UNIVERSITY OF NORTHERN COLORADO  
Educational Leadership and Policy Studies  

ELPS 654 Instructional Leadership and Supervision  
(3 Semester Hours)  
Spring 2015 Rural Online Section  

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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 courses’ 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 and Learned Societies
The courses in this program 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:

6.01 Standard One: Foundations For Leadership
The principal shall behave ethically and be knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning. The principal shall be able to:
1.2 Sustain and promote the conviction that education is the fundamental right of all students.
1.3 Accept personal and professional accountability for the educational processes of the school.
1.4 Consistently identify student achievement as the primary objective of the school.
1.5 Set high standards for the instruction of all students and for their academic achievement.
1.6 Recognize that the state’s Model Content Standards represent the level of knowledge, skills, values, and abilities expected of all Colorado students.
1.7 Exemplify a personal and professional commitment to ethical conduct and respect for others and their rights.
1.8 Invest in continuing self-education and collaboration with peers and others in the field, to assure that professional expertise is maintained to the highest level and that there is continuing awareness of the latest information about child development, learning research, and applicable models of instruction.

6.02 Standard Two: Contextual Understanding
The principal shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process. The principal shall be able to:
2.1 Implement the requirements established for education by federal and state law, state rule and regulation, and local policy.
2.4 Recognize and address the challenges and strengths, including but not limited to those brought by students from a variety of backgrounds, cultures, communities, ethnicities, economic levels, current life situations and conditions, and varying degrees of linguistic skills.

6.03 Standard Three: Planning And Organization
The principal is knowledgeable about the elements of planning; plan implementation; and organizational, change, and time management. The principal shall be able to:
3.1 Develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, provides for the appropriate allocation of resources and which identifies:
   3.1.1 Instructional objectives.
   3.1.2 Assignments of responsibility.
   3.1.3 Timelines.
   3.1.4 Methods of evaluation.
3.3 Establish and adhere to timely, efficient, effective, and ethical administrative practices.

6.04 Standard Four: Content Knowledge Instruction
The principal is knowledgeable about all requisite Colorado Model Content Standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies. The principal shall be able to:
4.1 Assist staff in establishing an effective schedule of instruction and an organized approach to providing students with required knowledge, skills, abilities, and understanding.
4.2 Supervise and support instruction, and assure that adequate and appropriate educational materials are available for the effective instruction of all students in the school.

6.05 Standard Five: Individualization Of Instruction
The principal is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap. The principal shall be able to:
5.1 Exhibit vigilance with regard to the school’s legal obligations and students’ educational rights, including, but not limited to, those requirements which affect special needs students.
5.2 Demonstrate the design and delivery of instruction, as based on individual student needs, so that each student can meet or exceed the standards.
5.3 Present teachers with a variety of teaching strategies which can assure students the ability to think critically, analyze structure and solve problems, invent, memorize, and recall.
5.4 Provide teachers with a wide range of instructional methods and individual education techniques, which match the intellectual, emotional, physical, social levels and learning styles of all students in each classroom -including those with physical or medical conditions, or educational disabilities; or those whose medication may have an effect on learning and behavior; or those who are identified or recognized as gifted.
5.5 Inform teachers about assessments which provide proof of each student’s academic progress.
5.6 Maintain adequate and appropriate data regarding each student’s academic progress; analyze and evaluate that data; and communicate the results to instructional staff for use in planning for individualized student instruction.
5.7 Identify a variety of strategies and to strongly advocate that teachers consistently provide students with examples of how the concepts, skills, and abilities being learned relate to the world of work and other aspects of everyday life.

6.06 Standard Six: Management And Evaluation Of Instruction
The principal is knowledgeable about the appraisal of instructors, as related to student learning. The principal shall be able to:
6.1 Articulate clear performance objectives.
6.2 Observe and record the quality and effectiveness of classroom teaching and assessment and work with teachers to improve instruction.
6.3 Incorporate the requirements of Colorado law, relative to all the Colorado Model Content Standards and CSAP results, into the design of fair and consistently-applied performance evaluation requirements and procedures.
6.4 Maintain accurate records of formal evaluation observations, relevant student assessment data, and other pertinent information.
6.5 Regularly review teachers’ competence, with particular focus on academic program delivery.
6.6 Provide mentoring and staff development in support of the instructional program, and the Colorado Model Content Standards, for all school staff and volunteers.
6.7 If necessary, resolve conflicts among, and refocus staff on, instructional objectives.

6.07 Standard Seven: Supervision of Personnel The principal is knowledgeable about national, state, and local district personnel policies. The principal shall be able to:
7.1 Display and enforce professional standards in all personnel decisions.
7.2 Provide clear communication of expectations.
7.3 Provide constructive performance appraisals, linked to student achievement.
7.4 Provide a documented justifiable basis for taking a personnel action.
7.5 Counsel out of the profession those whose continued presence in teaching does not serve in the best interests of students.
7.6 Provide encouragement to those interested in entering the field of education.

6.11 Standard Eleven: Parent and Community Involvement The principal is knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies. The principal shall be able to:
11.1 Speak, write, and communicate successfully in a variety of settings.

Pending New Colorado Principal Standards 2011
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
3.3. 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 systematic 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 the key components of effective teaching
3. Understand how to collect and use student data appropriately in the supervision process
4. Understand various aspects of evaluation models and processes.
5. Identify various legal issues associated with teacher evaluation
6. Describe the formal cycles of evaluation
7. Understand supervisory strategies focusing on student learning
8. Distinguish between supervision and evaluation
9. Identify the appropriate use of various conferencing styles for different teachers and situations
10. Understand appropriate procedures and practices for teacher remediation
11. Practice the different types of developmental supervision
12. Understand the changing roles of teachers and principals in a standards-based education learning environment
13. 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 include the following:
ISBN: 978-0132613736
ISBN: 0309070368

Course Evaluation
Throughout the course, students will be required to complete written assignments and participate in class discussions through the Blackboard Discussion Forum or Chat. 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).

Assignments and class participation will be weighted as follows:
-Written assignments:
- Observation and conferencing assignment 25%
- Summative evaluation assignment 15%
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

Students are expected to prepare for each week by reading the assigned material and completing assignments. **STUDENTS ARE EXPECTED TO RESPOND TO EACH WEEK’S DISCUSSION PROMPT/TOPIC AND TO RESPOND TO AT LEAST 2 POSTINGS BY OTHER PARTICIPANTS FOR A TOTAL OF 3 POSTING IN EACH WEEK’S DISCUSSION FORUM TO RECEIVE FULL CREDIT FOR CLASS PARTICIPATION.**

**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.'"

The University of Northern Colorado recently introduced pluses and minuses to its grading system. In Educational Leadership and Policy Studies the implementation of pluses and minuses in grading has been left up to the discretion of each professor. For this course pluses and minuses will be used to differentiate between the overall assessment/effort of each student if significant discrepancies arise.

**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](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).

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.


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<tr>
<th>Week</th>
<th>Topic &amp; Objective</th>
<th>Assignment/Activity</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Introductions</td>
<td>Please share a description/summary of your professional experiences, the position you currently hold, and your career aspirations in this Discussion Forum.</td>
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<td>Also discuss your understanding of the differences between supervision and evaluation.</td>
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<td>Please review Colorado Teacher Effectiveness Council report (under Course Materials), the syllabus, and assignments/rubrics and share any questions you might have.</td>
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<td>You are expected to respond to each week's discussion topic and also to respond to at least 2 postings by others in the class each week for a total of 3 postings each week, with the exception of the two weeks when you will be doing your practice role-plays of the conferencing process in our Collaborate sessions.</td>
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<td>Week Two</td>
<td>Effective Teaching</td>
<td>Good teaching is effective teaching, but what does that look like? Most people say that they know it when they see it, but as a supervisor you must know what you are looking for so that you can target your classroom observations and be able to provide specific feedback to teachers that they can use to improve their instruction.</td>
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<td>This week, after reviewing the Colorado Educator Effectiveness Council's report and their definition of effective teaching and the teacher standards, as well as reading chapters 1-6 in <em>How People Learn.</em>, I would like each person to post at least 10 characteristics/behaviors that are observable that one would see in an effective teacher's classroom on a regular basis. These can include lesson planning and assessments, personal characteristics, and classroom management techniques, as well as how cultural diversity is embraced, celebrated, and used to add meaning to students’ learning experiences. Please add to the discussion without repeating what others have already identified with your initial post but please remember to comment on what at least two other class members have shared.</td>
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<td>Week Three</td>
<td>Data collection and analysis</td>
<td>Please watch Videos 1, 2, and 3 posted on the Colorado Department of Education’s website, <a href="http://www.cde.state.co.us/EducatorEffectiveness/EvaluationAndSupport.asp">http://www.cde.state.co.us/EducatorEffectiveness/EvaluationAndSupport.asp</a></td>
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<td>Also review the Teacher Effectiveness Handbook and Rubric posted at <a href="http://www.cde.state.co.us/EducatorEffectiveness/RB-CDEModelEvaluationSystem.asp">http://www.cde.state.co.us/EducatorEffectiveness/RB-CDEModelEvaluationSystem.asp</a> on the Colorado Department of Education’s website. (We will be discussing the process and rubric in our Collaborate session.)</td>
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<td>Week Four</td>
<td>Develop and share your supervisory platform</td>
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<td>Articulate your personal values and perspectives related to supervision.</td>
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Discuss how you would review student performance data with teachers, including what data you would want to review, how the data would be collected, how you would structure discussions around the data with teachers, and how you would use the student achievement data as part of the teacher evaluation process.

Remember to comment on at least two class members' postings as well!

Here is your PLACE question for the week:

53. A principal has adopted an advisement program to help struggling students with academic and social issues. She observes that three teachers on the faculty do not implement the program correctly. How can she best address this issue?

a. by emailing the entire staff and demanding that they follow the advisement program

b. by emailing the three teachers and asking them to properly follow the program

c. by visiting each of the three teachers personally and addressing any concerns they have; after those concerns are collaboratively addressed, informing the teachers that part of their job requirement is to follow the advisement program

d. by sending the assistant principal to deal with the issue

Based on the readings (Chapters 1-6 in Glickman et al., Course Materials) and powerpoints (Evaluation Instruments and Processes 1 and Formal Evaluation Process, Course Materials), respond to the Supervisory Platform questions on page 77 of the Glickman text. Remember to comment on at least two other postings!

Here is a sample question to help you prepare for the Principle License PLACE exam! In this forum, let me know what you think the answer is and why and I will be announcing next week what the correct answer is.

7. The principal of Smith Middle School would like to adopt a new set of manipulatives for the math curriculum. In order to effectively implement such a change, she will:

a. Deliver a set of manipulatives to each math teacher with an instruction manual.

b. Hold an in-service day to allow teachers the chance to familiarize
themselves with the new ancillary material.

c. Give teachers the opportunity to attend the country-wide training over a two-day period where they can learn from teachers who already use the manipulatives.

d. Send all math teachers to the national manipulative training workshop for five days.

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<th>Week Five</th>
<th>Supervisory styles</th>
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<td>Provide an example of situations in which you would use each of the three supervisory styles discussed in chapters 6-12 in Glickman et al., including a rationale of why you would use each style, based upon teachers you have known. Remember to respond to at least two other posts!</td>
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<td>Here is your PLACE question for the week:</td>
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<td>30. Mr. Jones has garnered the support of the faculty for the adoption of a trimester schedule. What is the best way for Mr. Jones and the faculty to select the new course offerings?</td>
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<td>a. allow parents to suggest course offerings</td>
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<td>b. allow teachers to choose what they prefer to teach</td>
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<td>c. incorporate curriculum that is based on current research, emerging issues, and economic trends</td>
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<td>d. allow students to suggest course offerings</td>
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<th>Week Six</th>
<th>Supervisory processes</th>
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<td>View the ASCD video on Classroom Based Assistance and Observation Techniques in Course Materials and post on Blackboard how the supervisory &amp; evaluation process is handled in your school, how it is proposed to be handled in CO (re: Educator Effectiveness Council report), and your critique of both systems. Chapters 13-15, Glickman et al.</td>
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<td>As always, remember to respond to the postings of at least two other class members! :)</td>
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<td>Here is the PLACE question for the week:</td>
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|          | 59. A middle school principal observes a teacher with several years' experience. She notes that the teacher has several areas for improvement, most notably that students are not engaged in the learning process. When the principal meets with the teacher, the teacher says he does not feel the need to change because no one has told him that before. What is the principal's best
### Week Seven

**Standards-based observations**

Document teacher performance on state professional standards using data.

Discuss how you would supervise and evaluate to collect data related to each teacher standard in your state. Remember to respond to at least two other postings!

Note: We will also be discussing how to conduct and provide feedback using walk-throughs in the next COLLABORATE session!

Here is the PLACE question for this week:

15. Over the past three years, there has been a 30% rise in the number of immigrant students. How can Ms. Rose, the principal, best determine if the needs of these students are being met?

   a. by examining the number of students who participate in extracurricular activities such as drama, band, and so forth
   
   b. by examining the number of immigrant students in special education
   
   c. by examining the number of students how participate in sports
   
   d. by examining the attrition rate of all students

### Week Eight

**Standards-based observation data collection**

The ability to collect data during classroom observations/walk-throughs and analyze that data to support greater teacher effectiveness.

**Review the data collection tools posted under Course Materials.** View the clip "Reading Comprehension Strategies--Making Inferences" in Course Materials. Watch this video clip over the first time just to form an opinion of the lesson design and its delivery. Then watch the lesson again, identifying a specific aspect that you will collect data on. This may be wait time when asking questions, gender distribution of students called on, types of questions asked by the teacher, etc. Focus on only ONE thing. You must use one of the tools posted under Course Materials. Please post your critique of the lesson and delivery AND share the data you collected on the lesson and what you think the teacher could learn from this data you collected.

Using the Educator Evaluation rubric consistently is very important to the new evaluation process. CDE has developed some videos so people can practice using the rubric and compare interrater reliability. Please click on the following link, [https://www.mlpelevate.com/dashboard.html#](https://www.mlpelevate.com/dashboard.html#) to view the Middle School Language Arts #2 video. If this link doesn't work for you, you will need to go to the Elevate Colorado website ([https://www.mlpelevate.com/cdesignup.html](https://www.mlpelevate.com/cdesignup.html)) and register. You can then view the video. You can review the rubric elements in
You may watch the other video clips for additional practice.

**What are the differences in the types of feedback you could give a teacher based on the two different methods of data collection?**

The PLACE question for this week builds upon last week's question:

16. What is another factor that Ms. Rose should examine to see if all students' needs are being met?

a. the number of parents who attend Parents' Night or conferences

b. the number of these students in the English for Speakers of Other Languages (ESOL) program

c. the number of teacher who attend professional development programs

d. the number of paraprofessionals placed in each room

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<th>Week Nine</th>
<th>Observation Cycle</th>
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<td>Conduct goal setting, pre- and post-observation conferences based the analysis of performance data that supports increased teacher effectiveness.</td>
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|           | Each person will be emailed the role that they will play in a three person group for this activity (you will receive this during week eight). For our weekly Collaborate session, each group will do their pre-observation conference. Please stay in character and try to establish/determine the following during your pre-observation conference:
|           | (1) The teacher's professional goals for the year |
|           | (2) The objective of the lesson, as well as the grade and subject |
|           | (3) What will take place in the lesson. |
|           | (4) How learning will be assessed. |
|           | (5) Any special conditions (students, accommodations, and/or paraprofessionals in the classroom) |
|           | (6) What the teacher would like the supervisor to collect data on |
|           | (7) How the data will be collected/reported (Please review the sample data collection tools under this week's Course Materials). |
|           | After the pre-observation conference and before the next Collaborate session, the data person for each group will construct a data set for the "observation" and email it to both the supervisor and teacher in the group. |
### Week Ten

**Observation Cycle**

Conduct goal setting, pre- and post-observation conferences based on the analysis of performance data that supports increased teacher effectiveness.

The supervisor and teacher will then use this data as the basis of their post-observation conference in the next (Week Ten) Collaborate session.

In this week's Collaborate session, each pair (supervisor and teacher) will conduct the post-observation conference, basing the discussion on the data sent to them by the data person in their group.

You should accomplish the following things in your post-observation conference:

- Ask the teacher to review the data collected and to make sense of it
- Ask the teacher how you can support her/him in addressing any issues raised by the teacher through the data OR if no problems were noted, her/his professional growth
- Be specific on “next steps” for professional growth (i.e. additional visits, additional data to be collected, training, observations or work with other teachers, etc.)

**After this activity, you will be prepared to complete your conferencing, observation, and growth plan assignment.**

### Week Eleven

**Evaluation Instruments**

Analyze formative and summative elements of a district’s evaluation instrument and process.

After examining your own district's evaluation instrument and process, please post a copy of the instrument and process (if available) and critique both the instrument and how it is used. Address the issue of whether the process promotes democracy and "the good school" as discussed by Glickman et al. in chapters 16-22.

**After this discussion, you will be ready to complete your interview assignment with a teacher and principal in a building.**

The PLACE question for this week is as follows:

95. An elementary school is changing the half-day kindergarten to a full-day kindergarten program. The principal holds a meeting with the kindergarten teachers to discuss the transition. The current teachers want to be on the hiring committee for the new teacher that is come on board. What is the appropriate response of the principal?

a. deny the teachers the opportunity
b. take the teachers' suggestions and use them in the interview process without including the teachers in the actual interviews
c. allow them to serve on the interview committee
d. choose teachers form a cross-section of grades to conduct the interview
<table>
<thead>
<tr>
<th>Week Twelve</th>
<th>Equity Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use appropriate strategies with teacher to utilize culture/equity pedagogy.</td>
<td></td>
</tr>
</tbody>
</table>

Based on the readings (*Parts I and III in Spradlin and any one section in Part II*) share your thoughts on the chapters and how you might work with teachers to develop their working understanding of culture/equity pedagogy. Remember to respond to two other posts!

Note: We will also be discussing how to use equity audits in the next COLLABORATE session!

This week's PLACE question relates back to last weeks, regarding the change from a half to full day kindergarten:

96. The kindergarten curriculum must change also. Who should the principal appoint to serve on the committee?
   a. administrators only
   b. kindergarten teachers only
   c. kindergarten and first grade teachers
   d. a teacher from each grade level

<table>
<thead>
<tr>
<th>Week Thirteen</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a variety of structures to support increased teacher effectiveness.</td>
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</tr>
</tbody>
</table>

Discuss how you would use the mentoring processes/system in your school, professional learning community structures, peer observations, etc. to increase the effectiveness of teachers in your building. (Don’t forget to include how you would use your master teachers to help them grow!) Be sure to include the rationale for the processes you would select.

The last PLACE question for you is as follows:

Mr. Ross has been appointed principal of Colonel High School and has hired four new teachers. He decides to implement a new teacher training program in addition to what the district provides. The program will begin two weeks before the school year starts.

62. During the first month of school, one of the new teachers approaches Mr. Ross and says that she feel totally overwhelmed. Mr. Ross wants to help, but their schedules are such that they cannot find a time to meet. What should Mr. Ross do to help the new teacher?
   a. meet on Saturday
   b. provide the new teacher with a mentor for help in cases such as these
   c. stop by the new teacher's classroom during class time
   d. ask the teacher to five up her entire planning period to meet
Week Fourteen

Assignments Due/Sharing of reflections on assignment experiences. All assignments must be received by 5 pm April 27th.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>ELPS 604 Spring 2015 Rural Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Jan. 12-18</td>
<td>Discussion Board</td>
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<td>January 12</td>
<td>Collaborate online discussion</td>
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<tr>
<td>Week Two</td>
<td>Jan. 19-25</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week Three</td>
<td>Jan. 26-Feb. 1</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td>Jan. 26</td>
<td>Collaborate online discussion</td>
</tr>
<tr>
<td>Week Four</td>
<td>Feb. 2-8</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week Five</td>
<td>Feb. 9-15</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td>Feb. 9</td>
<td>Collaborate online discussion</td>
</tr>
<tr>
<td>Week Six</td>
<td>Feb. 16-22</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Feb. 23-Mar. 1</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td>Feb. 23</td>
<td>Collaborate online discussion</td>
</tr>
<tr>
<td>Week Eight</td>
<td>March 2-8</td>
<td>Work on Grant</td>
</tr>
<tr>
<td>Week Nine</td>
<td>March 9-15</td>
<td>Work on Grant</td>
</tr>
<tr>
<td></td>
<td>March 9</td>
<td>Collaborate online discussion</td>
</tr>
<tr>
<td></td>
<td>March 16-22</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week Ten</td>
<td>March 23-29</td>
<td>Work on Grant</td>
</tr>
<tr>
<td></td>
<td>March 23</td>
<td>Collaborate online discussion</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>March 30-April 5</td>
<td>Research/summarize school codes as assigned to be shared in April 6 COLLABORATE session</td>
</tr>
<tr>
<td>week Twelve</td>
<td>April 6-12</td>
<td>Work on Assignments</td>
</tr>
<tr>
<td></td>
<td>April 6</td>
<td>Collaborate online discussion</td>
</tr>
<tr>
<td>Week Thirteen &amp; Fourteen</td>
<td>April 13-20</td>
<td>Assignments Due April 27</td>
</tr>
</tbody>
</table>
Assignment 1: 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.

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
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 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
Soon after the pre-conference, the student conducts a classroom observation for at least 30 minutes using effective instructional program observation techniques leaned from class discussions, videos, and texts.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
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 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
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, recommending effective and appropriate technologies and instructional practices.

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 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.

Be sure to explain what you would suggest as a continuing growth plan for the teacher observed.

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 2 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?
## ELPS 654
### 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><strong>Pre-conference</strong>&lt;br&gt;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.</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.</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; 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.</td>
<td>Describes collaboration with others to accomplish school improvement goals; incorporation of cultural competence in development of 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.</td>
</tr>
<tr>
<td><strong>Classroom Observation</strong>&lt;br&gt;(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 evidence.</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 evidence.</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 evidence.</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 evidence.</td>
</tr>
<tr>
<td>Post-conference Summative Evaluation (ELCC 2.3)</td>
<td>Describes the elements of the process, (pre-observation, conference, post-observation) and describes the elements of the process (pre-observation, conference, post-observation) and provides a reflection on the overall process/experience regarding application of best practices to student learning. 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.</td>
<td>Provides little description of the elements of the process (pre-observation, conference, post-observation) and 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.</td>
<td>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.</td>
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<td>Comprehensive Professional Growth Plan and Technology Integration in Instruction (ELCC 2.4)</td>
<td>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</td>
<td>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</td>
<td>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</td>
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<tr>
<td>Demonstrates 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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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</table>
Assignment 2: 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 principal, who have direct experience with teacher supervision and evaluation and ask them the following questions:
   a. Does the teacher evaluation instrument capture the important aspects of a teacher’s role? If not, what is missing?
   b. What are the purposes and expected outcomes of the evaluation process?
   c. Is the evaluation instrument and process used differently for teachers who have varying levels of experience and expertise? If so, 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?

Take notes during the interviews or audiotape the interview (if permission given by interviewee), capturing key points made by interviewees. Prepare a written report of the interviews summarizing interviewee responses to the questions in #2. In the written report, make sure to answer each of the above questions for the teacher respondent and principal respondent and indicate similarities and differences among the responses. Include your reflections as to the interviewees’ responses.
<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation of Instrument</strong></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><strong>Evaluation of Use of Instrument</strong></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><strong>Suggestions for Improvement of the Evaluation Process</strong></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><strong>Remediation and Termination</strong></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><strong>Written Narrative</strong></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 sub-headings. Citations indicated in body of text.</td>
<td>Written coherently and persuasively with systematic use of headings and citations.</td>
<td>Display professional writing style suitable for publication.</td>
</tr>
</tbody>
</table>

**Total Performance (An overall average of 3 or above, with no more than one score below 3):**