UNIVERSITY OF NORTHERN COLORADO
Division of Educational Leadership and Policy Studies

ELPS 654-700 Instructional Leadership and Supervision
(3 Semester Hours)
Fall 2015, August 26 - October 14

INSTRUCTOR
Michael I. Cohen
Office: 402 (Office Hours: Wednesdays, 9:00am to 1:00pm & by appointment)
Phone: 973-650-2229
michael.cohen@unco.edu

COURSE DESCRIPTION
This course will focus on the roles educational leaders play in improving the teaching and learning process. Special emphasis will be given to the role of principals and administrators as curricular and instructional leaders, as well as how to effectively involve other educators in these roles. Using ideas related to curriculum development, supervision, and instructional leadership, the course’s academic and field-based activities will allow students to examine current instructional leadership practices and to determine ways to expand these practices. Special attention will be given on the principal’s role in supervision and evaluation of staff. Attention also will be given to the dilemmas and constraints influencing an educator’s ability to impact curriculum and instruction.

RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE
Students who enter study in educational leadership at UNC are exposed to five domains in which they: (1) develop a personal vision for educational leadership; (2) examine and use modes of inquiry to help them frame problems and gather information; (3) shape organizations through management and leadership practices; (4) explore the professional development role of educational leaders and (5) examine influences from the external environment that affect educational policies, structures, and operations. Learning experiences in this course contribute directly to the underlying beliefs of our leadership program, which are as follows:

- Human growth and development are lifelong pursuits.
- Leadership encompasses a learned set of knowledge, skills, attitudes and practices.
- Organizations are artifacts of a larger society.
- Learning, teaching, and collegiality are fundamental activities of organizations.
- Validated knowledge and active inquiry form the basis of practice.
- Moral and ethical imperatives drive leadership behavior.
- Effective leadership in organizations depends on individual and team efforts.
- Leaders' behaviors and actions model their beliefs and values.
- Leaders effect positive change in individuals and organizations.
- Effective leaders develop positive interpersonal relationships.
- Diversity strengthens organizations.
- Organizations and leaders are accountable.
STANDARDS FROM PROFESSIONAL ORGANIZATIONS

The courses in this Division are intended to prepare individuals to serve as leaders of educational organizations. The learning experiences are designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of School Administrators, the National Association of Elementary School Principals, the National Middle School Association, the National Association of Secondary School Principals, the National Policy Board for Educational Administration, and the University Council for Educational Administration.

RELATED COLORADO DEPARTMENT OF EDUCATION STANDARDS

The licensure standards established by the Colorado Department of Education and State Board of Education addressed by this course include the following:

2. Standard II: Principals demonstrate instructional leadership
   2.1. Curriculum, Instruction, Learning, and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches. Principals demonstrate current knowledge of research in teaching, learning and child development, and ensure that their schools provide a comprehensive education that promotes cognitive, physical, mental, social emotional health and growth. They ensure that an age-appropriate curriculum consistent with the Colorado Academic Standards is taught and monitored through effective formative assessment practices, and the use of summative assessments. They engage staff in developing knowledge about student development, curriculum, instruction, assessment, and analysis and use of data in order to establish and achieve high expectations for students. Principals ensure high expectations for all students, including students identified as gifted, students with disabilities, and students considered “at risk” of school failure.

2.2. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time. They ensure that teachers and other adults working with students have time, structures, opportunities and the expectation of planning, working, reflecting and celebrating together to improve instructional practice.

2.3. Implementing High-Quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students. They demonstrate current knowledge of best practices in PK-20 instruction and assessment, and are able to monitor delivery of high-quality instruction. They encourage and support teachers in utilizing research-based methods to develop and employ multiple instructional approaches; developing personalized learning opportunities for diverse learners; planning lessons that allow students to apply and demonstrate learning connections in creative and meaningful ways; integrating technology and formative assessment practices into instruction to increase student engagement and learning; and using multiple methods of progress monitoring to track student learning and adjust instruction as needed. Principals ensure that the school’s structures and daily schedules are supportive these instructional goals. They are good listeners and coaches and are able to give and receive feedback.

2.4. High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes. Principals make available to the school community, as appropriate, data about student performance. Principals actively engage the school community to interpret and respond to available data on student achievement and other performance indicators. Principals collect and analyze available data regularly to monitor progress and make appropriate adjustments designed to improve performance outcomes. Principals ensure that data are turned into meaningful information that can be used by teachers, students and parents/guardians to identify goals, implement evidence-based strategies, monitor and evaluate the impact of instructional programs, and promote organizational learning.

3. Standard III: Principals Demonstrate School Cultural and Equity Leadership
   3.1. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges. Principals ensure that all adults in the school have high expectations for all students, and believe that all students can reach those high expectations. They support the use of a variety of teaching styles designed to meet the diverse needs of individual students. Students’ individual backgrounds are valued as a resource, and principals advocate for approaches to instruction and behavioral supports that build on student strengths.

   4.3. Teacher and Staff Evaluation: Principals evaluate staff performance using the district’s educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement. They implement a systemic process for evaluation of all staff members that leads to the continuous improvement of performance. For teachers, this includes the provision of frequent and timely feedback and supports. Principals recognize and celebrate quality teachers, and provide professional development coaching for teachers needing support in order to improve instruction and student learning outcomes.

7. Standard VII: Principals Demonstrate Leadership around Student Growth
   7.1. Student Academic Achievement and Growth: Principals take responsibility for ensuring all students are progressing toward post-secondary and workforce readiness by high school graduation. Principals prepare students for success by ensuring mastery of Colorado Academic Standards, including 21st century skills.
   7.2. Student Growth and Development: Principals take responsibility for facilitating the preparation of students with the skills, dispositions, and attitudes necessary for success in post-secondary education, work, and life, including democratic and civic participation.
   7.3. Use of Data: Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of student growth.
COURSE OBJECTIVES
Based on individual readings, small group activities, outside class exercises, reflective activities, and class discussions, students will focus on the following issues:

PART I: The Nature and Character of Instructional Leadership
1. Understand and apply a framework of instructional leadership derived from studies of successful principals.
2. Explain the similarities and differences in the following characteristics of instructional leaders: resource provider, instructional resource, communicator, and visible presence.
3. Understand the constraints leaders face in practicing instructional leadership.

PART II: Supervision of Teaching and Learning
*Ongoing monitoring of teaching and learning*

1. Describe various approaches for appraising instruction
2. Identify various legal issues associated with teacher evaluation
3. Describe the formal cycles of evaluation
4. Understand supervisory strategies focusing on student learning
5. Distinguish between supervision and evaluation
6. Identify the appropriate use of various conferencing styles for different teachers and situations
7. Understand appropriate procedures and practices for teacher remediation
8. Practice the different types of developmental supervision
9. Understand the changing roles of teachers and principals in a standards-based education learning environment
10. Identify and use various classroom observation strategies

Personal Development

1. Identify areas of further personal exploration based on current trends, past experiences, and professional needs

COURSE MATERIALS
*Required Texts:*

ISBN: 978-0132613736

ISBN: 0309070368

COURSE EVALUATION
Throughout the course, students will be required to complete written assignments, participate in class discussions, and prepare group presentations. These assignments will be evaluated as follows:

1. Written assignments should: (a) be completed on time, (b) be concisely and precisely written, (c) be well organized, and (d) cover all aspects of the assignment.
2. Class participation should be: (a) active and (b) relevant to the topic of discussion (see additional clarification below).
3. Class presentations should be: (a) well organized, (b) clearly and creatively delivered, and (c) relevant to the assigned topic.

Assignments and class participation will be weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Interview Evaluation Assignment (Assignment #1)</td>
<td>20%</td>
</tr>
<tr>
<td>Observation and Conferencing Assignment (Assignment #2)</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation/Preparation for Class</td>
<td>50%</td>
</tr>
</tbody>
</table>

This course requires active and relevant participation in large and small group discussions, activities, and simulations. “Active and relevant” participation includes:

- Providing informed opinions and relevant commentary
- Raising insightful and thought-provoking questions
- Remaining focused on the topic of discussion
- Clarifying other peoples’ ideas
- Challenging ideas in a constructive manner
- Providing appropriate leadership and followership in group work
- Displaying a professional demeanor
- Being responsible for readings and outside assignments
- Accepting responsibility for doing “make up” work when class is missed

Therefore, attendance at class sessions is extremely important for understanding and applying the course concepts. Students are expected to prepare for each class session by reading the assigned material and completing assignments. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Students should check with the instructor about make-up work.

GRADING POLICY
Assignments are graded according to a rubric with ratings from 4 (high) to 1 (low). Final grades are awarded in accordance with the Graduate Bulletin that specifies: "Superior is indicated by 'A,' above average is 'B,' average is 'C,' below average but passing is 'D,' and failure is 'F.'"
ACADEMIC DISHONESTY
Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see http://catalog.unco.edu/200809/wwhelp/wwimpl/js/html/wwhelp.htm?&accessible=true

DISABILITY ACCESS
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at Campus Box 139 Greeley, CO 80639 Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

DIVERSITY STATEMENT
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

SEXUAL MISCONDUCT/TITLE IX STATEMENT
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-3514040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

BIBLIOGRAPHY


*Educational Leadership* (May 1996 issue). Exemplary curriculums, 53(8), 4-63.


Leithwood, K. (1993). Contributions of transformational leadership to school restructuring. Invited address to the University Council for Educational Administration Convention, Houston, TX.


Administrators.


<table>
<thead>
<tr>
<th>Date</th>
<th>Themes and Related Activities</th>
<th>Due (in preparation for session)</th>
</tr>
</thead>
</table>
| 8/26  | *Supervision and Student-Centered Instruction and Assessment*  
• Introduction to course  
• Introduction to supervision  
• Discussion of principles of human learning and their implications for effective teaching, student-centered instruction, and assessment  
• Discussion of *educator effectiveness*: What is it? What does it mean to you? What does it mean in Colorado? What values and assumptions underlie the meaning of *educator effectiveness* in Colorado?  
• Explanation of Assignment #1 and how to begin planning for it. | Reading:  
• National Research Council, *How People Learn*, Chapters 1-3  
• State Council for Educator Effectiveness: *Report and Recommendations, April 2011*  
Note: For this reading assignment and for all others in this syllabus, it is highly recommended that you take notes on key points (objective notes, from reading) and your reactions to them (subjective reflections). Use whatever method works best for you as a learner. The goal here is to get you *thinking critically* about the material and prepare you to contribute to a lively set of discussions and class activities. One way that works best for many is to keep a double-entry journal, using the left-hand column to record critical points from the text and the right-hand column to reflect on topics such as: how your ideas have been challenged or confirmed; how the reading ties in with your experiences, beliefs, or prior knowledge and reading of research; questions that you have, or what else you would like to know about the topic; anything that impacts you emotionally—e.g., if something annoys you, makes you fearful, impresses you, excites you positively, etc. |
| 9/2   | *Using Data in a Collaborative Culture*  
• Continued discussion of educator effectiveness in the context of human learning principles and state policy  
• Activities related to these questions: *What do we mean by “data”? What data would you want to examine with teachers? How would you want teachers to approach the data? What questions would you want teachers to ask about the data? How would the data be collected? How would you structure discussions of data among teachers? How would you use student growth and achievement data as part of the teacher evaluation process? [Note key difference between “growth” and “achievement.”]*  
• Screening of selected CDE online videos | Reading:  
• National Research Council, *How People Learn*, Chapters 4-6  
• *Rubric for Evaluating Colorado Teachers*  
• *Supplementary Article(s): Tentative, TBA* |
| 9/9   | *Methods of Supervision*  
• Sharing of supervision platform  
• Discussion of methods of supervision  
• Screening of selected ASCD videos  
• Explanation of Assignment #2 and how to begin planning for it. | Reading:  
• Glickman, et. al., *Supervision and Instructional Leadership*, Parts I & II |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/16</td>
<td><strong>Evaluation Instruments and Developmental Supervision</strong></td>
<td>• Johari Window exercise;</td>
<td>• Glickman, et. al., <em>Supervision and Instructional Leadership</em>, Part III</td>
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<td></td>
<td>• Discussion of observation data collection and conferencing processes</td>
<td>• Discussion of observation data collection and conferencing processes</td>
<td>Bring to class:</td>
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<td></td>
<td>• Role-play simulations</td>
<td>• Role-play simulations</td>
<td>• Your district’s observation instrument and overall evaluation model for</td>
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<td></td>
<td></td>
<td></td>
<td>teachers (including student outcomes components)</td>
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<td>9/23</td>
<td><strong>Application of Developmental Supervision</strong></td>
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<td></td>
<td>• Continued role-play simulations</td>
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<td>9/30</td>
<td><strong>Supporting Teacher Improvement</strong></td>
<td></td>
<td>• Glickman, et. al., <em>Supervision and Instructional Leadership</em>, Chapters</td>
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<td>13-15</td>
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<td>Submission:</td>
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<td>• <strong>Assignment #1 Due (hard copy)</strong></td>
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<tr>
<td>10/7</td>
<td><strong>Legal Issues Pertaining to Supervision, Evaluation, and Termination</strong></td>
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<td></td>
<td>• Exploration of key points of statutes for supervision, evaluation, and termination</td>
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<td></td>
<td>• Application of statutes to case studies</td>
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<td>10/14</td>
<td><strong>Equity Pedagogy</strong></td>
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<td></td>
<td>• Discussion of how you might work with teachers to develop their working understanding of equity pedagogy</td>
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<td></td>
<td></td>
<td></td>
<td>• Spradlin, <em>Diversity Matters</em></td>
</tr>
<tr>
<td>After 10/14</td>
<td>Conduct observation cycles in your schools for Assignment #2</td>
<td></td>
<td>Submission (via e-mail to professor, as attachment):</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• <strong>Assignment #2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must be submitted by 11:59pm MT on Wednesday, December 2, 2015</td>
</tr>
</tbody>
</table>
Assignment 1: Evaluation Interviews

In order to connect the concepts of instructional leadership, supervision, and evaluation practices in school districts, we are asking you to obtain various materials and information from your school district. The intent is to stimulate class discussion by contrasting various practices/models and by determining important ways to improve teaching practices and student learning. In particular, please complete the following tasks:

1. Obtain a copy of the teacher evaluation instrument used in your district. Please bring the instrument to class and be prepared to discuss how it is used, its purpose, and the expected outcomes of the evaluation process.

2. Interview at least 2 colleagues, one teacher and one school leader, who have direct experience with teacher supervision and evaluation and ask them the following questions:
   
   a. To what extent does the teacher evaluation instrument capture the important aspects of a teacher’s role? What is missing, if anything?
   b. What are the purposes and expected outcomes of the evaluation process?
   c. How is the evaluation instrument and process used differently—if at all—for teachers who have varying levels of experience and expertise? If it is differentiated in any way, what are the differences?
   d. How would you suggest improving the teacher supervision and evaluation process in your district?
   e. What is the process for remediating and terminating a teacher in your district?
   f. [Any other question(s) you would like to explore in your inquiry].

Take notes during the interviews or audiotape the interview (if permission is given by interviewee), capturing key points made by interviewees. Prepare a written report of the interviews summarizing interviewee responses to questions a-f in #2. In the written report, make sure to answer each of the above questions for the teacher respondent and principal respondent and synthesize their ideas, capturing similarities of responses, differences between responses, and any wider implications that you have discovered through conducting these interviews.
# Assignment 1: Evaluation Interview Rubric

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Instrument</td>
<td>Provides little description of the instrument used.</td>
<td>Provides a description of the instrument but does not discuss strengths and weakness, as voiced by those interviewed or perceived by the student.</td>
<td>Provides a description of the instrument and discusses some strengths and weakness, as voiced by those interviewed.</td>
<td>Describes the instrument and discusses the strengths and weakness, as voiced by those interviewed and the student, as well as efficiency and effectiveness in the use of the instrument.</td>
</tr>
<tr>
<td>Evaluation of Use of Instrument</td>
<td>Does not explain how the instrument is used in the specific school setting.</td>
<td>Provides only an explanation of the instrument as used by the administrator without the teacher's perspective.</td>
<td>Provides an explanation of the instrument's use regarding the method of data collection used with a rationale specific to the school setting.</td>
<td>Provides a clear explanation of how the instrument is used, data is collected and used by the administrator, and viewed by the teacher, with an explanation of the school setting.</td>
</tr>
<tr>
<td>Suggestions for Improvement of the Evaluation Process</td>
<td>Provides no suggestions for improvement of the evaluation process.</td>
<td>Provides only one or two suggestions for improvement of the evaluation process without rationale or supporting references.</td>
<td>Provides one to three suggestions for improvement of the evaluation process with a rationale or supporting references.</td>
<td>Provides several suggestions for improvement of the evaluation process with a rational and supporting references for each suggestion.</td>
</tr>
<tr>
<td>Remediation and Termination</td>
<td>Does not discuss the remediation and termination process.</td>
<td>Discusses only one interviewee's perspective of the district's remediation and termination process.</td>
<td>Discusses interview responses on remediation and termination.</td>
<td>Discusses interview responses on remediation and termination with commentary/comparison of state laws.</td>
</tr>
<tr>
<td>Written Narrative</td>
<td>Text lays out the general area of the topic. There are few clear sections or headings. Lack of clear organization, multiple technical problems.</td>
<td>Syntactically and mechanically accurate. Logically organized with appropriate subheadings. Citations indicated in body of text.</td>
<td>Written coherently and persuasively with systematic use of headings and citations.</td>
<td>Displays professional writing style and content suitable for publication.</td>
</tr>
</tbody>
</table>
Assignment 2: Supervision/Evaluation and Instructional Leadership Assignment

The purpose of this assignment is to give students of Educational Leadership the opportunity to gain a deeper understanding of pre-observation conferencing, classroom observation techniques, and post-observation conferencing. During the project, students will conduct two cycles of teacher conferencing and classroom observations using skills learned in class. A student written reflective analysis provides details about the teacher, the supervisory type (directive, collaborative, non-directive) and classroom observation techniques. Feedback from the observed teacher, and student reflection of supervisor/instructional leadership skills are utilized to evolve a Comprehensive Growth Plan with the cooperating teacher.

Promote a positive school culture. Students identify a teacher who will allow them to practice observation and conferencing skills. Following an organizational meeting with the teacher to explain the assignment and to understand elements of district culture, the student conducts a pre-observation conference with the teacher using skills learned in class. (ELCC-CAEP 2.1)

Provide an effective instructional program. Soon after the pre-conference, the student conducts a classroom observation for at least 30 minutes using effective instructional program observation techniques learned from class discussions, videos, and the text. (ELCC-CAEP 2.2)

Apply best practice to student learning. Within 2-3 days after the classroom observation, the student will discuss best practice in student learning during a post-observation conference with the cooperating teacher. (ELCC-CAEP 2.3)

Design comprehensive professional growth plan. Using notes from the observation and conference data, the student selects and completes a summative evaluation instrument. A professional growth plan for the teacher is prepared using narrative statements for each of the domains/standards on the instrument. The student schedules a final conference with the teacher to discuss the summative evaluation and comprehensive professional growth plan. (ELCC-CAEP 2.4)

Steps for this assignment:

Identify a teacher who will allow you to practice the pre-conference, observation, and post-observation conference cycle two times. Please select a teacher who is comfortable allowing you to practice and who will take the exercise seriously.

Meet with the teacher to let him/her know the purpose of the assignment and to explain what you will be doing. Let the teacher know that you will not use his/her real name, but a pseudonym. Arrange dates for the pre-conferences, classroom observations, and post-observation conferences.

Conduct one pre-observation conference with the teacher using the skills learned in class. Soon after the pre-conference, conduct a classroom observation for at least 30 minutes using one of the classroom observation techniques learned from the videos, handouts, or from the text. Within 2-3 days after the classroom observation, conduct a post-observation conference with the teacher.
You will go through this cycle twice. Please select two different observation techniques for each of the two observations. After each post-observation conference, ask the teacher to give you feedback on the pre-conference, classroom observation, and the post-observation conference.

**Written Product**

For this assignment, you should submit questions and notes from the pre-observation conferences, notes/instrument from the classroom observations, and questions/notes from the post-observation conferences.

**Reflective Analysis**

In the reflective analysis, you should address the following:

Provide background about the teacher (subject, grade, years of teaching experience, etc.)

How did you feel about the way you conducted the pre-conferences? What would you have done differently? Which of the 3 supervisory types (directive, collaborative, non-directive) did you use? Why did you choose the type you selected?

Which classroom observation techniques did you utilize during the two observations? To what extent did you feel comfortable using these techniques? What would you have done differently during the classroom observations if you could repeat them?

How did you feel about the way the post-observation conferences went?

Which supervisory style did you use?

What feedback did you receive from the teacher concerning the whole process—in particular, the feedback from the post-observation conferences?

What did you learn about yourself as a supervisor/instructional leader?
### Assignment 2: Supervision/Evaluation and Instructional Leadership Assignment Rubric

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-conference ELCC 2.1</td>
<td>Does not describe the affective interpersonal elements of the process based on one of the following: theories of human development behavior, personalized learning environments, and motivation; OR understanding of the school culture and ways it can be influenced to ensure student success. Demonstrates none of the following: collaboration with others to accomplish school improvement goals; incorporation of cultural competence in development of programs, curriculum, and instructional practices; monitoring of school programs and activities to ensure personal learning opportunities; recognition/celebration/ and incorporation of diversity in programs, curriculum, and instructional practices; facilitation of the use of appropriate content-based learning materials and learning strategies; and the promotion of trust, equity, fairness, and respect among students, parents, and school staff. Does not demonstrate an understanding or the ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students in a supervisory capacity (ELCC 2.1).</td>
<td>Describes the affective interpersonal elements of the process based on one of the following: theories of human development behavior, personalized learning environments, and motivation; OR understanding of the school culture and ways it can be influenced to ensure student success. Demonstrates at least one of the following: collaboration with others to accomplish school improvement goals; incorporation of cultural competence in development of programs, curriculum, and instructional practices; monitoring of school programs and activities to ensure personal learning opportunities; recognition/celebration/ and incorporation of diversity in programs, curriculum, and instructional practices; facilitation of the use of appropriate content-based learning materials and learning strategies; and the promotion of trust, equity, fairness, and respect among students, parents, and school staff. Demonstrates a limited understanding or the ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students in a supervisory capacity (ELCC 2.1).</td>
<td>Describes the affective interpersonal elements of the process based on one of the following: theories of human development behavior, personalized learning environments, and motivation; and an understanding of the school culture and ways it can be influenced to ensure student success. Demonstrates at least three of the following: collaboration with others to accomplish school improvement goals; incorporation of cultural competence in development of programs, curriculum, and instructional practices; monitoring of school programs and activities to ensure personal learning opportunities; recognition/celebration/ and incorporation of diversity in programs, curriculum, and instructional practices; facilitation of the use of appropriate content-based learning materials and learning strategies; and the promotion of trust, equity, fairness, and respect among students, parents, and school staff. Demonstrates an in-depth understanding and the ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students in a supervisory capacity through pre-conference interactions with teachers (ELCC 2.1).</td>
<td>Describes the affective interpersonal elements of the process based on one of the following: theories of human development behavior, personalized learning environments, and motivation; and an understanding of the school culture and ways it can be influenced to ensure student success. Demonstrates collaboration with others to accomplish school improvement goals; incorporation of cultural competence in development of programs, curriculum, and instructional practices; monitoring of school programs and activities to ensure personal learning opportunities; recognition/celebration/ and incorporation of diversity in programs, curriculum, and instructional practices; facilitation of the use of appropriate content-based learning materials and learning strategies; and the promotion of trust, equity, fairness, and respect among students, parents, and school staff. Demonstrates an in-depth understanding and the ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students in a supervisory capacity through pre-conference interactions with teachers (ELCC 2.1).</td>
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<td>Classroom Observation (ELCC 2.2)</td>
<td>Does not provide a clear explanation of data collection used for observation, how it was agreed upon, and the benefit to be gained by the teacher from the data to evaluate the instructional program. Does not demonstrate an understanding of the following: curriculum development and instructional delivery theories, measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and school technology and information systems to support and monitor student learning. Does not demonstrate ability of the following: collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. Does not demonstrate an understanding of or ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program through the use of classroom observation and the collection of data to provide actionable and authentic feedback teachers to improve their practice (ELCC 2.2)</td>
<td>Provides only the data collected with no rationale. Demonstrates an understanding of one of the following: curriculum development and instructional delivery theories, measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and school technology and information systems to support and monitor student learning. Demonstrates ability of one of the following: collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. Demonstrate a limited understanding of or ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program through the use of classroom observation and the collection of data to provide actionable and authentic feedback teachers to improve their practice (ELCC 2.2)</td>
<td>Provides an explanation of the method of data collection used with a rationale to evaluate the instructional program. Demonstrates an understanding of at least two of the following: curriculum development and instructional delivery theories, measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and school technology and information systems to support and monitor student learning. Demonstrates ability of two of the following: collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. Demonstrate an understanding of and ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program through the use of classroom observation and the collection of data to provide actionable and authentic feedback teachers to improve their practice (ELCC 2.2)</td>
<td>Provides a clear explanation of data collection used for observation, how it was agreed upon, and the benefit to be gained by the teacher from the data to evaluate the instructional program. Demonstrates an understanding of curriculum development and instructional delivery theories, measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and school technology and information systems to support and monitor student learning. Demonstrates ability to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. Demonstrate an understanding of and ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program through the use of classroom observation and the collection of data to provide actionable and authentic feedback teachers to improve their practice (ELCC 2.2)</td>
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<td>Post-conference Summative Evaluation (ELCC 2.3)</td>
<td>Provides little description of the elements of the process (pre-observation, conference, post-observation) and/or little reflection on the overall experience regarding application of best practices to student learning. Does not demonstrate the following: an understanding of high-quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; and standards for high-quality teacher, principal, and district practice. Does not demonstrate the following: the ability to work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. Does not demonstrate an understanding or the ability to develop and supervise the instructional and leadership capacity of school staff (ELCC 2.3)</td>
<td>Describes the elements of the process, (pre-observation, conference, post-observation) and some reflection on the overall process/experience regarding application of best practices to student learning. Demonstrates one of the following: an understanding of high-quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; and standards for high-quality teacher, principal, and district practice. Demonstrates one of the following: the ability to work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. Demonstrate an understanding or the ability to develop and supervise the instructional and leadership capacity of school staff (ELCC 2.3)</td>
<td>Describes the elements of the process, (pre-observation, conference, post-observation) provides a reflection on personal supervisory/ instructional leadership skills and growth. Provides an explanation of the method of data collection used with a rationale regarding application of best practices to student learning. Demonstrates at least two of the following: an understanding of high-quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; and standards for high-quality teacher, principal, and district practice. Demonstrates at least two of the following: the ability to work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. Demonstrate an understanding or the ability to develop and supervise the instructional and leadership capacity of school staff (ELCC 2.3)</td>
<td>Describes the elements of the process, (pre-observation, conference, post-observation) provides detailed reflection on personal supervision/ instructional leadership skills and growth, provides an explanation of the method of data collection used with a rationale, including teacher feedback regarding application of best practices to student learning. Demonstrates an understanding of high-quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; and standards for high-quality teacher, principal, and district practice. Demonstrates the ability to work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. Demonstrate an understanding or the ability to develop and supervise the instructional and leadership capacity of school staff (ELCC 2.3)</td>
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<td>Comprehensive Professional Growth Plan and Technology Integration in Instruction (ELCC 2.4)</td>
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| **Lack of comprehensive professional growth plan using narrative statements for each of the domains/standards on the instrument.**  
Does not demonstrate knowledge of technology and its uses for instruction within the school, OR infrastructures for the ongoing support, review, and planning of instructional technology.  
Does not demonstrate knowledge of the following: how to use technologies for improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers, and use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.  
Does not demonstrate an understanding or the ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4). |
| **Partial comprehensive professional growth using narrative statements for each of the domains/standards on the instrument.**  
Demonstrates knowledge of technology and its uses for instruction within the school, OR infrastructures for the ongoing support, review, and planning of instructional technology.  
Demonstrates knowledge of one of the following: how to use technologies for improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers, and use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting. Demonstrate a limited understanding or the ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4). |
| **Comprehensive professional growth using narrative statements for each of the domains/standards on the instrument.**  
Demonstrates knowledge of technology and its uses for instruction within the school, OR infrastructures for the ongoing support, review, and planning of instructional technology.  
Demonstrates knowledge of at least two of the following: how to use technologies for improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers, and use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting. Demonstrate an understanding or the ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4). |
| **Comprehensive professional growth using narrative statements for each of the domains/standards on the instrument with excellent instructional leadership strategies.**  
Demonstrates knowledge of technology and its uses for instruction within the school, and infrastructures for the ongoing support, review, and planning of instructional technology.  
Demonstrates knowledge of how to use technologies for improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers, and use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting. Demonstrate an understanding and the ability to promote the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4). |