

EDAP 7020e: Supervision of Instruction
(Spring, 2009)
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Class Meeting Time: EDAP 7020e meets face-to-face several times during the semester and on-line as prescribed in course outline

EDAP Homepage

<http://www.coe.uga.edu/leap/adminpolicy/about/index.html>

Vista Website

www.pip.uga.edu (see log-in instructions below)

Catalogue Course Description: EDAP 7020 Supervision of Instruction (3 Hours)

The basic concepts of supervision, its contribution to the total school program, and means of improving instruction through supervision.

Required Books

Zepeda, S. J. (2007). *Instructional supervision: Applying tools and concepts* (2nd ed.). Larchmont, NY: Eye on Education.

Zepeda, S.J. (2009). *The instructional leader's guide to informal classroom observations* (2nd ed.). Larchmont, NY: Eye on Education.

Mission Statement and General Statement of Purpose for the Program in Educational Administration and Policy

The Program in Educational Administration and Policy is committed to providing world-class teaching, research, and service related to educational administration and policy for the improvement of learning for all students.

The Program in Educational Administration and Policy prepares students for careers as educational policy analysts, researchers, college and university faculty, and school administrators. Degree programs in the Program provide students with a thorough understanding of educational policy analysis, administrative studies, social and behavioral sciences, educational foundations, and a broad range of research methods including historical, econometric, legal, qualitative, and quantitative data analysis. Students apply multi-disciplinary and critical ways of

thinking to the analysis of problems of educational policy and practice in a diverse, democratic society.

Purpose of Course and Overview

The purpose of this course is to develop the skills for effective supervision of instruction while exploring the theoretical foundation and the knowledge base in the field of supervision. The course focuses on the supervision of classroom environments and the relationship of instructional procedures to the processes of observation and conferencing following a variety of models that offer both technical and developmental support for teachers.

Relationship of EDAP 7020 to the Mission and Purpose in the Program in Educational Administration and Policy

All aspects of the course, EDAP 7020, Supervision of Instruction, reflect the primary purposes of the Program in Educational Administration and Policy to bridge theory, research, and practice. Course instruction and experiences lead students through the Program's belief that schools are complex organizations that need leaders who understand: 1) theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the study of educational administration and policy; and 3) the integration and balance of theory, research, and practice in the field and practice of instructional supervision.

EXPECTED LEARNER OUTCOMES*:

By the end of this course, participants will know, understand, and be able to:

- 1) Use a variety of supervisory models to improve teaching and learning (e.g., clinical, developmental, cognitive and peer coaching, as well as applying observation and conferencing skills). [3.7] {2.0}
- 2) Note the differences in intents, processes, and outcomes between supervision and teacher evaluation (e.g., summative vs. formative) by applying effective job analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff. [4.3] {2.0}
- 3) Relate the relationship between supervision and effective teaching (instruction) by developing collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice. [3.2] {2.0}
- 4) Discuss the differences of supervision and evaluation for preservice, beginning, and professional teachers by applying adult learning strategies to professional development, focusing on authentic problems and tasks, and using mentoring, coaching, conferencing, and other techniques to ensure that new knowledge and skills are practiced in the workplace. [4.2] {2.0}
- 5) Articulate a belief system and vision about the role of the supervisor as an agent for instructional and non-instructional staff to be able to formulate and implement a self-development plan, endorsing the value of career-long growth, and using a variety of resources for continuing professional development. [4.4] {1.0, 2.0}

- 6) Use appropriate interpersonal skills (e.g., exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, and exhibiting consistency and trustworthiness) while working with the instructional staff on the process of continuous improvement of instruction. [7.1] {1.0, 2.0, 5.0}
- 7) Create the conditions that motivate staff ... while supervising individuals in the classroom and the overall instructional program. [1.2] {2.0}
- 8) Describe the process of supervision and evaluation at the district and building levels. {2.0}
- 9) Develop a professional learning and development plan for teachers based on the principles of adult learning theory and knowledge of career stages, interpretation of classroom observation data, the learning needs of students in which the teacher is responsible and the wide-range of knowledge and research about instructional methods. {2.0, 2.1, 2.2, 2.3, 2.4}

*These goals are based on the NCATE (1999) Standards for Administrator Preparation. They are also cross-referenced with the Interstate School Leaders Licensure Consortium (ISLLC) Standards and the Educational Leadership Council (ELCC) Standards for Advanced Programs in Educational Leadership {1.1, 2.0, 2.1., 2.2, 2.4}.

Overall Framework for EDAP 7020

Supporting and facilitating the improvement of instruction is dependent on an understanding of the principles of adult learning, change, teacher development and career stage theory, and principles of motivation. For principals and other supervisors (e.g., assistant principals, instructional coaches, department chairs) to be able to support instructional improvement, knowledge of teachers' experience level, areas of expertise, and professional development needs is essential. Although the principal is the primary instructional leader of the school, every faculty member, when empowered to do so, can be an effective instructional leader.

Reflective Component

An ongoing reflective component is the development of the vision for learning and leading which adds to the development of the Philosophy of Educational Administration and Policy. In EDAP 7020, students will develop a vision of learning and leading focusing on how supervision and professional development add to the overall Philosophy of Educational Administration and Policy.

Performance and Field Components

This course is purposely grounded in theory and knowledge; however, this course is equally grounded in the performance aspects of working in the field to apply this knowledge and theory through the practice of instructional supervision. For the Major and Final Assignment, The Individual Teacher Supervisory Plan and the Professional Growth Plan, students will conduct a complete cycle of clinical supervision in the field with a practicing teacher. The completed project will include:

- 1) a written report including a **DVD** of the preobservation and postobservation conference,
- 2) raw data collected using two data collection tools deemed appropriate based on the focus established in the preobservation conference,
- 3) an analysis of the school and classroom context including the characteristics of the students,

- 4) a summary and analysis of what was shared with the teacher in the video-taped post-observation conference,
- 5) a detailed professional growth plan for the teacher based on career stage, principles of adult learning, and instructional improvement targets, and
- 6) a long-term plan for assessing the professional growth plan.

This performance component is intended to go beyond knowledge and understanding *to* the doing and applying the skills necessary for the practice of supervising teachers in a context with detail to multi-cultural, gender, and special needs. Complete instructions for this project are provided later in this document and on the Blackboard Vista learning management platform; a new version of WebCT.

For the **Informal Classroom Observations and Use of Tools Assignment (see p. 31 for details)**, students conduct three informal classroom observations using the tools and techniques outlined in the textbooks and practiced during online simulations.

Diversity Components

Multicultural/Gender Issues: Through large and small group discussions, students will explore diversity issues that can effect not only classroom observations and conferencing with teachers but also the overall learning environment related to meeting students and their needs.

Special Education Needs: Through large and small group discussions, students will explore special education issues that can affect supervisory processes such as self-contained classrooms and special education-regular education team teaching situations as well as the overall learning environment related to meeting students and their needs.

Gifted Education Needs: Through large and small group discussions, students will explore gifted education issues that can affect supervisory processes such as pullout gifted programs and teachers incorporating gifted/enrichment in the regular classroom.

Course Content Segments

The course is divided into **five** distinct segments:

- | | |
|----------------------------|---|
| <u>Segment I:</u> | The purposes of supervision, the role of the supervisor, and the enlarged role of teachers in the processes of supervision are explored. |
| <u>Segment II:</u> | Differentiated forms of supervision are explored to develop the requisite skills and knowledge needed by supervisors to work with teachers based on learning needs (career stages, preparation). |
| <u>Segment III:</u> | The practice and application of formal and informal observation techniques that can be applied to the preobservation conference, classroom observation, and postobservation conference. See Blackboard Vista for detail and in this document. |
| <u>Segment IV:</u> | The development of a detailed Individual Teacher Supervisor Plan and the Professional Growth Plan for a teacher after conducting a full cycle of clinical supervision. See Blackboard Vista for detail and in this document. |
| <u>Segment V:</u> | The development of a supervisory vision for learning and leading. See Blackboard Vista for detail and in this document. |

Articles relating to instructional supervision and evaluation might be shared occasionally to supplement the texts. These additional course readings will be posted in Blackboard Vista Content area.

The Portfolio:

The Portfolio is a requirement for the Master's Degree and the Specialist in Education Degree in the Program in Educational Administration and Policy. During the final semester of studies, the student presents and defends the portfolio as the Comprehensive Examination. Complete guidelines for the portfolio can be found at

http://www.coe.uga.edu/leap/adminpolicy/med/requirements_masters.html for the Master's Degree and http://www.coe.uga.edu/leap/adminpolicy/eds/specialist_portfolio.html for the Specialist in Education Degree.

For this course, the completed Individual Teacher Supervisory Plan with the Professional Growth Plan and the Supervisory Vision for Learning and Leading would be ideal artifacts to include in the portfolio.

The On-Line Nature of This Course

This course is offered as a blended model, including online sessions using Blackboard Vista. In this course, we will approach learning asynchronously (not constrained by a specific time or place) to build and share knowledge and to discuss topics related to instructional supervision, coaching, professional development, and the work of teachers and supervisors to focus on learning for both students and adults. Hence, one of the most important elements of any online learning environment is the discussion forum through Blackboard Vista so much that this portion of the course is worth **700** points. Moreover, many of the simulations are on Blackboard Vista and you will be required to 1) view videos and apply data collection tools, 2) view videos and provide analysis about what was viewed, and 3) post reflections, analysis, and contribute to the discussion about the content of the books we are using for this class. Information about how to login on Vista is provided in the next section.

A handout detailing how to login on to Blackboard Vista was e-mailed to you the first day of the term. If difficulties arise, call the EITS help desk at (706) 542-3106 and indicate that you need assistance with Blackboard Vista. There will be some help documents about Vista Blackboard for students at www.uga.edu/pip. For technical assistance, you may also email the graduate assistant who was identified in the e-mail sent to you on the first day of the term.

ONLINE COURSE EXPECTATIONS

This class meets face—to-face several times, but primarily online via Blackboard Vista. All of the materials we use, with the exception of the textbooks, are available only on Blackboard Vista. There are several classroom teaching segments that have been video-recorded. These video clips will be viewed and then data collection tools will be used to “collect” data about a particular classroom observation focus. To a degree, we will be conducting classroom observations virtually. Other video clips demonstrate the preobservation conference, the postobservation conference, and the professional growth conference. Other clips show

conversation openers as a way to “get teachers talking about teaching,” and a video-clip that models conversation stoppers that thwart the talk of teaching. All video clips have been developed for exclusive use in this course. These clips are not to be copied, downloaded, or shared with any person not enrolled in EDAP 7020, nor used outside of the EDAP 7020 course.

The number of weekly hours required for this course will be met through:

- 1) Posting the major reflection (once a week)
- 2) Posting a minimum of two extended discussion entries based on the major reflections posted by others for the week as found in the Vista Discussions button. (See the end of this document for the Discussion Scoring Rubric.)
- 3) Class assignments
- 4) Field work

The Blackboard Vista contains the information for this course, EDAP 7020. You were e-mailed (at your UGA e-mail) steps for logging into Blackboard Vista, at the beginning of the semester. It is strongly suggested that you check Blackboard Vista daily for emails, announcements, and other class information.

There will be a “probe” or “prompt” presented to the entire group in which each person is to post weekly ONE in-depth reflection, drawing from and heavily referencing the readings, and then two interactive responses, adding to the discussion generated through and with the group. For your information, I am able to view the number of postings you have done, the number of responses, and the number of others’ postings you have read each week.

I will post the probe/prompt by 7:00 a.m. on Monday AND consider posting for the week to close on Sunday at 11:00 p.m.

To make this medium an effective learning tool, the student must post the personal deep reflection by Wednesday, 11:00 p.m. server time. This posting time will allow others to read and to reflect on your reflection.

The weekly probes on the Vista Discussions will be based on the readings; it is an expectation that you will comment and reflect deeply on the readings and respond to the probe (prompt) about the reading. The expectation is that each person will post at least one deep reflection and a minimum of two (2) detailed responses/reflections using Vista discussions each week. (That number does not include such brief comments as “*Yes, I agree or No, I disagree!*”).

Check Vista everyday to read and reflect on the posts of others. It is counter-productive to wait until the weekend to start posting reflections, reactions, and/or insights about the discussion among your classmates.

You must actually make a meaningful contribution to the conversations and back up ideas with scholarly information from the course readings and also draw from other related readings from your own efforts. That is, often colleagues will draw insights from other materials they are

reading, share interesting reading materials, submit a PDF or URL for classmates to follow, etc. Remember, you are demonstrating that you have read and synthesized the assigned materials.

Here are some ways in which you can contribute to the discussion:

- Offer ideas or resources for people to examine. Learning communities share resources.
- Ask challenging questions—to depersonalize, frame the question rhetorically.
- Articulate, explain, and support positions on ideas. Draw from the readings of the course.
- Add by giving explanations and examples of your ideas. Draw from your own experiences.
- Project how the concepts learned in this course might be applied in your setting.
- Re-evaluate by revisiting previous postings or ideas.
- Make connections across topics, connecting the dots—to synthesize is one of the highest order thinking skills.
- Integrate the ideas of others by discussing and expanding the ideas posted. This could be enlightening especially at the end of a post period.
- Now what? Based on prior discussions ask the next question.
- In the field of supervision and leadership, propose unique applications based on discussions, ideas, reflections, and insights from reading prior discussions.

Essentially, I am looking for what I refer to as the “snow-ball” effect.

I also ask that people end each post (regardless if the deep reflection or discussion) by signing your name (e.g., Jane Doe)

IMPORTANT NOTES:

1. **Submitting Work:** The Vision for Learning and Leading and the three informal classroom observation materials (tools, raw notes, reflections) will be turned in virtually in Vista Assignment section. Your final project will be due at the last face-to-face class session. Feedback will be given to each assignment and sent electronically through Vista Assignment section. Students can check their progress in the course by using the grade book in Vista.

Any time you submit a paper or project, here is how to save the file to be submitted electronically via Vista:

- a. Save the document as a Microsoft Word document. No other word processing files will be accepted or opened.
- b. The name of the document is very important. Hence, follow this formula:

Your Last name, First Name, Assignment Name, and Date to look like this:

Arnau, Lea, Informal Obs 1, (010608) (Jan. 6, 2009 for example)

- c. Insert page #'s at the beginning at the bottom of the page.
 - d. Always include your name of every page of every assignment. Use headers and footers to do this, please.
2. **Postings**: The intent is to extend thinking by interacting with one another during the week. To this end, post the personal deep reflection by Wednesday (11:00 p.m. server time). Remember, a minimum of two substantive contributions to the discussions must be posted weekly by the Sunday 11:00 p.m. server time cutoff.
 3. **Active participation and contribution**. Involve yourself in discussions. We will set the ground rules for effective communication and posting as such: a) Do not use all caps throughout a posting, b) respect is the norm, c) profanity is not acceptable unless it is in a direct quote, d) it is acceptable to agree to disagree on divergent points-of-view.
 4. **Supplementary Readings**: Articles relating to our work will be shared occasionally to supplement the texts. Participants are asked to share with the class any relevant articles they encounter in their professional reading. I will cue the class to the posting of these readings. If you would like to have something posted as a suggested reading, send me the link or the PDF, and I will post it, sending a group message.
 5. **Silence of the Instructor**: Although I read each discussion point and reflection numerous times throughout the week and throughout the duration of the course, I am inclined not to “break in” on the discussion. Just as we want school leaders to ‘step back’ and have teachers assume responsibility for their own learning, I will model this practice for you.

Why do I take this stand? Breaking in and replying to messages could stifle discussion. As a constructivist, I seek to empower students, giving students the freedom and authority to conduct their own discussions. In schools, we are moving likewise. As instructors, we seek to model that which we hope to see emulated in school learning communities.

Do not be surprised if I send a private email (using the email feature on Vista) to a post a comment, provide insight, lead you to additional information, etc.

6. **Availability**: I am available for consultation about any aspect of this course, and I will respond as soon as possible. If you need an immediate response or have a concern, feel free to contact me by phone.
7. **Due Dates for All Submissions**: All written assignments for this course are to be submitted electronically on the date they are due by 11:00 p.m. server time. If you do not make the 11:00 p.m. cutoff on the due date, your assignment will not be accepted by Vista. The assignment will go in the grade book as “Zero” points. It is wise to note that

there is a “no late” clause in operation. Contact the professor for more elaboration, if needed.

8. **The Course Syllabus:** The course syllabus details all due dates for assignments and readings.

Overview of Evaluation Criteria

Each of the following will determine the final grade:

- | | |
|--|--|
| 1. Individual Teacher Supervisory Plan and Professional Growth Plan that includes
1) a DVD of a Pre-and Post-Observation Conference, raw observation notes using Classroom observation tools, and a detailed Professional Growth Plan. | 350 Points |
| 2. Supervisory Vision for Learning and Leading | 200 Points |
| 3. Three Informal Classroom Observations and Use of Tools
(Each informal classroom observation is worth 8 points) | 250 Points |
| 4. Participation/On-line Discussion | 700 Points |
| | <hr style="width: 10%; margin: 0 auto;"/> 1500 Points |

The scope of the assignments (1, 2, and 3) follows in this document and in Vista. The grade book in Vista will be used, and students are encouraged to track their progress.

Plus (+) and minus (–) grading is in effect at the University of Georgia. The following illustrates globally the grade scale and the point scale for EDAP 7020.

Final Grade Point Scale—Grade is calculated to include 1500 possible Points

Grade Scale	Point Scale
A 95 to 100	1420 to 1500
A- 91 to 94	1360 to 1419
B+ 87 to 90	1300 to 1359
B 83 to 86	1240 to 1299
B- 80 to 82	1200 to 1239
C+ 77 to 79	1150 to 1199
C 73 to 76	1090 to 1149
C- 70 to 72	1050 to 1089
D 60 to 69	900 to 1049
F 59 to 0	899 or less

Calculation of the grade will be achieved by adding points from all assignment and participation and attendance.

General Course Expectations

1. Regular and prompt on-line learning: Important learning occurs as we study together. The design of this course is based on the assumption that each person (professor and student) is a teacher as well as a learner and that each of us has a responsibility to contribute to other group members' learning as well as our own. I also strongly encourage you to interact with me via Vista E-mail **only** throughout the course to identify priorities for your learning and to surface concerns or questions that may have arisen during the class.
2. Critical reading of all assigned material from the primary texts and handouts.
3. Active participation and contribution: Involve yourself in online discussions. Effective supervision of instruction requires practice in the exchange of ideas with other educators.
4. Clinical skill development—the performance aspects of this course: As you participate in discussions, exercises, case studies, and problem analysis, you should strive to integrate theory and research with practice. It is expected that you will demonstrate your knowledge and grow in the application of effective supervisory skills. This does not preclude a variety of successful approaches given myriad circumstances and levels of development among professionals.
5. Incompletes are generally not granted unless there are extenuating circumstances beyond the control of the student and a grade of “B” or better is the grade in the course at the time the student requests in writing an incomplete grade for the semester.

CALENDAR of READINGS and ACTIVITIES

**EDAP 7020e Supervision of Instruction
Spring Term, 2009**

Instructor: Lea Arnau, Ed. D.

Please note that the course calendar is a general plan for the course; deviations announced to the class by the instructor may be necessary to achieve course goals and objectives.

Text = Zepeda, S. J. (2007). *Instructional supervision: Applying tools and concepts* (2nd ed.). Larchmont, NY: Eye on Education.

Informal Classroom Observations = Zepeda, S.J. (2005). *The instructional leader's guide to informal classroom observations*. Larchmont, NY: Eye on Education.

There will be a “probe” or “prompt” presented to the entire group in which each person is to post weekly ONE in-depth reflection and then two to three interactive responses, adding to the discussion generated through and with the group. You should check in on-line 2-3 times per week.

I will post the probe/prompt by 7:00 a.m. on Monday AND consider posting for the week to close on Sunday at 11:00 p.m.

To make this medium an effective learning tool, the student must post the personal deep reflection by Wednesday, 11:00 p.m. server time. This posting time will allow others to read and to reflect on your reflection. **PLEASE WATCH THE ASSIGNMENT CALENDAR ON VISTA TO ENSURE ALL POSTINGS APPEAR ON TIME.**

Face-to-face classes will be held on the following Mondays, 1/26/09, 3/16/09 and 4/13/09 beginning at 4:45 p.m. at Gwinnett.

Dates and Assignments:

- 01/12/09 Course Introduction
 Supervision Defined
 Supervisory Beliefs
 Getting to Know You (See Vista Discussions Button)*
 *Shared photo should be one that you would share with a supervisor if asked;
 head shots are best for this purpose; amateur shots are fine if appropriate.
 Begin looking for teachers you might observe in school settings now!
 Student Information Sheet
 These items must be posted in Vista by 11 p.m. January 18.
- 01/19/09 1/19 is MLK holiday. Discussions will be due as normal during week.
 Linking Instructional Supervision, Professional Development, and Teacher
 Evaluation
 Developmental and Differentiated Supervision
 Reading: Text Chapters 1 and 2 and Chapters 1, 2 and 3 from *Informal*

Classroom Observations

For details see Vista Assignment button and in this document

Start looking now for teachers you will allow you to observe them teaching.

- 01/26/09 **Face-to-Face class at Gwinnett at 4:45 p.m. Look for room number upon arrival. Bring course syllabus with you please.**
Informal and Formal Supervisory Processes
Introduction to the Preobservation Conference
The Preobservation Conference
Before 2/2/09, **view the preobservation conference (Arnau and Bengston)**
Reading: Text Chapters 3 and 4 and Complete the text, *Informal Classroom Observations*
See Vista Web Links button to view this video-clip. Specific details on loading QuickTime Player and how to play video segments are found in Vista Content Area.
- 02/02/09 Conducting a Classroom Observation
Observation Tools
Reading: Text Chapter 5
Informal Classroom Observations
Due-Informal Observation #1. Must be in Vista by Sunday, 2/8 at 11 p.m.
See Vista Assignment button. Note that the assignment is to be submitted electronically as a Microsoft Word attachment.
- 02/09/09 Observation Tools (Chapter 5, continued)
View classroom video clips 1-3.
- 02/16/09 Observation Tools (Chapter 5, continued)
View classroom video clips 4-6.
- 02/23/09 The Postobservation Conference
Reading: Text Chapter 6
View the postobservation conference (Arnau and Bengtson).
See Vista Web Links button.
Due-Supervisory Vision for Learning and Leading along with rubric self-assessment. See Vista Assignment button. Note that the assignment is to be submitted electronically as a word document attachment. **Must be in Vista by Sunday, 3/1/09 at 11 p.m.**
- 03/02/09 Career Stages and Adult Learning
Observation Skills and Techniques Practice (Video Simulations)
Reading: Text Chapter 7
Due-Informal Observation #2. See Vista Assignment button. Also note the assignment is to be submitted electronically as a word document attachment.
Must be in Vista by Sunday, 3/8/09 at 11 p.m.
View classroom video clips 7-8.

Also, see Vista Web Links button to view:
“A Pocket of Expressions” (Dr. Lea Arnau)

03/09/09 UGA Spring Break; no assignments.

03/16/09 **Face-to-Face class at Gwinnett. Begin at 4:45 p.m.**

Change, Motivation, and Leadership

Reading: Text Chapter 8

View classroom video clips 9-11.

See Vista Web Link button.

Peer Coaching—Moving toward more differentiated and developmental forms of instructional supervision

Reading: Text Chapter 9

Review tools you might use in your project.

See Vista Web Link button.

Due-Informal Observation #3. See Vista Assignment button. Also note the assignment is to be submitted electronically as a word document attachment.

Must be in Vista by Sunday, 03/22/09 at 11 p.m.

03/23/09 Confronting Marginal Teaching; Professional Development

Reading: Text Chapters 13, 14

View the video-clip demonstrating the Professional Growth Plan Conference at Vista Web Link button (Dr. Lea Arnau and Ed Bengtson).

03/30/09 Action Research Text Chapter 10

04/06/09 Portfolio Supervision; Mentoring and Induction

Reading: Text Chapters 11 and 12

View the video-clip demonstrating Conversation Stoppers (Dr. Lea Arnau and Dr. Mike Mattingly) at Vista Web Link button.

04/13/09 Face-to-Face class at Gwinnett at 4:45 p.m.

Due-Final Projects; staple/clip paper. Label DVD. No folders please. Make a copy of DVD for yourself as these will not be returned to you.

04/20/09 Final Perspectives—Sharpening the Supervisory Vision for Learning and Leading
On –line Course Evaluation information will be posted.

Academic Honesty

All academic work must meet the standards contained in *A Culture of Honesty*. Each student is responsible to inform themselves about those standards before performing any academic work. The UGA Student Honor Code reads: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at http://www.uga.edu/ovpi/academic_honesty/ah.pdf

Accommodations

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and to facilitate your educational opportunities.

The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with personnel at the Office of Disability Services at (706) 542-8719 to discuss the process for requesting accommodations.

Overview of the Major Assessments and Projects

All major assignments have a rubric. You are expected to complete each rubric as a self-assessment and to turn in with each of the major assignments.

For the **Individual Teacher Supervisory Plan and the Professional Growth Plan**, students will conduct a complete cycle of clinical supervision in the field with a practicing teacher. The completed project will include 1) a written report including a DVD of the pre observation and post observation conference, 2) raw data collected using two data collection tools deemed appropriate based on the focus established in the pre observation conference, 3) an analysis of the school and classroom context including the characteristics of the students, 4) a summary and analysis of what was shared with the teacher in the DVD post observation conference, 5) a detailed professional growth plan for the teacher based on career stage, principles of adult learning, and instructional improvement targets, and 6) a long-term plan for assessing the professional growth plan. This performance component is intended to go beyond knowledge and understanding *to* the doing and applying of skills to the practice of supervising teachers in a context with detail to multi-cultural, gender, and special needs.

Through the **Supervisory Vision for Learning and Leading**, students develop a supervisory vision for learning and leading. This vision for learning and leading should be situated within the context of a building and reflect your beliefs and values about students, learning, and leading and how these influence the supervision of instruction as well as other factors including adult development and growth, professional development, and learning.

Through the **Informal Classroom Observations and Use of Tools** assignment, students will conduct three informal classroom observations using the tools and techniques learned through the texts, classroom simulations, and other sources from the context of the school and system in which the student is familiar.

Individual Teacher Supervisory and Professional Growth Plan 350 Points

To gain mastery of the skills and processes associated with effective supervision of the classroom environment, the student will develop an Individual Teacher Supervisory Plan collaboratively with a teacher. The following is an outline with the caveat that the student has latitude to adjust the components to fit the unique characteristics of the teacher you are working with, the school setting (context), and other unknown variables.

Section I: PROFILE: ESTABLISHING THE CONTEXT AND CHARACTERISTICS

Narrative

1. *Profile of the teacher for whom the plan is being developed.* Include such information as: Number of years in teaching (beginning teacher, etc.); number of years at this school setting; highest degree held; staff development activities over the past two years; views about supervision in general. Think through the career stage of the teacher and review the principles of adult learning theory.

Narrative

2. *Profile of the Supervisory procedures in place in the setting.* Include a district or school description of the supervisory/evaluation process (appendix) and a copy of the evaluative forms used (appendix).

Narrative

3. *Profile of the School setting.* Identify the type of school (urban, suburban, rural, high school, elementary, middle school, public, private, parochial, military), and school demographics (size, number of students, number of teachers, composition of the administrative team), and other areas that make the school context unique (e.g., theme school, charter school, block schedule, teacher attrition rates, socioeconomic status). Did the school make AYP?

Section II: PREOBSERVATION CONFERENCE

This section is to be recorded on a DVD, but there is also a writing component to this phase of the plan:

Preobservation: Conduct a preobservation conference with the teacher you are working with. Use a standard format, either the one provided in class OR the format used by your district. In writing, identify the teacher's instructional concerns. Also, identify the classroom observation focus and the data collection tools you will be using during the observation.

Section III: THE CLASSROOM OBSERVATION

Observation: After conducting the preobservation conference, observe the teacher. The classroom observation should be at least forty-five (45) minutes long. This observation may or may not be videotaped (this will depend on the comfort level of the teacher, the availability of equipment, and/or school/district policies governing video-taping in the classroom). You and the teacher should mutually agree on this aspect. Also, you should run this past the principal to determine his/her comfort level with recording on a DVD. Remember that the DVD will only be viewed by you, the teacher with whom you are developing the plan, and me. DVDs will not be returned, but will be destroyed at the end of the third following semester.

At least two observation tools are to be used to collect data. ***The observation notes (raw form) are to be included in what will be included in the final submission of this project.***

Section IV: **The POSTOBSERVATION CONFERENCE**

This section is to be on the DVD, but there is also a writing component to this phase of the plan:

1. You will conduct a postobservation conference with the teacher you observed. This conference should be held in the classroom in which the teacher you observed taught the lesson. You will present the data in such a way that the teacher can begin to orally reflect on his/her instruction. Remember to show data by using the tools that we learned in class AND to address the teacher's concerns (which were to be teased out during the pre-observation conference).
2. The writing component. You are to submit a formal report of your observation and include the major points that were discussed with the teacher. Focus on the data that were collected, and how the teacher responded to the data. Refer to the form used in class.

Here are some additional questions to help you frame the written summary:

- a) What data did you share with the teacher, noting strengths and future target areas for the teacher to focus?
- b) What areas did the teacher want to focus on during the post-observation conference?
- c) Assuming there is truth to the statement, "The more teachers talk about teaching, the better they get at it" (McGreal, 1983), what do you think the teacher learned about his or her own teaching through the experience?

Section V: **THE PROFESSIONAL GROWTH PLAN**

Based on the preobservation conference (area of focus), the observation, and the discussion in the postobservation conference, you are to develop a semester-long **DETAILED** professional growth plan WITH the teacher. Include areas for the teacher to explore, ways in which the teacher can explore these areas, and any other mutually agreed on aspect (e.g., what artifacts to include). Include how you and the teacher will mutually monitor the plan (e.g., markers of completion, time frame). Negotiate how you and the teacher will communicate about the plan once it is in place.

Start by writing a rationale including the need for the Professional Growth Plan. Remember, though, that this *is not* a Plan of Remediation.

Situate this plan within the context of the school or system in which the plan is being developed and the career stage of the teacher. Then proceed with the following components of the plan.

1. List the objectives and/or goals of the plan.
2. Identify the characteristics of the teacher (first-year, alternatively-certified, veteran teacher).
3. What are the needs of the teacher based on your work and what the teacher identifies as needs?
4. How did you determine these needs? Or How would you determine the needs?
5. How did you involve the teacher in the planning, ongoing assessment, evaluation?

6. What resources are needed? What are the costs of these resources?
7. Detail the workings of the plan: a) What will be involved? b) What will the teacher be doing (hopefully, more than just listening to someone)? c) What activities are planned for the teacher? d) Identify the types of learning activities that will be embedded in the day-to-day work of the teacher and how these activities will be embedded in the workday.
8. What types of ongoing support will be provided for this teacher? How will this support be given and by whom?
9. How will you monitor the plan?

Section VI: **REFLECTIONS ON THE PROCESS AND SUMMARY**

What insights have you gained about the process of working with teachers and your role as a supervisor? What have you learned? What are the 'rough' spots? How does a supervisor overcome the rough terrain of working with teachers?

Highlight of what to include in this packet (see submittal details below):

1. Profile of the teacher and the school context.
2. Preobservation (**DVD** and notes).
3. Observation (**DVD** and/or raw notes).
4. Discussion of what data collection tool (s) you used and why (include raw notes).
5. Postobservation conference (**DVD** and formal narrative report).
6. Detailed professional growth plan.
7. Reflections on the process and Summary.
8. Self-assessment, using the rubric in this packet.

The final written report (see numbers 1, 4, 5, 6, 7, and 8) will be attached via Vista. Save the document following the pattern for submitting work electronically:

- a. Save the document as a Microsoft Word document. No other word processing files will be accepted or opened.
- b. The name of the document is very important. Hence, follow this formula:

Your Last name, First Name, Assignment Name, and Date to look like this:

Arnau, Lea, Informal Obs 1, (010608) (Jan. 6, 2008 for example)
- c. Insert page #'s at the beginning at the bottom of the page.
- d. Always include your name of every page of every assignment. Use headers and footers to do this, please.

The DVD of items 2 and 3 is to be mailed to me at River's Crossing (see address at top of this syllabus). It must reach me by date indicated in weekly assignments. Indicate your name and the words, Preobservation and Postobservation Conference, on the DVD.

PERFORMANCE ASSESSMENTS—The Rubrics for the Individual Teacher Supervisory and Professional Growth Plan

Each component of the Individual Teacher Supervisory Plan and the Comprehensive Professional Growth Plan Project will be assessed overall based on the following three criteria:

- 1. Completeness** (Have all of the requirements for that component been completed?);
- 2. The degree to which the project provides a coherent image of a comprehensive teacher growth plan** (Does the professional growth plan follow logically from the focus identified in the pre-observation conference, the observational tool used, the data collected during the observation, and the report from the post-observation conference?); and,
- 3. The extent to which the student has demonstrated the ability to create an atmosphere of collaboration in the supervision process** (Do the artifacts from the process demonstrate equal involvement on the part of the teacher and the supervisor?).

The following rubric amplifies the ELCC Standards and Elements related to what constitutes performance that is Exceptional, Proficient, or Improvement Needed. Students are encouraged to reflect on their own and use this rubric as a way to self-assess the Individual Teacher Supervisory and Professional Growth Plan. As the instructor, this is the rubric that will guide me in assessing the overall performance within and across the Standards and Elements of the ELCC areas that are amplified in EDAP 7020.

Following this rubric is a reporting rubric (p. 28) that you will complete and turn in electronically with your assignment.

EDAP 7020

Rubric—Classroom Observation (Preobservation Conference, Classroom Observation, Postobservation Conference)

ELCC Standard	Elements of the Standard in which performance is assessed	Improvement Needed	Proficient	Exceptional
<p>2.4b 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.</p>				
	<p>1.1: Teacher Profile/School Context Narrative</p>			
	<p><i>Profile of the teacher for whom the plan is being developed</i></p>	<p>Information about the teacher is sketchy. Does not include discussion of the characteristics of the teacher relative to career continuum (beginning, mid-career, veteran); history of professional development lacks description.</p>	<p>Includes information about the teacher relative to career continuum but lacks key insights about needs of the teacher related to the key principles of adult development; lacks explanation and analysis of professional development activities.</p>	<p>Includes detailed information such as: Number of years in teaching (beginning teacher, etc.); details and discusses the principles of adult learning that characterize the teacher’s needs; includes number of years at this school setting; highest degree held; staff development activities over the past two years and provides explanation of how these activities have promoted growth and development; views about supervision in general.</p>

ELCC Standard	Elements of the Standard in which performance is assessed	Improvement Needed	Proficient	Exceptional
	<i>Profile of the supervisory and evaluative procedures in place in the setting</i>	Provides only rudimentary information and documents from within the system are not included as appendix material	Includes documents from within the system; provides some insight on how the supervisory and evaluative procedures “play out” in practice; makes some connections to how these processes promote teacher development.	Documents from within the system are included with detailed analysis of how these practices and procedures add to the development of teachers, especially the teacher with whom the student is working with during the current semester; analysis is provided detailing the specific points of the procedures and processes and how these processes support teacher development and growth. Distinction is made between the differences in summative and formative procedures within the supervisory and evaluative plans and procedures.
	<i>Profile of the School setting including:</i> <ul style="list-style-type: none"> • Percentages of free and reduced lunch • Demographic changes • Unique and special programs in place to work with students, parents, community. • Emerging programs developed to meet needs • AYP Status • Changes in personnel (principal, teachers) • Instructional issues facing the school • District-wide initiatives • School mission 	The profile does not include a majority of detail to add texture to the context of the school setting; many profile factors are missing or only “covered” without detail on how each one of items contribute a full understanding of the context in which the teacher works.	The profile includes numerous descriptions of the context but full explanations are not offered showing deep understanding of how the context factors affect supervisor, evaluative, and professional development practices.	The profile of the school context includes all factors (see profile) with full discussion of how these factors contribute to providing supervision, evaluation, and professional development. Detail and analysis provide a full rendition of the “life” of the school and the policies and procedures in place that support or inhibit supervision, evaluation, and professional development.

ELCC Standard	Elements of the Standard in which performance is assessed	Improvement Needed	Proficient	Exceptional
	1.2: Supervisory Skills (Pre-observation Conference)			
	Identification of classroom context, characteristics of the learners	Pre-observation and video-clip show perfunctory discussion of the learning environment.	Pre-observation and video-clip shows discussion but certain aspects of the learning environment are not included or barely discussed (e.g., culture, climate, and atmosphere).	Pre-observation form and video-clip shows discussion of the classroom context including characteristics of students as learners and unique learning needs; details the culture and climate of the classroom with discussion of the atmosphere in the room and how students contribute to this atmosphere.
	Learning objectives	Learning objectives do not give much detail about what students will learn and why; objectives are not teased out during discussion; incomplete information is given	Learning objectives are provided, namely a listing of learning objectives without full specificity	Learning objectives are discussed in relation to past learning and future learning objectives; shows detail about content of the lesson; how students will cue into what is being taught and why. Full explanation of what instruction will look and sound like given the content specifications and the objectives.
	Focus mutually identified between the supervisor and the teacher	Classroom observation focus is unclear	Classroom observation is clear but lacks some forms of specificity that could be achieved with follow-up and probing questions of the teacher during the pre-observation conference.	Clear classroom observation focus developed with appropriate probes and follow-up questions further define the classroom observation focus; teacher and observer develop the focus mutually with the teacher leading the discussion; observer asks probing questions so the teacher further defines the focus.

ELCC Standard	Elements of the Standard in which performance is assessed	Improvement Needed	Proficient	Exceptional
	Discussion of which Data Tools Used and Why	No discussion of what tools will be used to collect data or discussion consists of merely identifying the types of data collection tools to be used without elaboration or explanation of the tools and what data will look like and significance of the types of data that can be collected and how this data will shed light on the agreed focus of the classroom observation.	Moderate discussion of the tools to be used to collect data with some discussion on the types of data that can be collected using the tools.	Elaborate discussion related to the tools and identifies at least two data collection tools. Provides detail on the types of data that can be collected, shows value of the type of data that can be collected and how this data can be used to shed insight on classroom practices as identified in the observation focus.
	1.3: The Classroom Observation	Spends less than 45 minutes conducting the classroom observation; notes are sketchy and do not relate to the classroom observation focus; gaps in the notes do not afford the observer to frame for the post-observation conference.	Spends 45 minutes in the classroom observing the teacher; some gaps in observation notes make it possible but difficult to relate data to the classroom observation focus; data are not necessary related to classroom focus agreed on in the pre-observation conference; over-reliance on one data collection tool with the second tool only used in a cursory manner.	Spends 45 minutes or more conducting the classroom observation. The data collection tool was aligned with the discussion in the pre-observation conference. Raw classroom observation notes detail what was observed—what the teacher was doing and what the children were doing; Notes show a composite of teaching and learning based on the lesson being taught, and the characteristics of the students; the data collected relate directly to the focus.

ELCC Standard	Elements of the Standard in which performance is assessed	Improvement Needed	Proficient	Exceptional
	1.4: The Post-observation Conference	Data are presented with the observer dominating the talk of the post-observation conference. Data are “listed” with some value judgments made by the observer.	Data are presented as factual, with the observer mediating the conversation with some opportunity for the teacher to extend thoughts. Questions are closed-nature not allowing dialogue to flow from the teacher presenting his or her point-of-view.	Observer presents data in a value-free manner; allows teacher to analyze and reflect “out-loud” about the data; teacher is able to reconstruct the lesson. Ongoing plans are developed for follow-up. Concrete suggestions are developed based on the insights of the teacher moderated by the data collected during the classroom observation. The teacher owns data and has latitude to develop “next steps.”

Zepeda: 2005, 2006, 2007

Rubric—Professional Growth Plan for EDAP 7020

ELCC Standard	Elements in which performance is assessed	Improvement Needed	Proficient	Exceptional
<p>2.4a Candidates design and demonstrate an ability to implement well-planned, context- appropriate professional development programs based on reflective practice and research on learning consistent with the school vision and goals.</p>				
	<p>1.1: Based on the pre-observation conference (area of focus), the observation, and the discussion in the post-observation conference</p>	<p>The Professional Growth Plan is not connected to the needs of the teacher based on 1) knowledge of the teacher through classroom observation and post-observation dialogue, 2) the developmental level of the teacher (based on principles of adult learning and career stage theory), 3) the needs of the students as based on the context of the classroom.</p>	<p>The Professional Growth Plan is developed based on the needs of the teacher but lacks clarity based on data from the classroom observation and/or knowledge about the teacher’s conceptual development. Plan is only partially developed with specificity.</p>	<p>The Professional Growth Plan is fully developed driven by data gleaned from the pre-observation, the extended classroom observation, and the post-observation conference. The objectives and/or goals of the plan align with the principles of adult learning based on the needs of the teacher. Activities reflect needs of the teacher based on principles of adult learning and/or career stage theory, the context of the classroom, and the students who the teachers works with.</p>

ELCC Standard	Elements in which performance is assessed	Improvement Needed	Proficient	Exceptional
	<p>1.2: DETAILED professional growth plan include areas for the teacher to explore, ways in which the teacher can explore these areas, and any other mutually agreed on aspect (e.g., what artifacts to include).</p>	<p>The Professional Growth Plan (activities) does not reflect a broad-range of activities. Planning did not include the teacher in the process.</p>	<p>The Professional growth plan reflects a moderate number of activities; the teacher was involved to a limited degree in the development of the professional growth plan.</p>	<p>The Professional Growth Plan includes a wide-range of activities focused on the needs of the teacher; the teacher was fully involved in the planning, ongoing assessment, evaluation of the professional growth plan. The plan includes specifics related to a) What will be involved? b) What the teacher will be doing, c) the activities planned for the teacher are explicit d) the types of learning activities that will be embedded in the day-to-day work of the teacher and how these activities are embedded in the workday are detailed</p>

ELCC Standard	Elements in which performance is assessed	Improvement Needed	Proficient	Exceptional
	<p>1.3: Monitoring plan (e.g., markers of completion, time frame).</p>	<p>A monitoring plan exists but lacks specificity relative to who will provide support, what resources are needed, who will assist with the plan, and the time frame of the plan.</p>	<p>The monitoring plan exists with approximate needs identified, a time frame is identified but not linked to the activities and resources identified in the plan. A certain amount of ambiguity creates a sense of too much room for interpretation on whom will monitor the plan and when the monitoring will begin and end.</p>	<p>There is a detailed monitoring plan that includes both the supervisor and the teacher in the ongoing assessment and evaluation of the professional growth plan. Resources needed to deliver the professional growth plan are identified and secured. The types of on-going support and personnel needed are identified and plans are made to ensure that this support is provided for this teacher.</p>

SJZ, 2005/2006/2007

Rubric
Individual Teacher Supervisory and Professional Growth Plan
350 Points

Name _____ Semester _____

Points: 35 Possible

Points Earned =

Area	Improvement Needed	Proficient	Exceptional	Points Awarded and Comments
Teacher Profile	(below 21 points)	(21 -26 pts.)	(27 pts. and above)	(X out of 30 pts.)
Profile School Context	(below 21 points)	(21 -26 pts.)	(27 pts. and above)	(X out of 30 pts.)
Preobservation Conference	(below 35 points)	(35-44 pts.)	(45 pts. and above)	(X out of 50 pts.)
Classroom Observation	(below 35 points)	(35-44 pts.)	(45 pts. and above)	(X out of 50 pts.)
Data Collection Tools for Observation	(below 35 points)	(35-44 pts.)	(45 pts. and above)	(X out of 50 pts.)
Postobservation Conference	(below 35 points)	(35-44 pts.)	(4. pts. and above)	(X out of 50 pts.)
Professional Growth Plan	(below 35 points)	(35-44 pts.)	(45 pts. and above)	(X out of 50 pts.)
Reflection on Process and Summary	(below 28 points)	(28- 35 pts.)	(36 pts. and above)	(X out of 40 pts.)

Final Grade Point Scale

Grade Scale	Point Scale
A 95 to 100	333 - 350
A- 91 to 94	319 - 332
B+ 87 to 90	305 - 318
B 83 to 86	291 - 304
B- 80 to 82	280 - 290
C+ 77 to 79	27.0 - 279
C 73 to 76	256 - 269
C- 70 to 72	245 - 255
D 60 to 69	210 - 244
F 59 to 0	244 or less

Developing a Supervisory Vision for Learning and Leading 200 Points

The Supervisory Vision for Learning and Leading is worth 200 points toward the final grade in EDAP 7020. This vision is important as it will contain your beliefs and values about students, learning, and leading and how these influence the supervision of instruction as well as other factors including adult development and growth, instructional methods, and the ways in which the “best,” and the “worst” teachers teach the way they do.

The Supervisory Vision for Learning and Leading is due at the mid-point of the semester (see syllabus) and will be formally revisited at the end of the semester (see syllabus). Developing a vision is a process shaped by experiences, beliefs, values, and myriad other factors that interact with each other over time. During this course, you will develop and revisit the vision for learning and leading. Moreover, the vision should assist with the development of the Philosophy of Educational Administration and Policy, a requirement for Master’s Degree students.

The Assignment: Articulate in writing your vision of learning and leading. This vision should be **no more than 3 or 4 pages**, typed and double-spaced. I know that being brief will be a challenge, but please adhere to these guidelines. Kindly use 12-point font preferably Times New Roman. If materials to support the vision for learning and leading are used, please use APA 5th Edition to cite these materials. **Complete the self-assessment rubric on p. 30 in this packet and turn it in electronically as part of the same document as your paper.**

The following questions can serve to guide this process.

- What do I stand for?
- What is my personal vision about teaching, students, and achievement?
- What does good teaching look like? What separates good teaching from excellent teaching, mediocre teaching?
- How does data about learning translate to teaching, professional development, and the needs of the community?
- What contextual factors affect the development and implementation of a vision for learning and leading at the building site?
- What types of support would teachers need to achieve good teaching as I envision this picture of good teaching?
- How does instructional supervision, evaluation, and professional development fit into this scheme of support?
- What types of teaching do students need to learn? Can all children learn?

Zepeda, 2005, 2006, 2007

Name _____

Assessment Rubric for the Vision Learning and Leading

Element	Meets	Partially Meets	Does Not Meet	Points and Comments
Context Factors Identified				
Scope and Sequence of the Vision				
Leadership to move the vision forward				
Collaborative Relationships— Working with Others to Promote Learning and Leading				
Organizing Programs and Services to Support Student Learning				
Planning for Improving Curriculum, Teaching, and Learning				
Promoting Best Instructional Practices				
Uses of Technology to Support Instruction				
Supporting Diversity and Sub-Populations				
Summary				

SJZ, 2005

Comments:

Informal Classroom Observations and Use of Tools **240 Points**

Assignment: The Informal Classroom Observation

Purpose of Assignment: The informal classroom observation is vital to teacher development and the advancement of the talk of teaching. The purpose of this assignment is to afford EDAP 7020 students the experience and practice of performing informal classroom observations as they prepare to become active participants in the leading of instruction and the development of excellence in teaching. In addition, this assignment will enable students to become familiar with various tools that can assist the school leader in performing meaningful informal classroom observations and assist them as they extend the talk of teaching with their staff.

Assignment Requirements: Students are required to conduct three (3) informal classroom observations during the semester. The observations must be at least twenty (20) minutes in length and students should attempt to observe three (3) different classroom settings across all content areas with different teachers. In addition, a variety of tools should be used throughout the process.

Artifacts:

For each observation, students will submit:

1. a copy of tool used with data collected,
2. an analysis of the data in the language of “teacher talk,” and
3. a reflection as an instructional leader on the experience.

Submit as one document with the next three following headings, centered and bold

- **Tool and Data:** Explain what tool you used and why
- **Analysis of Data:** What data points I would Share with the Teacher to Extend the Talk of Teaching
- **Reflection:** Share the insights you gained and your reflections on the process.
- **Self-assessment rubric found on p. 32. You may cut and paste into document.**

Timeline: See Calendar of Readings and Activities

Assignment Resource:

Zepeda, S.J. (2005). *The instructional leader’s guide to informal classroom observations*. Larchmont, NY: Eye on Education.

Through the **Informal Classroom Observations and Use of Tools**, students conduct three (two graded) informal classroom observations using the tools and techniques learned through the

texts, classroom simulations, and other sources from the context of the school and system in which the student is familiar. Please label each of the following sections in your papers:

- Tool and Data: Explain what tool you used and why (75 Points)
- Analysis of Data: What data points I would Share with the Teacher to Extend the Talk of Teaching (25 Points)
- Reflection: Share the insights you gained and your reflections on the process. (25 Points)

These observation papers are generally 2-3 pages not including raw data which should be scanned and submitted as part of the same document.

Rubric

***Should be completed as a self-assessment and submitted electronically with each of the three Informal Classroom Observations 250 Points**

Name _____ Semester _____

Points: 250 Possible (The grade you receive for your weakest observation will be dropped.) All components in paper should be clearly labeled.

Criteria	Improvement Needed	Proficient	Exceptional	Points Awarded and Comments
Informal Classroom Observation #1				
Tool and Data	(below 60 points)	(61-68 points)	(70 pts. and above)	(x out of 75 pts.)
Analysis of Data	(below 15 points)	(15 to 22 pts.)	(23 pts. and above)	(x out of 25 pts.)
Reflections	(below 15 points)	(15 to 22 pts.)	(23 pts. and above)	(x out of 25 pts.)
Total Points for Informal Classroom Observations #1 = _____				
Informal Classroom Observation #2				
Tool and data	(below 60 points)	(61-68 points)	(70 pts. and above)	(x out of 75 pts.)
Analysis of Data	(below 15 points)	(15 to 22 pts.)	(23 pts. and above)	(x out of 25 pts.)
Reflections	(below 15 points)	(15 to 22 pts.)	(23 pts. and above)	(x out of 25 pts.)
Total Points for Informal Classroom Observations 2 = _____				

Informal Classroom Observation #3				
Tool and Data	(below 60 points)	(61-6. points)	(70 pts. and above)	(x out of 75 pts.)
Analysis of Data	(below 15 points)	(15 to 22 pts.)	(23 pts. and above)	(x out of 25 pts.)
Reflections	(below 15 points)	(15 to 22 pts.)	(23 pts. and above)	(x out of 25 pts.)
Total Points for Informal Classroom Observations #3 = _____				
Postings of the informal classroom observations must be made by 11:00 PM, by the Sunday evening of the week listed. New weeks begin each Monday morning.				
If postings are tardy to these times, no points will be earned toward the assignment that is posted late. You are encouraged to post as early as possible in order to meet deadlines.				

Online Posting, Discussions, and Participation
700 Points

Postings of the deep reflection must be made by 11:00 PM, Wednesday.
Postings of the extended discussions must be completed by 11:00 PM, Sunday.
If postings are tardy to these times, no points will be earned toward the online assignment.
You are encouraged to post as early as possible to meet deadlines.

I will grade your postings and deep reflection based upon the scholarly reflections on the assigned readings and on the two responses you make. FYI, I am able to see how many postings you have read and submitted each week and how much time you spend on line. Vista also shows me how your time and postings compare to your peers’.

PLEASE use 4-5 sentence paragraphs in your postings. It is much easier for us to read several shorter posted paragraphs than one long paragraph. Length does not necessarily indicate greater knowledge. Being able to make your point known succinctly, without sacrificing deep understanding, is a strength excellent leaders possess.