Please submit the typed original with all required signatures to the Graduate Council
Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Supervision and Feedback for Professional Development

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Banner Abbreviation: | S | u | p | e | r | v | i | s | o | n | | F | e | e | d | b | k | | P | r | o | f | | D | e | v | e | l | | |

Faculty member(s) who
are creating the course:

Contact Person: Janna Heiligenstein

Graduate Program Proposing Change: EDLM -Education

Course Description:
The role of the supervisor is examined and practiced as it has evolved from the traditional model to the instructional leadership model, a model that embraces collegiality and professional development in an era of accountability. This course has imbedded experiential (field-based) learning components.

Rationale for Offering the Course:

This course already exists in the hybrid on-campus EDLM program in a 16-week format. We are ony proposing a new number and name for the course to identify it as part of the accelerated on-line EDLM program.

Is there a similar undergraduate course? ○ Yes ● No   If so, how does this graduate course differ?

Discipline Prefix: EDLM   If more than
                                  one provide
                                  rationale:

Credits: _____

                                  Brief
                                  rationale for
Level: ○ 7000   ○ 8000   ● 9000   level choice:

Additional Requirements: Laboratory Hours: _____   Pre-Practicum Hours: _____   Practicum Hours: _____

                    Fieldwork Hours: X _____   Other (specify): _____

Prerequisite course(s) if any: _____

This course will be: ☑ a Required Course   ☐ an Elective   Special/Note: _____

Course is a replacement for
(Course Number/Name): _____

Has the course been offered previously as a "Topics" course? ○ Yes ● No

    If yes, How often? _____

What is the Expected Average Enrollment?: _____

Which semester will this course first be offered?: _____   How often thereafter to be offered?: Annually

Does this course affect offerings in any other department or program? ○ Yes ● No   If yes, please explain.

Is this an Extended Campus course? ○ Yes ● No

FITCHBURG STATE UNIVERSITY

Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒   Course Syllabus is Attached

[Print Form]

☒   Reviewed by Dean: Dean Bruno Hicks

Required Signatures—Graduate and Continuing Education New Course Approval

Course Developer: _____   Date: 3/20/18

Department Chair: _____Nancy Murray_____   Date: 3/21/18

Graduate Council Chair: _____Renee A Scapparone_____   Date: 4/3/18
(Indicates Graduate Council approval)

President: _____Richard S. Lapidus_____   Date: 5/5/18

Print Services   27794   new-course_proposal_dynamic   11/17

Educational Leadership and Management
Comprehensive Syllabus

EDLM 9XXX
Supervision and Feedback for Professional Development
(3 credits)

Instructor: **Contact Information:** TBD
Office Hours: TBD

Catalog Description:
The role of the supervisor is examined and practiced as it has evolved from the traditional model to the instructional leadership model, a model that embraces collegiality and professional development in an era of accountability. This course has imbedded experiential learning components.

Textbooks:
Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for effectiveness and improvement.* New York: Teachers College Press.

Marshall, K. (2013). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap* (2nd ed.). San Francisco: John Wiley & Sons, Inc.

Marzano, R. J., & Toth, M. D. (2013). *Teacher evaluation that makes a difference: A new model for teacher growth and student achievement.* Alexandria, VA: Association for Supervision & Curriculum Development.

Massachusetts Task Force on the Evaluation of Teachers and Administrators. (March, 2011). *Building a breakthrough framework for educator evaluation in the commonwealth.* Malden, MA: Massachusetts Department of Elementary and Secondary Education. Retrieved from http://www.doe.mass.edu/edeval/breakthroughframework.docx

Massachusetts Department of Elementary and Secondary Education. (2017). *The Massachusetts model system for educator evaluation: Part II: School-level planning and implementation guide.* Malden, MA: Author. Retrieved from http://www.doe.mass.edu/edeval/model/

Massachusetts Department of Elementary and Secondary Education. (2017). *The Massachusetts model system for educator evaluation: Part III: Guide to rubrics and model rubrics for superintendent, administrator and teacher.* Malden, MA: Author. Retrieved from http://www.doe.mass.edu/edeval/model/

Massachusetts Department of Elementary and Secondary Education. (2017). *The Massachusetts model system for educator evaluation: Part III: Appendix C ESE model rubrics for teacher.* Malden, MA: Author. Retrieved from http://www.doe.mass.edu/edeval/model/

Critical Friend/Professional Learning Community Protocol Resources
Massachusetts Department of Elementary and Secondary Education. (2010). *Supporting School and District Improvement with Professional Learning Communities.* Malden, MA: Author. Retrieved from http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf

Massachusetts Department of Elementary and Secondary Education. (2018). *PLC Expansion Project.* Malden, MA: Author. Retrieved from http://plcexpansionproject.weebly.com/

School Reform Initiative. (2018). *Protocols*. Denver, CO: Author. Retrieved from
http://www.schoolreforminitiative.org/protocols/

Other Resources:

Fitchburg State University Educator Preparation Programs. (2017). *Conceptual framework.* Fitchburg,
MA: Author. Retrieved from http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm

Massachusetts Department of Elementary and Secondary Education. (2017). *Curriculum frameworks.*
Malden, MA: Author. Retrieved from http://www.doe.mass.edu/frameworks/current.html

Fitchburg State University Education Unit Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledgeable: As a result of the learning experiences in the course, the candidate will become more cognizant of:
- Clinical supervision, mentoring, induction year programs, differentiated supervision, cooperative development, and professional, self-directed development
- The nature and function of supervision from both a theoretical and practical perspective as the process relates to teacher improvement, supervisor competence and student performance
- The requirements, components, and processes of the Massachusetts Educator Evaluation System

Skillful: As a result of the learning experiences in the course, the candidate will become better able to:
- Plan, organize, and evaluate teacher performance and plan improvement strategies as well as formal teacher improvement plans to improve student outcomes
- Take objective data during observations and interpret these for constructive feedback, teacher improvement, and student growth
- Apply varying strategies, both formal and informal, for teacher observation and evaluation to improve student outcomes
- Align teacher improvement plans with curriculum development initiatives, data analyses and the school or district vision

Caring: As a result of the learning experiences in the course, the candidate will become more competent in their ability to:
- Respectfully and professionally interact with teachers so as to positively impact their performance, student performance, and the professional development culture of schools

Ethical: As a result of the learning experiences in the course, the candidate will become more competent in their ability to:
- Address mediocre teaching and insist on the exhibition of best performance standards in schools so as to positively affect student performance

- Comply with teacher contracts in relation to teacher supervision and evaluation

Educator as Reflective Leader: As a result of the learning experiences in the course, the candidate will further develop his/her capacity to reflect on practice before, during, and after supervision and to collaborative reflect on practice to determine curricular and instructional adjustments and to determine next coaching steps.

Field Experience: This course requires **field experience hours** to complete assignments.

Working at the level of interest (supervisor, director, or principal, students will prepare and implement:

a. **Component 1: Investigate:** Identify a teacher to volunteer for this task and choose an instructional focus. The focus can be based on school or district priorities, an analysis of student performance data, curriculum units, instructional practices, or assessments. Collect and analyze additional relevant context and performance data and compile information for a pre-observation conference.

b. **Component 2: Prepare:** Use the relevant context and performance data and compile the information collected. Complete the school's/district's teacher pre-observation process, including the following:
   1) Conduct a pre-observation conference, sharing information collected so far and establishing a focus for the observation with the teacher.
   2) Offer suggestions for improving the lesson, if relevant.
   3) Document the teacher's and your roles and participation in the pre-observation conference.

c. **Component 3: Act:** Complete the school's or district's teacher observation and post-observation conference process with the teacher, including the following:
   1) Conduct and video observations of two or more class sessions (a total of **60 minutes**) using the district's teacher observation protocol or the Massachusetts recommended teaching rubric.
   2) Prepare written documentation of the teaching observation and an assessment of strengths and areas for improvement using the district's rubric.
   3) Select the most critical area(s) for improvement and develop a strategy (involving one or more sources of support) to foster teacher learning and development in one or more identified areas, with a rationale on how the strategy will support teacher learning.
   4) Videotape the session and provide feedback to the teacher, using at least two sources of data (including student assignments and work), and providing relevant, research-based next steps for improving practice.

d. **Component 4: Assess:** Analyze your work in conducting the cycle of classroom observation with the teacher, and solicit and submit feedback from the teacher. This activity includes the following: Evaluate what worked well and what could be improved. Include in your analysis the pre-observation, observation, and post-observation experiences, and the strategies used to support the teacher in improving his or her practice in relation to improving student learning.
   1) Collect and analyze feedback from the teacher about the pre-conference, observation, and post-conference experiences and review student assignments and work samples, your skills in completing these tasks, and the implications of the feedback for the teacher's work.
   2) Assess your own skills and implications for future development in observing, assessing, providing feedback, and supporting one teacher to improve instruction, drawing on relevant theory and research on teacher evaluation and development.

Course Objectives:
This course prepares supervisors, director, and principals to use collegial supervisor to:
- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and

- Shorten timelines for improvement.

Additionally, upon completion of this course, the candidate will be able to:
- Supervise and mentor teachers
- Plan, organize, and evaluate teacher performance and plan improvement strategies as well as formal teacher improvement plans
- Describe the nature and function of supervision from both a theoretical and practical perspective as the process relates to teacher improvement, supervisor competence and student performance
- Apply varying strategies for teacher observation, evaluation, and feedback to improve teacher effectiveness and student learning
- Align teacher improvement plans with curriculum development initiatives, data analyses and the school or district vision
- Comply with teacher contracts in relation to teacher supervision and evaluation
- Recognize how the supervision of colleagues is an iterative process, requiring constant reflection and adjustment

Course Content:
The Changing Landscape of Teacher Evaluation
- Closing the Achievement Gap through Collegial Supervision
- Standards-based Evaluation
- The Foundations of Effective Teaching
- The Precursors of Effective Teaching Domains
- Working Collaboratively and Collegially with Teachers in their Own Evaluations
- Hierarchal Evaluation

Using State Systems and Rubrics to Improve Teacher Effectiveness and Student Learning
- Creating and communicating an atmosphere of trust, collegiality and commitment
- Thinking Systematically about Teacher Evaluation
- Measuring Teacher Classroom Effectiveness using District Determined Measures (DDMs)
- Connecting Teacher Effectiveness to Student Learning
- Supporting Teacher Efficacy throughout the Evaluation Process
- The Importance of Calibration for Fair and Effective Evaluation
- The Calibration Process

Continuous Improvement
- Supporting Meaningful Professional Growth
- Developing a data "habit of Mind"

Instructional Strategies:

X *Blackboard* platform	X Field Experience
X Collaborative Learning	X Independent Research
X Computer Application	Interviewing
X Creating Visual Illustrations of Concepts	X Lecture/Presentation
X Data Collection and Analysis Discovery	X Problem Finding/Solving
	X Reflective Response
X Discussion/Questioning	X Role Playing/Simulation
X Independent Learning	X Viewing or Listening and Discussion

Course Requirements:

- **Participation:** Students are expected to attend every on-line class session, to be on time, to be prepared and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments. Each candidate will have the opportunity to facilitate a PLC/CGF protocol, and each candidate will have an opportunity to present.

- **Facilitation of Readings:** Students will choose which session they would like to facilitate. Small group work and interactive activities are encouraged. A brief outline of the session plan is due the day of the facilitation. Other handouts are at the discretion of the students.

- **SMART Goals (Formative Assessment):** You will read your state's SMART Goals (or other) requirements. Summarize your understanding of the essential components of the system, analyze its efficacy and benefits, and identify and discuss challenges for its implementation. Identify 3-5 SMART Goals for you that pertain to your acquisition of knowledge and skills in implementing this evaluation system. At the end of the course, you will score how well you believe you have met your SMART Goals, include a rationale for score, and provide an action plan for continuous improvement for each SMART Goal.

- **Presentation of Findings and Professional Growth Plan (Summative Assessment):** Students will use the work accomplished during implementation of the project to develop a professional level presentation that summarizes findings and presents a professional growth plan for the individual teacher who was the focus of their work.

- **Preparation and implementation of the project at the appropriate level (supervisor, director, principal) (Summative Assessment):** This task in its final draft serves as a **Summative Assessment**. Pieces will be due for feedback throughout the semester. This initial feedback serves as **Formative Assessment**

DESIGNATED EVIDENCE

Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness

What do school leaders need to think about when improving teacher effectiveness?
Effective school leaders understand and recognize the characteristics of high quality teaching. They observe teachers in the classroom, assess standards-based teaching strengths and weaknesses, and provide feedback to help a classroom teacher become more effective and improve the performance of all students.

The course project assesses these skills as a leadership candidate does the following: (1) gathers and analyzes classroom data, including the teacher's self-assessment (if available), student work samples, student performance data (as relevant for the grade and subject), and samples of the teacher's work; (2) visits three or more classrooms to identify common school practice; (3) conducts a pre-teacher observation session; (4) conducts at least two classroom observations and reviews related instructional artifacts; (5) assesses the observation and performance data for strengths and weaknesses; (6) provides formative feedback to the teacher; and (7) plans for professional support.

This course asks students to demonstrate their instructional leadership skills when planning for a teacher observation, conducting the observation, analyzing observation and student data, providing feedback, and planning support for an individual teacher.

What do you need to consider to complete this task?

- What is your area of focus in curriculum and instruction, why is this focus a priority for improving learning for all students, and with whom will you work?
- What can you learn about current practices among similar teachers in this focus area by observing similar practices in different classes and analyzing student work and performance data?
- What are the typical teacher observation practices in the school and what protocols and rubrics are used to assess instructional practice and provide feedback?
- What additional student or teacher information and artifacts are needed to inform your classroom observation and the feedback you provide to the teacher?
- What professional supports are available for teachers in the school after receiving feedback?

Consider that effective teaching encompasses the following: subject matter knowledge, pedagogical skills, an understanding of child and adolescent development, and mastery of the ability to combine knowledge in all three areas to produce high quality teaching and meaningful learning for all students.

It is important for leadership students to know about the teacher's classroom context, differences in individual student performance relative to a priority area of instruction, the school and district classroom observation protocols, and research-based practices in classroom observation and teacher development. In completing this task, leadership students must make connections to current, relevant research on how an effective school leader can support a teacher's continuous improvement through observation and feedback.

What do you need to do to complete this task?
- Examine and summarize classroom context information.
- Identify the priority area (considering district, school, and teacher team priorities, where possible). Select a teacher to serve as a volunteer and select a class session for observation. Provide a rationale for your selection.
- Visit three or more similar classes (as in, for instance, a walk-through or instructional round process) and examine samples of student work and teacher assignments to learn about common school practice in the priority area.
- Review pre-observation data, instructional goals for the lesson and unit of study with the teacher whom you will observe.
- Conduct at least one classroom observation and collect teacher and student information and samples of artifacts associated with the lesson.
- Gather information on available support for the teacher to improve instruction.
- Conduct at least one post-observation feedback session with the teacher and identify possible sources for professional learning.
- Document the leadership candidate and teacher's roles in the pre-conference, observation, and post-conference feedback activity.

Each classroom has different demographic, cultural, and academic attributes that comprise its context. All impact a teacher's instructional choices and strategies. Consider the relevant classroom context attributes and their relationship to the academic focus and instructional strategies

Component 1: Investigate
Identify a teacher to volunteer for this task and choose an instructional focus. The focus can be based on school or district priorities, an analysis of student performance data, curriculum units, instructional practices, or assessments.

Teacher performance has a direct relationship on student learning. Consider how classroom instruction is shaped by individual students' strengths, interests, and needs; required standards; instructional objectives; and available resources.

Collect and analyze additional relevant context and performance data and compile information for a pre-observation conference:

1) Identify how the instructional focus relates to district, school, or teacher team goals and priorities.
2) Visit three or more similar classes (as in, for instance, a walk-through or instructional round process) to document the nature of instructional practice (including examining a sample of assignments and student work).
3) Collect forms and procedures that the school or district uses for teacher observation and evaluation. Consider the Massachusetts Model System Educator Evaluation: Teacher Rubric in the observation of teacher practice.
4) Compile the following information for the pre-observation conference:
   a) A review of the teacher's self-evaluation of instructional practice (if available).
   b) Additional evidence about the teacher's students and their performance in the priority area, using appropriate grade-level data and subgroup analyses.
   c) The teacher's lesson plans for the unit of study to be examined and the teacher's intended instructional processes and student assignments leading to the lesson(s) that will be observed.
   d) Samples of student assignments and work (prior to and after the lesson being observed).

Consider the environment for teacher observation in the school and district. How does it relate to the state educator evaluation system? What training has the school or district provided to teachers and leaders about teacher evaluation? What is the culture of the school regarding teacher observation and how receptive are teachers to being observed for non-formal, formative purposes? How can you build trust and maintain confidentiality in completing this assessment?

How does the current climate and professional culture affect your capacity to undertake this task? What considerations are necessary in order to videotape the observation and feedback sessions with the teacher?

Component 2: Prepare

Use the relevant context and performance data and compile the information collected. Complete the school's/district's teacher pre-observation process, including the following:

1) Conduct a pre-observation conference, sharing information collected so far and establishing a focus for the observation with the teacher.
2) Offer suggestions for improving the lesson, if relevant.
3) Document the teacher's and your roles and participation in the pre-observation conference.

Identify district policies and practices for videotaping teachers and classes for developmental purposes only. They may include consent requirements for teachers and students, restrictions on videotaping classes, and other related requirements.

Identify school and district policies and practices concerning the length of observation time.

Component 3: Act

Complete the school's or district's teacher observation and post-observation conference process with the teacher, including the following:

1) Conduct and video observations of two or more class sessions (a total of **60 minutes**) <u>**Students are required a minimum of 3 observations)**</u>, using the district's teacher observation protocol or the Massachusetts recommended teaching rubric.

2) Prepare written documentation of the teaching observation and an assessment of strengths and areas for improvement using the district's rubric.

3) Select the most critical area(s) for improvement and develop a strategy (involving one or more sources of support) to foster teacher learning and development in one or more identified areas, with a rationale on how the strategy will support teacher learning.

4) Videotape the session and provide feedback to the teacher, using at least two sources of data (including student assignments and work), and provides relevant, research-based next steps for improving practice.

Consider how teacher performance can be improved with targeted feedback, professional development, and ongoing support.

Remember that your role is to support teacher development, not to evaluate teacher performance. Classroom observation is formative and part of a teaching inquiry/continuous improvement process. All observation notes and feedback are confidential and cannot be used as part of a formal teacher evaluation process or for summative teacher ratings.

There are many ways of providing teacher support to improve his or her practice. Support should be developed through a two-way discussion that encourages each teacher to take responsibility for his or her learning and improvement. Support includes one or more of the following information sharing, modeling, coaching and feedback through peers (through inter-visitation and consultation), lead teachers (for modeling and coaching), school leaders and external consultants and resources (such as professional development workshop, conferences and graduate coursework) as are available in the school or district.

<u>**Component 4: Assess**</u>
Analyze your work in conducting the cycle of classroom observation with the teacher, and solicit and submit feedback from the teacher. This activity includes the following: Evaluate what worked well and what could be improved. Include in your analysis the pre-observation, observation, and post-observation experiences, and the strategies used to support the teacher in improving his or her practice in relation to improving student learning.

1) Collect and analyze feedback from the teacher about the pre-conference, observation, and post-conference experiences and review student assignments and work samples, your skills in completing these tasks, and the implications of the feedback for the teacher's work.

2) Assess your own skills and implications for future development in observing, assessing, providing feedback, and supporting one teacher to improve instruction, drawing on relevant theory and research on teacher evaluation and development.

Artifacts, Documents and Commentary
This section provides instructions on what should be submitted for review.

What do you need to submit for review?
For this task, you are asked to submit the following:

- Eight files that present your artifacts;
- Other documents that support your artifacts, and
- A narrative of your commentary in response to the prompts:

Artifacts

Below are all the artifacts that must be submitted for scoring. They are to be submitted as eight files as explained below.

1) A completed template found in Appendix B.
2) A document that includes the following information:
   a. A rationale for selecting the priority area and the process for selecting the teacher (including information on how the teacher volunteered).
   b. A description of the results of classroom visits on the selected focus
3) A summary of the pre-observation conference discussion and findings
4) A video of 15 minutes of observed teaching drawn from the 30 minutes of video.
5) Observation notes of the observed teaching using the school/district teacher observation protocol and teacher evaluation guide.
6) A video of the post-observation conference and a summary of the discussion and findings.
7) Teacher feedback about the pre-conference, observation, and post-conference experiences, and the implications for the teacher's work and improved student learning.
8) Analysis of the teacher's learning and implications for the next professional development steps for this teacher.

Other Documents

In addition to the above files, you must also include the following documents:
   a) The unit of study and core student assignments and work samples. The teacher observation protocol and teacher evaluation rubric commonly used in the school and district.
   b) Teacher self-assessment of instructional practice (if available).
   c) Samples of relevant student and teacher information, and artifacts related to the lesson.

In addition to providing the above artifacts, prepare a narrative summary for each of the following:

1) Planning
   a) Describe the teacher, class, and lesson focus to be observed in relationship to the school or district "learning" priority.
   b) Describe the teacher's self-assessment on this focus, including his or her strengths, areas in need of improvement, and goals.
   c) Situate the instructional focus for the observation within the context of instructional practice based on observations of similar classes.
   d) Situate the instructional focus within the context of student performance and other relevant indicators.
   e) Summarize the pre-observation conference, including formative feedback for the teacher based on a review of the lesson plan and discussion.
2) Conducting the Observation, Providing Feedback and Suggesting Support
   a) Using the school's/district's teacher observation system (referenced in the artifacts), describe the strengths and areas for improvement in the 15-minute video of the classroom observation, with consideration of the student assignments and in-class work.
   b) Assess your post-observation feedback, referencing examples from the video clips:
      i. Explain how you demonstrated mutual respect for, rapport with, and

responsiveness to the teacher and challenged him or her to engage in professional learning.

    ii. Explain how your feedback engaged the teacher in reflecting on dimensions of effective teaching and evidence of student learning.

    iii. Explain how your proposed support strategies prompted teacher learning about instructional strategies and skills.

3) Analysis and Implications.

    Using the feedback information in the artifacts:

    a) Evaluate what worked well and what could be improved in the pre-observation, observation, and post-observation experiences, including strategies used to encourage the teacher to improve his or her practice.

    b) Assess your own skill, and implications for your improvement, in observing, assessing, providing feedback, and supporting one teacher to improve instruction, drawing on relevant theory and research on teacher evaluation and development.

How will the evidence of your leadership practice be assessed?

As you prepare your artifacts and commentary, use the rubrics in the rubrics section of this syllabus to guide your thinking, planning, action, analysis, and presentation.

Assignment Distribution for Grading

Assignments	M.Ed.
Attendance and Participation	10%
Summary and SMART Goals **(Formative Assessment)**	10%
Feedback on drafts /components **(5% each) (Formative**	20%
Completed Project **Summative Assignment) DESIGNATED PPA EVIDENCE**	40%
Presentation of Summary of Findings and Professional Growth Plan **(Summative Assignment)**	20%
Total	**100%**

Graduate Grading System

4.0	95-100	A
3.7	92-94	A-
3.5	89 – 91	A-/B+
3.3	86 – 88	B+
3.0	83 – 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Schedule of Classes, Readings, Activities, and Assignments

Session	Reading and/or Activities Each session will consist of brief lectures as needed; PowerPoints; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites. Case studies will be provided for analysis.	Assignments Due:
Week 1	• Introduction to course Small group and large group discussion about collegial supervisor: What it means, new trends and challenges, best practices • **Assignment:** Identification of teacher subject and rationale for choice due in 2 weeks **Read:** Marshall: Ch. 1 The Challenge: Closing the Achievement Gap; Massachusetts Department of Elementary and Secondary Education. (2010). *Supporting School and District Improvement with Professional Learning Communities*. Malden, MA: Author. Retrieved from http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf; Massachusetts Department of Elementary and Secondary Education. (2014). *PLC Expansion Project*. Malden, MA: Author. Retrieved from http://plcexpansionproject.weebly.com/ ; School Reform Initiative. (2013). *Protocols*. Denver, CO: Author. Retrieved from http://www.schoolreforminitiative.org/protocols/ • Modeling and/or explanation of protocol • Using the protocol, small and large group discussion and activities that focus on closing the achievement gap • Prompts: • As you look at the data presented to you, what do you see as potential reasons for this achievement gap? • As you look at the next set of documents: Scheduling and curriculum, how do you think that adds to the achievement gap? • Work with your group to come up with aspects you might like to look for during a supervision/evaluation • **Assignment:** Bring in 2-3 evaluation samples conducted on your teaching or work over the past couple of years that you are willing to share.	

Session	Reading and/or Activities *Each session will consist of brief lectures as needed; PowerPoints; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites. Case studies will be provided for analysis.*	Assignments Due:
Week 2	- **Read:** Darling-Hammond: Ch. 1 Thinking Systematically; Marshall: Ch. 2 Why We Need a New Approach; Marzano & Toth: Ch. 1 The Changing Landscape of Teacher Evaluation - Modeling and/or explanation of protocol - Using the protocol and in small groups, Students share their evaluations to analyze their helpfulness in improving the Students' work and thus student learning; how might the tool or process be improved to be more productive in regard to improving teaching and learning? - Discussion and activities focused on thinking about the improvement of teacher quality and teaching quality, the changing landscape of teacher evaluation, why we need a new approach, a systemic approach to evaluation and supporting teaching **Read:** (Other state's systems as appropriate or) *The Massachusetts Model System for Educator Evaluation: Part II: School-Level Planning and Implementation Guide; Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator and Teacher; Part III: Appendix C ESE Model Rubrics for Teacher* - Discussion and activities focused on the Educator Evaluation System and its impact on teacher and student learning improvement; Students share their summaries - In small groups, Students share their summaries and SMART Goals; each group analyzes individual SMART Goals to determine to what extend each contains the essential qualities (Specific, Measurable, Action-oriented, Rigorous and Realistic, and Tracked). The groups also analyze each candidate's plans to measure progress towards achieving the SMART Goals - A close examination of the MA Educator Evaluation System: Each group will take a standard—benefits and challenges; how it can be used to improve teaching and learning	- Identification of teacher subject and rationale for choice for Task 3 - 2-3 evaluation samples Summary of the efficacy of this system and challenges for its implementation; identification of 3-5 SMART Goals that pertain to acquisition of knowledge and skills in implementing this evaluation system

Session	Reading and/or Activities *Each session will consist of brief lectures as needed; PowerPoints; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites. Case studies will be provided for analysis.*	Assignments Due:
Week 3	- **Read:** Darling-Hammond: Ch. 2 Start with Standards; Marshall: Ch. 5 Curriculum Design: The Foundation of Good Teaching; Marzano & Toth: Ch. 4 The Precursors of Effective Teaching Domains - Modeling and/or explanation of a protocol - Using a protocol of choice, Students share Component 1 in small groups for feedback - Exploration of how Component 1 connects to this week's readings and how it may be used as preparation for the first observation - Discussion and activities focused on the use of standards and Marzano Domains to improving teacher effectiveness and student learning and their intersection with Educator Evaluation System **Read:** Marshall: Ch. 7 Rubrics: Potent Time-Efficient Evaluation Tools; Marzano & Toth: Ch. 3: Measuring Teachers' Classroom Skills - **Reread** Part III: Appendix C ESE Model Rubrics for Teacher' - Discussion and activities focused on measuring instructional skills and the use of rubrics; examination of individual rubric and how to take objective data for each criterion - Calibration activity - Using a protocol of choice, Students share their Case Studies and discussion of their implications for observation and feedback cycle	Component 1

Session	Reading and/or Activities *Each session will consist of brief lectures as needed; PowerPoints; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites. Case studies will be provided for analysis.*	Assignments Due:
Week 4	- **Read:** Darling-Hammond: Ch. 5 Use Evidence of Student Learning Appropriately; Marzano & Toth: Ch. 2 Multiple Measures of Student Growth - Discussions and activities around Mini-Observations, finding your style, getting started - Lecture, discussions and group work focused on using student learning appropriately; multiple measures and considerations: transient students, subgroups, ELLs, growth models, cohort-to cohort models, Value-added measures, combining measure, triangulating measures, using student data cautiously - Modeling and/or explanation of a protocol - Using a protocol of choice, Students share Component 2 in small groups for feedback - Exploration of how Component 2 connects to this week's readings and how it may be used as preparation for the first observation; Group feedback for individual Students preparation for the first observation**Read:** Darling-Hammond: Ch. 3 Creating a Continuum of Performance Assessment; Marshall: Ch. 6 Interim Assessments: Using Results to Continuously Improve Instruction; Marzano & Toth: Ch. 5 Computing and Reporting Status and Growth - Lectures, discussions, and activities focused on features of performance assessment and their role in continuous improvement, interim assessment, building trust, using SMART Goals, different criteria for different levels of experience, helping teachers make sense of the assessment feedback, taking stock, follow-up and coaching - Discussion in small groups around this weeks' reading and to integrate what was learned	Component 2
Week 9	- **Read:** Darling-Hammond: Ch. 7 Create Structures to Enable Fair and Effective Evaluation; Marshall: Ch. 3 Mini-Observations 1; Ch. 4 Mini-Observations 2 - Examination of the following components/aspects to support fairness and eliminate bias: specific training in teacher evaluation and supervision, support for teachers who need additional assistance, the appropriateness of teacher measures, peer reviews - Discussions around the role of Min-Observation over time - More calibration activities	

Session	Reading and/or Activities *Each session will consist of brief lectures as needed; PowerPoints; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites. Case studies will be provided for analysis.*	Assignments Due:
Week 5	- **Read:** Darling-Hammond: Ch. 6 Supporting Meaningful and Professional Growth; Marzano & Toth: Ch. 6 Supporting Teacher Growth - Modeling and/or explanation of a protocol - Using a protocol of choice, Students share Component 3 in small groups for feedback - Exploration of how Component 3 and how it may be used to improve teaching and learning - Discussions and activities focused on supporting meaningful and targeted professional growth; connections to the Professional Growth Plan Assignment - **Read:** Marzano & Toth: Ch. 7 Hierarchal Evaluation - Discussion of hierarchal evaluation and its connection to improving teaching and learning - Work session in teams and individual; share findings and discuss next steps to developing a Professional Growth Plan	- Component 3
Week 6	- Modeling and/or explanation of a protocol - Using a protocol of choice, Students share Task 3 Component 4 in small groups for feedback - Exploration of how Component 4 and how it may be used to improve teaching and learning - Work session in teams and individual; share findings and discuss next steps to developing a Professional Growth Plan - **Read:** Marshall: Ch. 8 Time Management; Marzano & Toth: Ch. 8 Planning for and Implementing an Effective Evaluation System - Discussions and activities focused on the relationships among different leadership levels, cascading domains of influence and how they influence the effectiveness of leaders, elements of district leader evaluations and how it aligns with improving teaching and learning	Component 4
Week 7	- **Read:** Marshall: Ch. 10 Putting it All Together - Students share their work and their Professional Growth Plan for their subjects and how what they learned during this course supported or challenged their completion of this task; Students rate how well they achieved their SMART Goals. - Presentations - Closure Activity	- Final Draft - Professional Growth Plan - Rating of achievement of SMART Goals - Presentation of Professional Growth Plan

Extended Campus Students

Fitchburg State University encourages all Extended Campus Students to take advantage of online student services. Created is a "virtual student center" just for them, the pages provide access to Counseling Services, Career Services, The Student Activity Center, Library Services, the university bookstore and many other helpful links. Go to the university homepage at http://www.fitchburgstate.edu/ and click on Offices and Services. Scroll down and click on Extended Campus Center.

Distance Learning & Extended Campus Library Services & Onecard

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to Students and instructions as to how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchburgstate.edu/academics/library and clicking on the Research Databases button in the center of the page. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the candidate will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the candidate does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at dllibrary@fitchburgstate.edu).

All registered Fitchburg State University Students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the candidate has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/. After activation by the Gallucci-Cirio Library and receipt of their OneCard, Students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Students wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm. The OneCard Office number is 978-665-3039.

Fitchburg State University Library Online Services

Online Library services may be accessed through the Fitchburg State University Homepage at www.fsc.edu/library. Students may access any of several full-text online databases. Passwords are available to Students by calling 978-665-3762. Degree Students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, candidate must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

University Policies

Students with Disabilities
Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability please talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Grade Appeal
If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

Academic Integrity Policy
The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy
You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

Instructor Policies:

Attendance and Participation
1. Attendance is taken at all on-line class meetings. As an emerging professional, you are expected to attend every on-line class session, to be on time, to be prepared and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change.

2. Participation in on-line class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. **Completion of <u>assigned readings</u> is imperative to your individual development as a professional.**

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are factored into the final grade.

Assignments
1. All assignments must be typed, doubled-spaced, and use APA format when appropriate.

2. Assignments must be submitted on the due date unless other arrangements have been made with the instructor **PRIOR TO THE DUE DATE**. No late work will be accepted unless arrangements have been made with the instructor and an extended due date negotiated. Late assignments may incur a reduction of points/day late.

All students are expected to demonstrate a level of writing proficiency that is appropriate for emerging professionals in the field of education and at the **graduate level**. Assignments that are handed in with obvious spelling errors, inadequate sentence structure, and a lack of organization will not be graded and will be returned to the candidate. Students are responsible for the revision process. If improvement is not

made on the second assignment, the lack of writing proficiency will be reflected in the grade given on the assignment.

Please communicate with me early in the semester if you are concerned about written assignments, so that I can assist you in getting the support you may need.

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Forms, Rubrics, Procedural Documents

for

EDLM 9XXX Supervision and Feedback for Professional Development

Presentation of Summary of Findings and Professional Growth Plan Rubric
(SUMMATIVE ASSESSMENT)

Presentation Component	Does not Meet Standard	Acceptably Meets the Standard	Comprehensively Meets the Standard
	Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Meets expectations for standard; needs occasional minimal support	Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Organization	• Needs to provides an introduction that creates interest and makes listeners attend to the presentation • Tries to present too much or not enough • Order of presentation needs to be more logical • Needs to bring closure to the presentation	• Provides an introduction that creates interest and makes listeners attend to the presentation • Designs the presentation to present mostly an appropriate amount of (might tell too much or not enough) • Presents the sequence in a fairly logical order with transitions • Somewhat brings closure to the presentation	• Provides an introduction that creates strong interest and makes listeners attend to the presentation • Designs the presentation to present selected information (does not try to tell too much) • Presents the sequence in a logical order with smooth transitions • Brings a clear closure to the presentation
Delivery	• Needs to use eye contact that includes the **entire** audience (When presenting, please **do not** focus your attention primarily on the instructor) • Needs to use clear diction and appropriate volume • Does not always use Standard English and diction appropriate for audience • Needs to be poised and hide individual nervousness	• Uses eye contact that includes the **entire** audience (When presenting, please **do not** focus your attention primarily on the instructor) • Generally uses clear diction and appropriate volume • Generally uses Standard English and diction appropriate for audience • Generally is poised and hide individual nervousness	• Consistently uses eye contact that includes the **entire** audience (When presenting, please **do not** focus your attention primarily on the instructor) • Consistently uses clear diction and appropriate volume • Consistently uses Standard English and diction appropriate for audience • Is consistently poised and hide individual nervousness
Visuals	• Visuals could be more aesthetically pleasing • Visuals not always clear or easy to read • Visuals need to be more meaningful and purposeful • Visuals need to be integrated in a more organized fashion • Need to integrate some form of technology	• Provide visuals that are clear and easy to read • Visuals meaningful, and purposeful • Integrate visuals in an organized fashion • Integrate some form of technology	• Provide visuals that are aesthetically pleasing, clear, and easy to read • Visuals highly meaningful and purposeful • Smoothly integrate visuals in an organized fashion • Smoothly integrate some form of technology
Knowledge and Understanding of	• Demonstrate some or little knowledge and understanding of supervision at the	• Demonstrate competent knowledge and understanding of supervision at the level	• Demonstrate significant knowledge and understanding of supervision at the level

Supervision at the Level of Licensure	level of supervision (principal, director, supervisor)	of supervision (principal, director, supervisor)	of supervision (principal, director, supervisor)
Knowledge and Understanding of Supervision for Teacher Improvement	• Demonstrate some or little knowledge and understanding of supervision for teacher improvement at the level of supervision (principal, director, supervisor)	• Demonstrate competent knowledge and understanding of supervision for teacher improvement at the level of supervision (principal, director, supervisor)	• Demonstrate significant knowledge and understanding of supervision for teacher improvement at the level of supervision (principal, director, supervisor)
Knowledge and Understanding of Supervision for Improvement of Student Learning	• Demonstrate some or little knowledge and understanding of supervision for improvement of student learning at the level of supervision (principal, director, supervisor)	• Demonstrate competent knowledge and understanding of supervision for improvement of student learning at the level of supervision (principal, director, supervisor)	• Demonstrate significant knowledge and understanding of supervision for improvement of student learning at the level of supervision (principal, director, supervisor)

Facilitation of Readings

Students

(FORMATIVE ASSESSMENT)

Component	Does not Meet Standard	Acceptably Meets the Standard	Comprehensively Meets the Standard
	Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Meets expectations for standard; needs occasional minimal support	Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Information	• Information from the text is presented, but it is not complete and/or it is not clear • Presentation minimally helps Students understand how these ideas impact them as collegial supervisors at the appropriate level (supervisor, director, principal)	• Presentation is mainly a review and/or summary of the information from the reading • Presentation competently helps Students understand how these ideas impact them as collegial supervisors at the appropriate level (supervisor, director, principal)	• "Big Ideas" and key points from the assigned reading are presented completely, clearly and in a well-organized manner • Presentation significantly helps Students understand how these ideas impact them as collegial supervisors at the appropriate level (supervisor, director, principal)
Facilitation style	• Exploration of the material in the text lacks energy nor interest • Handouts, visual aids, etc. are missing or minimally clarifies key points or provide organizational support	• Exploration of the material in the text is interesting • Handouts, visual aids, etc. are used to clarify key points or provide organizational support	• Exploration of the material in the text is energetic and interesting • Handouts, visual aids, etc. are masterfully used to clarify key points or provide organizational support
Discussion	• Minimal use of key questions promotes minimal discussion of text • Discussion leads to minimal practical connections	• The use of questions promotes some critical and engaging discussion of text • Discussion leads to practical connections	• The use of key questions promotes critical and engaging discussion of text • Discussion leads to substantial practical connections of theoretical elements
Activities	• There is no activity to enhance learning or activities used are unrelated to the topic, not engaging, and/or poorly planned	• Activities, either individual or group, help promote understanding of the material being explored	• Meaningful activities, either individual or group, help promote a deeper understanding of the material being explored

Adapted from:

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CE8QFjAG&url=http%3A%2F%2Ffaculty.weber.edu%2Fppitts%2Fed3390%2Fassignments%2Fpresentationrubric.doc&ei=6EBhUqTeM_bJ4AOZgoG4Bg&usg=AFQjCNHqCvoDayW2hAYjkifQbwTaTAafzA&bvm=bv.54176721.d.dmg

Summary of Educator Evaluation System and SMART Goals Rubric

Component	Does not Meet Standard	Acceptably Meets the Standard	Comprehensively Meets the Standard
	Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Meets expectations for standard; needs occasional minimal support	Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Summary of the Essential Components of the Educator Evaluation System	• Summary demonstrates some or little knowledge and understanding of essential components of the MA Educator Evaluation System	• Summary demonstrates significant knowledge and understanding of the essential components of the MA Educator Evaluation System	• Summary demonstrates comprehensive knowledge and understanding of the essential components of the MA Educator Evaluation System
Analysis of the system's efficacy and benefits	• Summary provides a minimal analysis of the system's efficacy and benefit or analysis missing • Identification of how the system has efficacy and benefits is minimal or missing	• Summary provides a competent analysis of the system's efficacy and benefit • Identification of how the system has efficacy and benefits is adequate	• Summary provides a comprehensive analysis of the system's efficacy and benefit • Identification of how the system has efficacy and benefits is perceptive and significant
Analysis of challenges for its implementation	• Analysis of challenges is minimal • Challenges are rarely realistic	• Analysis of challenges is capable • Challenges are realistic	• Analysis of challenges is comprehensive • Challenges are keenly practical and operational
SMART Goals	**Specific & Strategic—SMART Goals:** • have little specificity to determine whether or not they have been achieved • have an unclear purpose for developing the candidate's success in implementing the Educator Evaluation System • address something that is unlikely to have an impact on candidate's overall performance in using the Educator Evaluation System	**Specific & Strategic—SMART Goals:** • are clear with some specificity to determine whether or not they have been achieved • serve a clear purpose for developing the candidate's success in implementing the Educator Evaluation System • address something that is likely to have an impact on candidate's overall performance in using the Educator Evaluation System	**Specific & Strategic—SMART Goals:** • are straightforward, clear with sufficient specificity to determine whether or not they have been achieved • serve an important and essential purpose for developing the candidate's success in implementing the Educator Evaluation System • address something that is likely to have an big impact on candidate's overall performance in using the Educator Evaluation System

SMART Goals			
	Measurable—SMART Goals: • are seldom measurable • fail to identify what measures in terms of quantity, quality, and/or impact will be used to determine that the goal was achieved • minimally identify how the progress will be measured along the way, i.e. benchmarks/outcomes **Action Oriented—SMART Goals:** • are seldom written with action verbs • action steps attached to them minimally identify "who" is doing "what" **Rigorous, Realistic, and Results-Focused (the 3 Rs)—SMART Goals:** • describe an unrealistic, or an unambitious result • minimally stretch the candidate but is not out of reach • minimally articulate expected results. **Timed:** • minimally establish times when key actions will be completed and benchmarks achieved or is missing • provide inadequate time for action steps to be accomplished and time to make mid-course corrections if needed.	**Measurable—SMART Goals:** • are mostly measurable • identify what measures in terms of quantity, quality, and/or impact will be used to determine that the goal was achieved • generally identify how the progress will be measured along the way, i.e. benchmarks/outcomes **Action Oriented—SMART Goals:** • are mostly written with action verbs • action steps attached to them generally identify "who" is doing "what" **Rigorous, Realistic, and Results-Focused (the 3 Rs)—SMART Goals:** • describe a realistic, yet ambitious result • stretch the candidate but is not out of reach • articulate expected results. **Timed:** • establish times when key actions will be completed and benchmarks achieved • provide adequate time for action steps to be accomplished and time to make mid-course corrections if needed.	**Measurable—SMART Goals:** • are clearly measurable • clearly identify what measures in terms of quantity, quality, and/or impact will be used to determine that the goal was achieved • clearly and specifically identify how the progress will be measured along the way, i.e. benchmarks/outcomes **Action Oriented—SMART Goals:** • are consistently written with action verbs • action steps attached to them clearly identify "who" is doing "what" **Rigorous, Realistic, and Results-Focused (the 3 Rs)—SMART Goals:** • comprehensively describe a realistic, yet ambitious result • stretch the candidate but is not out of reach • clearly articulate expected results **Timed:** • clearly establish times when key actions will be completed and benchmarks achieved • provide more than adequate time for action steps to be accomplished and time to make mid-course corrections if needed.
Score of Achievement of SMART Goals	• Score indicates rating (exemplary, proficient, needs improvement, unsatisfactory) for **few** SMART Goals • Rationale for **few** SMART Goal is provided or rationale is missing • Plan of action for continuous improvement for **few** SMART Goal is minimal or unclear or unreachable	• Score indicates rating (exemplary, proficient, needs improvement, unsatisfactory) for **most** SMART Goals • Rationale for **most** SMART Goals is honest and perceptive • Plan of action for continuous improvement for **most** SMART Goals is clear and reachable	• Score indicates rating (exemplary, proficient, needs improvement, unsatisfactory) for **each** SMART Goal • Rationale for **each** SMART Goal is honest and perceptive • Plan of action for continuous improvement for **each** SMART Goal is clear, precise, and reachable

Rubrics
(Formative and Summative Assessment)

This task in its final draft serves as a **Summative Assessment**. Pieces will be due for feedback throughout the semester. This initial feedback serves as **Formative Assessment.**

Students will prepare and implement the final project at the appropriate level (supervisor, director, principal)

Rubric 3.a: Planning

Human Resources Management and Development

How does the candidate prepare for and conduct a pre-observation conference?

	Developing	Meeting	Exceeding	MA PAL Component, Artifact, Commentary
Pre-observation data analysis	Collects unsystematic or anecdotal data about common classroom practices, student instructional needs and teacher needs and practices.	Collects and analyzes data from student work on common classroom practices in school, instructional needs of students and one teacher's needs and practices. Links to related research and connects to specific school or district priority and school culture.	Coherently collects, analyzes and integrates data on common classroom practices, instructional needs of students (particularly priority student group(s)) and one teacher's needs and practices. Uses a research-based framework and links to the school's professional culture, and school improvement work in collecting, analyzing and interpreting data.	• Component 1 • Artifact a • Commentary 1

Observation focus selection	Selects focus for observing one teacher **with little or no analysis** of systemically collected common instructional practices, student and teacher needs.	**Identifies standards-based instructional focus** for observing one teacher, referencing common classroom practice in school and instructional and learning needs of students.	Identifies standards-based instructional focus for observing one teacher, **grounded in a research-based framework** on effective teaching, common classroom practice in school, instructional and learning needs of students, and broader school context.	• Component 1 • Artifact a. b, c, d • Commentary 1
Conduct pre-observation conference	**Describes brief pre-observation conference with** selected teacher. Makes minimal connections to data or to individual teacher around the identified instructional focus or goal.	**Describes two-way pre-observation dialogue with** selected teacher anchored in data gathered from observing other classes and analyzing student performance data. Is clearly focused on instructional and reflects teacher plans.	Describes two-way pre-observation dialogue with selected teacher anchored in data gathered from observing other classes, analyzing student performance data and **reviewing teacher plans and student work. Refines teacher's plans and observation focus as part of pre-conference.**	• Component 1, 2 • Artifacts b, c, d, e • Commentary 1

Rubric 3.b: Conducting the Observation

Indicator II-B. Human Resources Management and Development

How well does the candidate recognize qualities of teaching practice?

	Developing	Meeting	Exceeding	MA PAL Component, Artifact, Commentary
Uses an observation rubric (PSI 1.c, 1.e, 1.f, 1.h, 2.c)	**Identifies some qualities of observed teaching practices,** based on teacher observation instrument and teacher observations. These qualities are not clearly connected to the identified instructional focus. Or Incorrectly identifies some essential qualities of observed teaching practices, based on teacher observation instrument and teacher observations.	**Clearly identifies essential qualities of observed teaching practices and student actions in** relation to focal instructional area based on teacher observation instrument and teacher observations. Identified qualities are linked to research on improving student learning.	Clearly and consistently identifies essential qualities of observed teaching practices and student actions in relation to focal instructional area based on teacher observation instrument, teacher observations and review of **student assignment and work. Identified qualities are grounded in research on improving student learning.**	• Component 1, 2, 3 • Artifacts e, f, g, h, i • Commentary 1, 2

Rubric 3.c: Providing Feedback and Suggesting Support

Indicator II-B. Human Resources Management and Development

How does the candidate foster teacher learning and development?

	Developing	Meeting	Exceeding	Component, Artifact, Commentary
Feedback content	Provides teacher feedback with limited connections to observation data or essential qualities of effective teaching. Or Provides evaluative judgment rather than formative feedback of teacher practices.	Provides **formative teacher feedback directly tied to essential qualities of effective** teaching practice, drawing on relevant research literature, observation data, school instructional priority area, and student learning needs.	Provides clear and consistent formative teacher feedback using **a research-based framework on effective teaching and teacher development**. Feedback emphasizes teaching strategies that will maximize student learning. Feedback integrates essential qualities of effective teaching, teacher and student observation data, student performance data and school priority instructional area.	• Component 1, 2, 3 • Artifacts e, f, g, h, i, j • Commentary 1, 2, 3
Rapport and teacher engagement	**Tells the teacher how to improve his or her practice;** does little to engage teacher in discussing observation data, feedback, or the improvement of practice.	**Constructively engages teacher in two-way** discussion about observation in order to analyze and improve instructional practices.	Engages in a two-way discussion that assists **the teacher in analyzing observation and other data to improve instructional practice and plan next steps.**	• Component 1, 2, 3 • Artifacts e, f, g, h, i, • Commentary 1, 2, 3

| Foster teacher development | Directs teacher on steps to improve classroom practice with little or no reference to observational data. | Provides research-based guidance (with goals, strategies, and assessment) and recommends resources to improve student learning in instructional focus area based on teacher observation data. | Provides clear research-based guidance and coaching (with goals, strategies, and assessment) and recommends resources to improve student learning in instructional focus area based on teacher observation and other data. Discusses how coaching is tailored to teacher's specific needs and priorities and contributes to a positive professional culture. | |
| | | | Uses targeted questioning to promote teacher learning and planning next steps. Uses a research-based framework on effective teaching and teacher development in describing the discussion. | • Component 1, 2, 3
• Artifacts e, f, g, h, i, j, k, l
• Commentary 1, 2, 3 |

Rubric 3.d: Assess: Analysis and Implications

MA Standards Alignment: Indicator II-B. Human Resources Management and Development

How does the candidate analyze his or her skill in observing, assessing, and providing feedback?

	Developing	Meeting	Exceeding	Component, Artifact, Commentary
Leadership self-assessment	**Conducts cursory analysis of leadership skills and practices** for teacher observation and feedback.	**Identifies candidate's skills and practices** required for teacher observation and provide feedback. Draws on specific experiences and teacher's feedback in completing this task. Makes links to relevant research literature. Proposes strategies to improve candidate's practice.	**Analyzes candidate's skills and practices necessary for** teacher observation and feedback. Draws on specific experiences and teacher's feedback in completing this task, including how the candidate adjusted his or her practices throughout the process, and how the candidate adjusted his or her practices throughout the task. **Grounded assessment in relevant research literature. Proposes detailed strategies to improve candidate's practice.**	• Component 1 • Artifacts e, I, j, k, l • Commentary 1, 2, 3