outcomes of Conference*, then skip rest of chapter.<br>Ch 7, 8 read each closely. |
| **Meeting Format** | **Date** | **Topics** | **Readings, etc.**<br>Read before class. |

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| A | Nov 8 | • Pre- and Post-Observation<br>• Providing Effective Feedback/ "Supervisory Behaviors"<br>• Developmental Supervision | Glickman Ch 9. 10 read each closely |
| S | Nov 15 | • Group Development*<br>• Data Informed Decision-Making*<br>• Walkthroughs/ Mini-Observations* | |
| OS | Nov 22 | • Addressing Diversity*<br>• Design of Teacher Evaluation in VA/ Division/ Local Context* | |
| S | Nov 29 | • Hot Instructional Topics | *Readings will be distributed* |
| **Clinical Supervision Paper Due November 29 before 11:59 p.m.** | | | |
| OS | Dec 6 | Discussion on Clinical Supervision Papers | |
| S | Dec 13 | Review and Closure | |

| Small Group Discussion Leader Activity | exceeds expectations-4 | meets expectations-3 | approaches expectations-2 | below expectations-1 | Score/Level |
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| 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 & submitted list of references (15%) | See meets expectations ...and referred to during the discussion, providing user-friendly connections for classmates | A wide variety of outside. relevant resources are used... and Reference list is submitted at time of discussion | Overemphasis on the text... and/or references are incomplete with errors and/or omissions | No demonstration of out-of-text sources...and/or references not submitted at time of discussion | |

**EDLE 618 Clinical Supervision Project Rubric**

| Levels/Criteria | Exceeds Expectations 4 | Meets Expectations 3 | Approaches Expectations 2 | Below Expectations 1 |
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| **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%)**<br><br>**NELP 4.1** 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 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%)**<br><br>**NELP 4.3** 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%)** **NELP 4.4** 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. |

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| **Analysis and Interpretation (10%)**<br><br>**NELP 4.4** Candidates demonstrate that they understand and can ensure that teacher and organizational time focuses on supporting high quality school instruction and student learning. | Candidate provides evidence of a superior ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning; use of instructional time is addressed through comprehensive analysis of data collected using charts, graphs or tables | Candidate provides evidence of an adequate ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning; use of instructional time is addressed using observation data. | Candidate provides evidence of some ability to ensure teacher and organizational time focuses on supporting high quality school instruction and student learning.  - | Candidate does not provide evidence or demonstrates an inability to ensure teacher and organizational time focuses on supporting high quality school instruction and student learning. |
| **Post Observation Conference (10%)**<br><br>**NELP 4.2** 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%)**<br><br>**NELP 4.2** 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. |

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| **Integrity and Fairness (10%)**<br><br>**NELP 2.1**<br>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%)**<br><br>**NELP 2.3**<br>Candidates demonstrate that they understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior | Candidate provides evidence of a superior ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school. | Candidate provides evidence of an adequate ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school. | Candidate provides evidence of some ability to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his/her role within the school. | Candidate does not provide evidence or demonstrates an inability to model principles of self-awareness reflective practice, transparency, and ethical behavior as related to his/her role within the school. |
| **Observation tool (5%)** | The actual observation tool (as completed) is provided and described, and its selection is described and defended. | The observation tool is provided and described. | The observation tool is included but is not described or defended. | The observation tool is not provided as required. |
| **Support (10%)**<br><br>**NELP 4.1** | Specific, developed ideas and evidence from theory, research and/or literature are used to support conclusions. | Supporting theory or research is present but is lacking in specificity. | Some evidence of supporting ideas is presented, but it is superficial and general in nature. | Few to no solid supports are provided. |
| **Mechanics (5%)** | The assignment is completed without errors. | The assignment is nearly error-free which reflects clear understanding and thorough proofreading. | Occasional errors in grammar and punctuation are present. | Frequent errors in spelling, grammar, and punctuation are present. |

## EDLE 618 Professional Development 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%)<br><br>NELP 4.2 | 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%)<br><br>**NELP 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%)<br><br>**NELP 1.2** 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%)<br><br>**NELP 4.1 and 4.2**<br><br>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. | The proposal addresses all 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. |

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| **Connections to Technology (10%)**<br><br>**NELP 4.4**<br><br>Candidates demonstrate skills in using technologies for improved classroom instruction, student achievement and continuous school improvement. | The proposal clearly demonstrates candidate's ability to understand and use technologies for improved classroom instruction, student achievement and continuous school improvement. | The proposal demonstrates some understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement. | The proposal demonstrates limited understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement. | Use of technologies is not addressed in the proposal. |
| **Effective Use of Time (15%)**<br><br>**NELP 4.3 and 4.4**<br>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%)**<br><br>**NELP 4.1 and 4.2**<br>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. |

**Class Participation Rubric**

|  | 4<br>Exceeds Expectations | 3<br>Meets Expectations | 2<br>Approaches Expectations | 1<br>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 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 |