GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM

EDLE 618 Section 601, Spring 2012
Supervision and Evaluation of Instruction

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Schedule Information

Location: Holmes Middle School, Room F4

Meeting times: Thursdays; 5:00pm – 8:00pm

Course Description: EDLE 618 Supervision and Evaluation of Instruction

This course will provide a theoretical and practical overview of the supervision and evaluation of instruction. It introduces supervision and inquiry into current issues, and best practices in supervision. We will use practical, interactive exercises to develop skills in the clinical process and developmental approach to supervision.

Nature of Course Delivery

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

General Goals

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

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
   a. Start and end on time;
   b. Maintain (flexibly) a written agenda reflecting objectives for each class;
   c. Agree to disagree respectfully during class discussions;
   d. Strive to be open to new ideas and perspectives; and
   e. Listen actively to one another.

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

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

National Standards and Virginia Competencies

This course addresses the following **ELCC Standards**:
   ELCC Standards:
   2.2.a- Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
   2.2.b- Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
   2.2.c- Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide the staff the assistance needed for improvement.
   2.3.a- Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
   2.4.a- Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs

2.4.b- Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

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

Relationship of EDLE 618 to the Internship (EDLE 791)

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.

Course Objectives

Required Reading

Glickman, C.D., Gordon, S.P. and Ross-Gordon, J.M. (2010). *Supervision and instructional leadership: A developmental approach* (8th edition), Boston, Ma: Allyn and Bacon

Videos Utilized in Class

Another Set of Eyes-Techniques for Classroom Observation (1989 & 2005), ASCD Supervision Series

Principals- Leaders and Learners- Demand content and instruction that ensure student achievement. (2005) National Association of Elementary School Principals leadership series

Supervision in Practice (2000) featuring Susan Sullivan and Jeffrey Glanz, Corwin Press

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

All students are required to use http://www.taskstream.com as a part of this course. This is an Internet site in which I will post vital information for the course. Samples of student work will be archived on this site for purposes of course, program and college assessment.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Consistent with expectations of a master's level course in the Education Leadership program, grading is based on student performance on written assignments, as well as on participation in various class activities. The assignments constructed for this course reflect a mix of skills associated with the application of leadership and organizational theory to educational contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings;
2. Original thinking and persuasiveness;
3. Organization and writing—a clear, concise, and well-organized paper will earn a better grade.

Students' grades are based on their proficiency with respect to the student outcomes for the course. Below are the basic percentages for the various kinds of work required for the class, but students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing course work, not the level of effort you put into it. The overall weights of the various performances are as follows:

Class participation—20 points

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. More than one absence will result in a reduction in participation points. Arriving at class late or leaving from class early may result in the loss of points.

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

<u>Written assignments—80 points</u>

Assignment #1: The Clinical Supervision Project (40 points)

Students will explain the clinical supervision process to their school principal, and solicit advice as to who might be observed for the purpose of this assignment. Using the overview described in the text, and the discussion, roleplays and video observations conducted during class, students will apply the five phase model in an authentic classroom setting. A written report will complete this project, consisting of the following components:

1) Context---How was the teacher selected? Describe his/her level of expertise, commitment and development, per discussion in class.

2) Description of the 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

  b-Phase 2---Describe the classroom 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 (ies) that you selected.

  c-Phase 3—Describe the data that you collected and specifically discuss the trends and patterns that were revealed ("analysis"). Then 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—Apply the supervisory style that you selected, and specifically discuss your interactions with your classroom teacher. You do not need to include a plan for improvement in your phase 4 writeup.

  e-Phase 5---Conduct the critique, specifically requesting teacher input as to how the previous four phases of the clinical process might be improved.

3) Comparison of the clinical model with the actual practice at your school---Compare and contrast the five phases of the clinical model with the observation model utilized in your school. Be specific as you review the five clinical phases---for example, in phase 1, is there a pre-observation conference in your school? Provide sufficient detail and reach a conclusion as to whether or not a formative (as opposed to summative) evaluation model is being employed in your school.

NOTE: This clinical supervision project is due no later than Mar 1st, and may not exceed ten (10) double-spaced pages. You must include in an appendix a copy of the actual observation tools (for example, the categorical frequency chart, or the performance indicator checklist) that you selected and used for your observation. THE ACTUAL TOOL MUST BE SCANNED—NOT AN AFTER-THE-FACT SUMMARY OF WHAT YOU DID!!!

If you can defend the use of an open-ended narrative (global scan) tool and decide to use it, you must also include **one additional observation tool** for your project!

Assignment #2: The Professional Development Project (30 points)

Students will complete a professional development proposal, focusing on the essential elements of a pd plan. This proposal should be authentic in nature, providing your school with a research-based approach to providing growth opportunities for professional staff. Students will solicit buy-in from school leaders as they consider topics and options for this proposal.

There will be 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, determine and defend your selection and use of no fewer than two "ways of assessing need." Describe the assessments that you selected and your method of collecting data. Then identify patterns and trends ("analysis"), and reach conclusions as to what they mean ("interpretations"). Specifically connect your data-informed trends and interpretations to the professional development proposal that you develop in component 3 below. NOTE: During this component of this project, you will be engaged in assessing need. (authentic in which you are taking the lead, as opposed to describing how others in your school may have addressed need for a previous or current pd activity)
3) Prepare a professional development proposal that includes the 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 research-based traits of effective professional development. For maximum credit under this component in the rubric, you should also discuss and connect the three phases of professional development (orientation, integration, and refinement) with your proposed professional development plan.

NOTE: This professional development project 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).

Reading Response (10 points)

At least one reading response is due throughout the course. Students will decide which week's reading assignment they want to respond to at the beginning of the course. Responses must be 2-4 pages, and should serve the following purposes:
1. Capture the reader's ability to synthesize and evaluate the content of the reading assignment.
2. Record explicit connections between readings and class discussions, illustrating how the readings relate to the class material.
3. Demonstrate the readers' ability to apply the reading to current context.

Students will turn responses into Taskstream *prior* to the class in which the reading is due. No late entries will be accepted. Students should be prepared to use responses to lead discussion in the class in which the reading assignment is due.

Electronic Discussion (20% of class participation grade)

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

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

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

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

For taskstream electronic discussions, you may introduce comments in one of two ways: 1) "create new topic"---when you are the first person to introduce a general idea or theme and 2) "post new reply"--- when you are adding to and/or building on others' comments. Use this option when you are asking a classmate to clarify or expand on something that he/she stated.

The pre-assigned groups will have the opportunity to discuss and determine the best time frame (within certain parameters provided by the instructor) within which they will be actively participating in the discussion. Once a decision is made and reported to the instructor, it will be expected that each member participates in and contributes to the discussion. Each student will be expected to initiate new discussion by occasionally "creating a new topic." It is expected that multiple comments by each student be posted within each of the three forums noted above. However, the nature of the comment is

much more important than the frequency in which postings occur. Added value will be placed on comments that challenge others' assumptions and the status quo. Students should be able to defend their own comments, and be ready to reply to suggestions from classmates.

Grading scale:

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

George Mason University Policies and Resources for Students

a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

b. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].

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

d. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].

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

f. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work

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

Weekly Schedule (subject to change)

Session	Topics	Assignment Due
1 – 1/19	Topic: **Supervision of Instruction** • Introduction & Class Description/ Expectations • Why "Instructional Leadership"?	Watch Darling-Hammond Video http://fora.tv/2010/08/02/Linda_Darling-Hammond_The_Flat_World_and_Education
2 – 1/26	Topic: **Adult Learning & Knowledge** • Overall Framework for Supervision • Adult Learning Theory • What counts as quality instruction? • "Knowledge" as a prerequisite	Ch. 1-3 Choose one (1) article from Taskstream site (Resources – 1/26 articles)
3 – 2/2	Topic: **Effective Schools = Good Schools?** • "Another set of eyes" video—learn several observation methods • The five phases of clinical supervision in detail • Role play Phase 1- the pre-observation conference	Ch 4&5 and pps 288-293 <u>Choose one:</u> Johnson, et. al (2011) Or Stodolsky & Grossman (2000)
4 – 2/9	Topic: **Classroom observation – Why When, and How?** • Observing classrooms and collecting data (phase 2) • The "Big Six" observation methodologies • Your homework templates – compare and contrast	Ch. 6, 7, 14 from Gtext Bring 2 copies of your school's **observation & evaluation** templates to class
5- 2/16	Topic: **Making sense of classroom observations** • Understanding quantitative and qualitative data collection • Analysis and Interpretation (phase 3) • Walkthrough Observations • The text case studies	Chapters from Fink & Markholt (2011)

6 – 2/23	Topic: **Applying the four supervisory styles** • Activities: The post-observation conference and critique (phases 4&5) • Supervisory style role plays • Value-Added Measures	Ch. 8-11 Harris (2010) Watch http://varc.wceruw.org/tutorials/Oak/index.htm
7 – 3/1	Topic: **Better supervision for improved student learning** • Teacher profiles discussion -- using homework • Assessing culturally responsive instruction • Review requirements for clinical supervision project	Ch. 12 Ullman & Hesch (2011)
8 -3/8	Topic: **Learning and using your technical skills** • Discussion about your pd project & electronic posts • Western High School & multiple choice SLLA prep practice activity • "Ways of Assessing Need" • Three guiding principles when using data to inform decisions • Data informed decision making in today's schools	**Clinical Supervision Project Due** (Written Assignment #1) Ch 13 (emphasis on p 206-217)
9 – 3/15	Topic: **Developing Professionals** • NBPTS as pd exercise • Traits/characteristics for effective professional development • Coaching as Professional Development	Ch. 18 Rinke & Valli (2010)
10- 3/22	Topic: **Assisting teachers – individually and in groups** • Task, person and dysfunctional roles • Dealing with dysfunctional team players • Professional Learning Communities	Ch 16 & 17 Dickar (2008) 10/13 – 10/25: Electronic Discussion via Taskstream
11 – 3/29	Topic: **Current supervisory and evaluative practices Formative and Summative evaluation** • Using the Virginia prototypes for evaluation • Developing an action/improvement plan for teachers • Debrief the electronic discussion	Ch 15 Jacob (2011)
12 – 4/5	Spring Break	
13 – 4/12	Topic: **Action Research & the cultural tasks for supervisors** • Action Research vs traditional research • Glickman's three cultural tasks • Connecting change theory (from EDLE 620)	Ch 20-23 Wing Sue et. al. (2007)

14 – 4/19	Topic: **Final Class Activity** Professional Development Project Due	PD Project Due

EDLE 618 Class Participation

Levels/Criteria	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectatio
Attendance(20%)	Exemplary attendance (no absences, tardies or early dismissals)	Perfect attendance with one or two tardies or early dismissals	Occasional absences and/or tardies (1-2)	Frequent absences and/or tardies (3 or more)
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 ideas or class topics	Rarely interacts with instructor or classmates in an appropriate manner
Effort (20%)	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 in group work.	Actively avoids involvement when possible. Complains about others and uses excuses to explain deficiencies
Demonstration that student is prepared for class (20%)	(see meets expectations)... And is prepared to initiate class discussion in each and every class	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion	Demonstrates readiness periodically	Is unable to demonstrate readiness for class through readings, other homework or by relating to previous discussion
Electronic discussion (20%)	Actively participates in a timely manner to elec discussion, responding to others and initiating new ideas	Participates in elec discussion, responding to others comments and questions	Engages with others without demonstrating commitment to helping group and individuals to	Does not participate actively in the elec discussion---few entries with little thought

Levels/Criteria	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectatio
			respond to posted forums	

Reading Responses Rubric

Levels/Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Synthesizes and evaluates the content of the reading assignment	Response captures the central purpose(s) of the readings and articulates the purpose(s) skillfully, demonstrating a careful and reflective read. The response offers an evaluation of the quality, relevance, or significance of the readings.	Response captures the central purpose of the readings and offers an evaluation.	Response captures a portion of the purpose of the reading, leaving concerns as to how the material is being interpreted by the reader.	The response offers a discussion of the material that illustrates a significant misreading of the material.
Records connections between readings and class discussions, illustrating how the readings relate to the class material.	Response draws significant and useful connections between assigned readings, previous readings, and/or class discussions, offering a rich discussion that pushes the class material.	Response draws justifiable connections between assigned readings, previous readings, and/or class discussions.	Response draws limited connections between assigned readings, previous readings, and/or class discussions that tend to be superficial or cursory.	The response offers a discussion of the material that illustrates a significant misreading of the material or connections are not explicit and difficult to locate.
Applies the reading to current context.	Response applies the reading to a specific context, demonstrating the extent to which the material is relevant. Application propels the discussion by aptly demonstrating reader's interpretation of the material.	Response applies the reading to a specific context, demonstrating reader's interpretation of the material.	Response attempts to apply the reading to a context. Application might be lack consistency.	Response does not offer an explicit application of material.
Writing and Mechanics	Writing is engaging,	Writing is clear and	Writing has significant	Frequent errors make

Levels/Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
	well organized, and contains no errors that distract readers. Response is between 2-4 pages and follows APA guidelines (Times New Roman, and double spaced).	almost error-free. Response is between 2-4 pages.	errors that indicate a lack of proof-reading. Response misses the page or formatting requirements.	reading difficult. Significant problems in the writing are a barrier to understanding the writer's ideas.

EDLE 618 Clinical Supervision Project

Levels/Criteria	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations
Introduction; selection of teacher and rationale (15%)	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
Summary of phase one (pre-observation) of the clinical process (8%) ELCC 1.2.b	Summary addresses the pre-observation conference and clearly describes the application of the required elements The supervisory style is described in detail, as are the interactions between supervisor and teacher.	Summary addresses the phase one pre-observation conference...but is lacking in detail.	Summary omits or fails to adequately address one or two of required elements.	Summary omits or fails to adequately address three or more required elements.
Summary of phase two (observation) of the clinical process (8%) ELCC 2.2.b	Summary describes the observation, the method, tool selected and used, and any unanticipated issues that were addressed by the observer. The total time spent for observation in the classroom is included.	Summary adequately addresses the phase two observation... but is lacking detail and explanation.	Summary fails to adequately address phase two, omitting essential information (time, tool, issues)	Summary omits or fails to adequately address any of the elements of a phase two observation.
Summary of phase three (A&I) of the clinical process (8%) ELCC	Summary includes the required elements, with appropriate attention placed on both analysis and interpretation. The	Summary provides appropriate attention to phase three, but is lacking in detail.	Summary omits or fails to address one of the three required elements.	Summary omits or fails to address two or more of the three required elements.

Levels/Criteria	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations
2.2.c	determination of supervisory style, if not previously discussed, is addressed. The analysis component includes charts, tables and/or graphs to display results.			
Summary of phase four (post-observ conf) of the clinical process (8%) ELCC 2.3.a	Summary describes in detail the supervisory style and interactions between supervisor and teacher. Specific examples are included of teacher and observer comments and/or reactions.	Summary provides appropriate attention to phase four, but is lacking in detail.	Summary is incomplete, failing to capture the interactions between observer and teacher.	Summary fails to address the supervisory style utilized, and omits description of the observation.
Summary of phase five (critique) of the clinical process (8%)	Summary describes in detail the critique of the previous four phases. Teacher reaction and comments are clearly described.	Summary describes the critique, but without detail.	Summary is incomplete, lacking in detail and without reference to teacher comments and reactions.	The critique is omitted, or is completed as a self analysis (without teacher feedback).
Comparison of the clinical process with local school system's process (30%)	Comparison is thorough and provides detail regarding the practices used in the local system. Each of the five clinical phases is addressed (compared and contrasted).	Comparison includes some description contrasting the five clinical phases with local practice.	Comparison does not adequately contrast local school process with clinical supervision---phase by phase review is incomplete	Comparison is omitted or is superficial
Observation tool (10%)	The actual observation tool (as completed) is provided and described, and its selection is described and defended	Tool for observation is provided and described	Tool is included but is not described or defended.	Tool is not provided as required
Mechanics (5%)	Completed without errors	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional errors in grammar and punctuation	Frequent errors in spelling, grammar and punctuation

EDLE 618 Professional Development Project

Levels/Criteria	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1
Introduction; provides context related to school and stakeholders (10%)	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 (20%) ELCC 2.2.a	Needs assessment described in detail, with rationale provided for its selection. Description includes the type of assessment, its application, and any challenges/issues that occurred.	Needs assessment administered and described	Evidence provided that needs assessment was administered, with superficial description	No evidence of a needs assessment being used
Analysis and interpretation of data (20%)	Data collected and clearly analyzed, identifying trends and patterns that are described and connected to the pd proposal	Data collected and clearly analyzed, identifying trends and patterns	Data collected but analysis is inadequate	Data not collected or analyzed
The professional development proposal (25%) ELCC 2.4 b	Proposal addresses all of the essential elements in powerful detail	Proposal clearly describes the essential elements	Proposal is inadequate, failing to address several of the essential elements	Proposal not submitted with paper, or submitted without any of the essential elements
Connections to best	Connections to research	Connections to	Connections to	No attempt is

Levels/Criteria	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1
practices and research (20%) ELCC 2.4.a	and best practice are clearly stated and described, including reference to the phases of professional development, as well as the research-based traits of effective pd	research and best practice are clearly stated and described.	research are unclear and/or superficial	made to state and describe evidence of connections with research.
Mechanics (5%)	Completed without error	A few minor errors, not detracting from the proposal	Errors in grammar, construction and spelling detract from the proposal	Frequent errors in grammar, construction and spelling