

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program**

**EDLE 618, DL-1 Fall 2015 Semester
Supervision and Evaluation of Instruction**

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Course Description

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

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

Prerequisite(s): EDLE 620 or EDSE 743; EDLE 690, and EDLE 791

Course Delivery

This course will be delivered using asynchronous format via the Blackboard learning management system (LMS) housed in the My Mason portal. Log in to Blackboard using your Mason e-mail name and password. The course site will be available on August 24, 2015, one week prior to the start of the course.

Course Objectives

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.

Student Outcomes

1. Demonstrate the ability to identify and define effective instructional practices.

Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

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.

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.

National Standards and Virginia Competencies

ELCC Standards:

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

Virginia Department of Education Competencies:

- A.1- Knowledge and understanding of student growth and development, including applied learning and motivational theories
- A.3- Knowledge and understanding of student growth and development, including principles of effective instruction, measurement, evaluation and assessment strategies
- A.5- Knowledge and understanding of student growth and development, including the role of technology in promoting student learning

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

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

Course Materials

Required Readings

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

Recommended:

Marshall, Kim (2009). Rethinking Teacher Supervision and Evaluation. San Francisco: Jossey-Bass.

Reference only

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.

Myung, Jeannie and Martinez, Krissia (2013). Strategies for Enhancing the Impact of Post-Observation Feedback for Teachers. San Francisco, CA: Carnegie Foundation for the Advancement of Teaching.

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 and in e-reserves.

Nature of Course Delivery

Through readings, discussion, group exercises, case studies, analysis of classroom videos and other presentations, students will learn the theory, practice and impact of effective supervision on teaching and learning. Each class will include a variety of activities and exercises. Out-of-class work will rely on the use of Blackboard and other web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that enable students to participate actively in the development of their knowledge and skills. To promote an atmosphere that allows us to accomplish this, we will:
 - a. support our points of view with evidence;
 - b. strive to be open to new ideas and perspectives; and
 - c. actively listen to one another.
2. Student work will reflect what is expected from scholars. Students are expected to:
 - a. write papers that are well researched, proofread, submitted in a timely fashion, and consistent with APA guidelines;
 - b. participate actively in online 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 climate that approximates what we know about learning organizations. Therefore, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - a. Complete all assignments prior to and during each class;
 - b. demonstrate appropriate respect for one another;
 - c. voice concerns and opinions about class process openly;
 - d. recognize and celebrate each other's ideas and accomplishments; and
 - e. show an awareness of each other's needs.

Technology Requirements

The course will be delivered through Mason's Blackboard platform. The following resources are needed:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to your GMU email and Blackboard, as these are the official methods of communication for this course.
- 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 the course requirements.
- A headset microphone for use with the Blackboard Collaborate web conferencing tool is recommended

The Adobe Acrobat Reader: <http://getadobe.com/reader> plug-in will be needed, and is available for free downloading by clicking on the link.

Other Technology Reminders:

Bb Collaborate: You may be asked to communicate with your colleagues and instructor using Bb Collaborate for some group collaborate sessions and the instructor's virtual office hours. We may also use **Skype** as a video communication platform.

Email: *All candidates are required to activate and monitor their GMU e-mail accounts. It is strongly recommend that you **not** forward your Mason e-mail to a different account because attachments may be lost. It is best to check e-mail directly from your Mason account daily.*

Per university policy in compliance with federal law, I will only communicate with candidates 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 24 hours, excluding weekends.

Course Requirements, Performance-based Assessment and Evaluation Criteria

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 or 30%)

Students are expected to participate actively in class discussions and group activities, and to serve as critical friends to other colleagues. The participation rubric is available in Blackboard, with participation points awarded for activities that are part of each unit.

Orientation and Syllabus Quiz (10 points)

Unit 1 (50 points)

- Individual Reflections, Small Group Blog, Group Exercises

Unit 2 (50 points)

- Individual Reflections, Small Group Blog, Group Exercises

Unit 3 (40 points)

- Individual Reflections, Small Group Blog, Group Exercises

Written Assignments (275 points or 55%)

Two major performance-based assignments will be completed during this semester—the Clinical Supervision Project (150 points) and the Professional Development Project (125 points). These assignments are designed for you to apply the knowledge of supervision of instruction in an authentic setting.

Research Paper with Class Presentation (75 points or 15%)

The research paper is designed to allow small groups of students to investigate more deeply course topics and share this information with the class.

DETERMINATION OF COURSE GRADE:

Clinical Supervision Project (150 points)
Professional Development Project (125 points)
Individual or Group Research Presentation (75 points)
Class Participation (150 points)

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

Note: All written assignments (Clinical Supervision Project, Professional Development Project, Research Paper and Class Presentation) must be submitted via Blackboard by 11:59 p.m. on the due date. 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. There are no extra credit assignments in this course. A grade of incomplete will not be assigned unless there are unusual circumstances approved by the instructor prior to the end of the course semester.

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit these assessments, [Clinical Supervision Project and Professional Development Project] to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Other On-Line Course Expectations:

Course Week: Because online courses do not have a “fixed” meeting day, our week will *start on Wednesday and finish on Tuesday*.

Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 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 are expected to seek assistance if they are struggling with technical components of the course.

Technical Issues: Students should expect that they will experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Expect to log in to this course a *minimum of twice per week* to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced.

Specific Deadlines: Due dates are listed in the **CLASS SCHEDULE** section of this syllabus. You are expected to keep track of the weekly course schedule of topics, readings, activities and assignments and when they are due.

Advising: If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

Netiquette: Our goal is to be *collaborative*, not combative. Experience shows that it is very easy to misconstrue comments and tone online. It is recommended that you always read then re-read your responses carefully before you post. *Be positive in your approach to others and diplomatic with in your word choice*. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Assignment #1: Research Paper and Class Presentation (75 points)

Due Prior to Class Week 8

In your assigned group, you are to research the topic you selected that relates to one of the themes from this course. The group's group paper must be posted to Blackboard, along with a presentation of your findings to be reviewed by the class. The presentation should provide an opportunity for members of the class to engage in an online discussion of the topic.

The Glickman text can be used to provide background information on your topic; however, a bibliography that includes external resources (books, professional journals, official school records and documents, interviews with school leaders, or other resources) must be used to inform the project and presentation.

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

List of Topics---fall 2015

Classroom Walkthroughs and Mini-Observations – Due to supervisor time limitations, mini-observations and other brief classroom visits are now used widely to provide supervision. These “classroom walkthroughs” have different philosophical orientations, and can be either formative or summative. For your project and class discussion, you should focus in depth on just one of these “walkthrough techniques.”

Co-Teaching – As one method for providing direct assistance to teachers, co-teaching involves planning, teaching and evaluating a lesson together with a peer or supervisor. Models of co-teaching currently in use in special education and English Learner instruction may be useful in presenting and discussing the usefulness of this technique for supervision of teachers.

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

Frameworks for Effective Teaching – Your paper should contain an overview of one of the commonly used frameworks for effective teaching (other than Danielson's framework). Citing the relevant literature in the field (e.g. Saphier, Stronge, Marzano, Resnick) and state or district models, your paper should address the

framework and its current usage. Your project should identify the behaviors an observer should “look for” when supervising and evaluating staff. Group projects may provide opportunities for the class to engage in identifying and the behaviors of teachers in a simulated (video observation) setting.

Peer Coaching - Students will identify the benefits and pitfalls of peer coaching as a supplemental technique for improving classroom instruction, including current research regarding effective characteristics with an eye to how and when peer coaching should be implemented in schools. One approach to this topic might be examining practices for integrating peer coaching as part of a professional learning community.

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

Assignment #1: Research Paper and Class Presentation (75 points)

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1
Extent of engagement by class in the presentation (25%)	Discussion was meaningful and relevant to the topic, with a majority of the class asking pertinent questions or initiating meaningful discussion	A majority of the class participated in the discussion in a relevant manner.	Although there were few comments and discussion threads, the comments that were made were appropriate and to the topic.	The activity generated little interest or discussion, with no thought-provoking questions or comments.
Content (50%)	The paper maintained a focus on major themes of the topic.	Major themes were addressed, but some themes contained limited information.	The major themes are only partially addressed, or there are significant omissions of content.	The paper focused on some aspects of the topic, but major areas were not addressed.
Use of outside resources & submitted list of references (25%)	Meets expectations + Meaningful outside resources referred to during in both the paper and the follow up activity, with user-friendly connections for classmates	A wide variety of relevant outside resources were used, with reference list submitted on time and available to the class.	Overemphasis on the text and/or references are incomplete with errors and/or omissions .	Only the text was used, and/or references not submitted at time of discussion.

Assignment #2---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, discussion, and video observations conducted during class, students will apply the five phase model in an authentic classroom setting.

A written report will complete this project, consisting of the following components:

- 1) *Context*—Describe how the teacher was selected, their developmental level, expertise, and commitment.
- 2) *Five Phases of Clinical Supervision*—Describe and defend the supervisory style that you selected and utilized.
 - a. Phase 1—Include all required elements of a pre-observation conference, including background information on the teacher observed
 - b. Phase 2—Describe the class that you observed, generally discussing student and teacher behaviors, the length of your observation, and any challenges that you had with applying the observation methodology or methodologies that you selected.
 - c. Phase 3—Describe the data that you collected and specifically discuss the trends and patterns that were revealed (“analysis”). Then begin to interpret the patterns and trends in terms of how they might help the teacher to improve his/her instructional practice (“interpretation”). And, finally, determine and defend the supervisory style that you will use in your phase 4 conference.
 - d. Phase 4—Describe in detail your interactions with your classroom teacher, referring to the supervisory style that you utilized during phase 4. You do 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 or not a formative (as opposed to summative) evaluation model is being employed in your school.
 - Clinical supervision project is **due at the beginning of Week 10** 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.
 - If you use a wide-lens tool, you must also include one additional observation tool for your project.

EDLE 618 Clinical Supervision Project Rubric (150 points)

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Below Expectations 1
Introduction and rationale (5%)	Description is thorough and includes elements that were discussed in class, and rationale is clear.	Description and rationale are clear and concise.	Description and rationale are incomplete or poorly constructed.	Description of teacher and reason for selection are missing or wholly inadequate.
Pre-Observation Phase (10%) ELCC 2.2 Candidates demonstrate that they understand and can create and evaluate comprehensive, rigorous instructional programs	Candidate provides evidence of a superior understanding of using an instructional framework and developmental supervision to evaluate a coherent instructional program.	Candidate provides evidence of an adequate ability to use a framework and developmental supervision to evaluate instruction.	Candidate provides evidence of some ability to evaluate a instruction using an instructional framework and developmental supervision.	Candidate does not provide evidence, or demonstrate the ability to evaluate a coherent instructional program.
Observation Phase (10%) ELCC 2.3 Candidates demonstrate that they understand and can develop and supervise the instructional leadership capacity of school staff	Candidate provides evidence of a superior ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of an adequate ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate provides evidence of some ability to develop and supervise the instructional and leadership capacity of school staff.	Candidate does not provide evidence, or demonstrates an inability to develop and supervise the instructional and leadership capacity of school staff.
Observation Phase (5%) ELCC 2.4 Candidates demonstrate that they can understand and promote the	Candidate provides evidence of a superior ability to promote the most effective and appropriate technologies to support teaching and learning in a school	Candidate provides evidence of an adequate ability to promote the most effective and appropriate technologies to	Candidate provides evidence of some ability to promote the most effective and appropriate technologies to support teaching and learning in a	Candidate does not provide evidence, or demonstrates an inability to promote the most effective and appropriate technologies to support teaching

<p>most effective use of educational technologies to support learning</p>	<p>environment.</p>	<p>support teaching and learning in a school environment.</p>	<p>school environment.</p>	<p>and learning in a school environment.</p>
<p>Analysis and Interpretation (10%) ELCC 3.5 Candidates demonstrate that they understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	<p>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.</p>	<p>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.</p>	<p>Candidate provides evidence of some ability to ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	<p>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.</p>
<p>Post Observation Conference (10%) ELCC 1.3 In comparison of clinical model with school practice; candidates demonstrate that they understand and can promote continuous improvement</p>	<p>Candidate provides evidence of a superior ability to promote continual and sustainable school improvement by leading an instructional conversation that builds teacher capacity.</p>	<p>Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement using an appropriate supervisory style to lead the instructional conversation.</p>	<p>Candidate provides evidence of some ability to promote school improvement in description of instructional conversation. .</p>	<p>Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.</p>
<p>Critique of Clinical Supervision Process (10%) ELCC 2.1 Candidates demonstrate that</p>	<p>Candidate provides evidence of superior ability to sustain a culture of trust, collaboration and high expectations by eliciting teacher</p>	<p>Candidate provides evidence of an adequate ability to obtain trust, collaboration and high expectations</p>	<p>Candidate provides evidence of some ability to sustain a culture of trust, collaboration in teacher conferences and</p>	<p>Candidate does not provide evidence, or demonstrates an inability to sustain a school culture of collaboration, trust, and a personalized</p>

<p>they can understand and sustain a school culture of trust, collaboration and high expectations for students and staff</p>	<p>feedback on the clinical supervision experience.</p>	<p>through teacher conferences and teacher feedback on the clinical supervision experience.</p>	<p>feedback on the clinical supervision experience.</p>	<p>learning environment with high expectations for students.</p>
<p>Integrity and Fairness (10%) ELCC 5.1 Candidates demonstrate that they understand and can act with integrity and fairness</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Self-Awareness and Reflective Practice (10%) ELCC 5.2 Candidates demonstrate that they understand and can model principles of self-awareness, reflective practice, transparency and ethical behavior</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Observation tool (5%)</p>	<p>The actual observation tool (as completed) is provided and described, and its selection is described and defended.</p>	<p>The observation tool is provided and described.</p>	<p>The observation tool is included but is not described or defended.</p>	<p>The observation tool is not provided as required.</p>
<p>Support (10%)</p>	<p>Specific, developed ideas and evidence from theory, research and/or literature are</p>	<p>Supporting theory or research is present but is lacking in</p>	<p>Some evidence of supporting ideas is presented, but it is superficial and</p>	<p>Few to no solid supports are provided.</p>

Mechanics (5%)	used to support conclusions.	specificity.	general in nature.	
	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.

Assignment #3—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 on December 8, 2015**, 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.)

EDLE 618 Professional Development Plan Scoring Rubric (125 points)

Levels/Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction: provides context related to school and stakeholders (5%)	The introduction includes a detailed context and identifies the roles of stakeholders.	Introduction provides an appropriate context and identifies stakeholders.	An attempt to provide context is incomplete and/or inadequate.	The context is omitted or superficial.
Needs assessment (15%) ELCC 1.2 <i>Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals</i>	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.	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%)	Data was collected and clearly analyzed, identifying trends and patterns that are described and	Data was collected and clearly analyzed, identifying	Data was collected but analysis is inadequate.	Data was not collected or analyzed.

<p>ELCC 1.3</p> <p>Candidates understand and can promote continual and sustainable school improvement.</p>	<p>connected to the PD proposal. Discussion demonstrates the candidate understanding of school improvement needs.</p>	<p>trends and patterns.</p>	
<p>The professional development proposal (15%)</p> <p>ELCC 2.2</p> <p>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>The proposal addresses all of the essential elements in powerful detail. The proposal clearly connected to needs assessment and offers a “comprehensive, rigorous, and coherent” plan.</p>	<p>The proposal clearly describes the essential elements.</p>	<p>The proposal is inadequate, failing to address several of the essential elements.</p> <p>The proposal not submitted with the paper, or submitted without any of the essential elements.</p>
<p>Connections to Technology (10%)</p> <p>ELCC 2.4</p> <p>Candidates demonstrate skills in using technologies for improved classroom instruction, student achievement and continuous school improvement.</p>	<p>The proposal clearly demonstrates candidate’s ability to understand and use technologies for improved classroom instruction, student achievement and continuous school improvement.</p>	<p>The proposal demonstrates some understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.</p>	<p>The proposal demonstrates limited understanding and ability to use technologies for improved classroom instruction, student achievement and continuous school improvement.</p> <p>Use of technologies is not addressed in the proposal.</p>

<p>Effective Use of Time (15%)</p> <p>ELCC 3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality instruction and student learning</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Connections to Research (15%)</p> <p>ELCC 1.4</p> <p>Candidates understand and can evaluate school programs and revise school plans supported by stakeholders</p>	<p>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.</p>	<p>Connections to research and best practice are clearly stated and described.</p>	<p>Connections to research are unclear and/or superficial.</p>	<p>No attempt is made to state and describe evidence of connections with research.</p>
<p>Mechanics (5%)</p>	<p>The assignment is completed without error.</p>	<p>A few minor errors are present but do not detract from the proposal.</p>	<p>Errors in grammar, construction, and spelling detract from the proposal.</p>	<p>Frequent errors in grammar, construction and spelling are present.</p>

George Mason University Policies and Resources for Students

a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).

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

c. 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, and program will be sent to students solely through their Mason email account.

d. 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/>).

e. 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 (See <http://ods.gmu.edu/>).

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

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

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

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/>.

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

- ***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 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 Holidays:** 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/>
- **Professional Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times.
- **Students with Disabilities:** All students with questions or concerns about this class are encouraged to set up a time to meet with the professor, preferably during the first week of the semester. Students with disabilities should work with the Disabilities Resource Center (DRC) to identify appropriate accommodations and communicate those with the professor.

Class Schedule

To accommodate the learning needs of class members, the topic and reading schedule may be amended during the semester. When the tentative weekly schedule is revised, revisions will be posted on Blackboard.

Week	Dates	Topics	Activities/Reading and Assignments
		<i>UNIT 1: EFFECTIVE TEACHING AND LEARNING</i>	
1	9/1 – 9/7	Course Orientation and Syllabus Review Lesson 1: SuperVision and Effective Schools	<i>Reading:</i> Course Syllabus, Glickman Ch. 1 -3 <i>Assignments:</i> Course Orientation module, Syllabus Quiz, “About Me” and research topic presentation preference, Participation activities
2	9/8 – 9/14	Lesson 2: Characteristics of Effective Teaching and Learning Leadership for Effective Schools	<i>Readings:</i> Danielson Chapter 1: <i>Framework for Teaching: An Overview</i> (from Blackboard); NY Teacher Effectiveness Program Rubric (from Blackboard) <i>Assignments:</i> Participation activities using the Danielson Framework
3	9/15 – 9/21	Lesson 3: Effective Classroom Observation and Feedback	<i>Reading:</i> Glickman Ch. 13; Acheson and Gall (from Blackboard) <i>Assignments:</i> Group exercise (10 participation points)
4	9/22 – 9/28	Lesson 4: Conferencing Skills Developmental Supervision	<i>Reading:</i> Glickman Ch. 4 (Adult Learning), Ch. 7-10 (Interpersonal Skills), Ch. 11 (Developmental Supervision) <i>Assignment:</i> Participation activities
		<i>UNIT 2: APPLYING DEVELOPMENTAL SUPERVISION</i>	

5	9/29 – 10/5	Lesson 5: Clinical Supervision	<p><i>Reading:</i> Review Glickman pp. 246-252</p> <p><i>Assignment:</i> Group Exercise (10 participation points) ; participation activities (journal and blog)</p>
6	10/6 – 10/12	Lesson 6: Working with Groups and Teams Mini-Observations	<p><i>Reading:</i> Glickman Ch. 16; Marshall Ch. 3 and 4 (from Blackboard)</p> <p><i>Assignments:</i> Participation activities (journal and blog)</p>
7	10/13 - 10/19	Lesson 7: Designing Effective Professional Development	<p><i>Reading:</i> Glickman Ch. 17; Glickman 181-185; Bambrick-Santoyo pp. 131-153 (from Blackboard)</p> <p><i>Assignments:</i> Participation activities</p>
8	10/20 – 10/26	Lesson 8: Class Presentations: Classroom Walkthroughs Data Driven Instruction Peer Coaching Frameworks for Teaching Co-Teaching	<p><i>Reading:</i> Review all group reports scheduled for presentation Week 8 (posted to Blackboard)</p> <p><i>Assignments:</i> Participation activity (Discussion Board Feedback on Group Presentations)</p> <p>GROUP PAPER AND CLASS PRESENTATION DUE OCTOBER 20</p>
9	10/27 – 11/2	Class Presentations (continued): Classroom Walkthroughs Data Driven Instruction Peer Coaching Frameworks for Teaching Co-Teaching	<p><i>Reading:</i> Read all group reports posted to Blackboard</p> <p><i>Assignments:</i> Participation activity (Discussion Board Feedback on Group Presentations)</p>
		UNIT 3: BUILDING COMMUNITY TO FACILITATE CHANGE	
10	11/3 – 11/9	Lesson 9: What's Wrong With This Picture: Why Current Practices are Ineffective	<p><i>Readings:</i> Marshall Ch. 2 (from Blackboard); Glickman pp. 234-40; Murphy, Hallinger, and Heck, "Leading via</p>

		Teacher Evaluation: Formative and Summative	Teacher Evaluation." (from Blackboard): Zapeda, Sally, "Can Supervision and Evaluation CoExist?" Case Study <i>Assignments:</i> <i>Group Exercise (10 participation points)</i> <i>Participation activities (journal)</i>
11	11/10 – 11/16	Lesson 10: Creating a Culture for Meaningful Supervision: Addressing Diversity and Facilitating Change	<i>Readings:</i> Glickman Ch. 20 – 21; Case Study: Scott O'Neill and Lincoln Elementary <i>Assignments:</i> Participation activities (journal) and Group Exercise (case study) CLINICAL SUPERVISION PROJECT DUE NOVEMBER 10
12	11/17 – 11/23	Building a Professional Learning Community	<i>Reading:</i> DuFour and Mattos, "How Do Principals Really Improve Schools?" <i>Educational Leadership</i> , 2004 (from Blackboard); Stoll, "Professional Learning Community." <i>Leadership and Management</i> , 2010. Glickman Ch. 22
13	11/24 – 11/30	Thanksgiving Week No Class	
14	12/1 – 12/7	Lesson 12: Addressing Diversity	<i>Reading:</i> Glickman Ch 21 PROFESSIONAL DEVELOPMENT PROJECT DUE DECEMBER 8
15	12/8 – 12/12	<i>Final Class Activity Case Study</i>	<i>Reading: Oseloa MS Case Study</i>