California State University, Fresno
Department of Educational Research
Master of Arts in Education
Option: Educational Leadership and Administration

Semester/Year

Syllabus for EAD 263
Seminar in Instructional
Supervision *4 units*

| *Leadership for Diverse Communities* |
| **Our mission is to prepare credible and relevant leaders in education.** |

Course Catalog Description

Seminar for clarification and application of modern concepts and techniques of supervision: specific practice in leadership roles, promoting productive human relationships, developing communication skills, and evaluation of teaching; ways of helping teachers in their credential fields. Embedded fieldwork will provide opportunities for candidates to practice these skills in a supervised setting.

Course Description

This course is designed to help candidates learn how to recognize good teaching, engage and coach teachers to improve their practice, and identify and create an improvement plan for a school. Strong interpersonal relations and personal reflection are emphasized throughout the course.

Prerequisites

The prerequisites for this course are admission to the Educational Leadership and Administration Program and the following courses: ERA 288, EAD 261, EAD 262, EAD 272, and EAD 274.

Class Information

Date and Time	Classroom number
Instructor	Instructor Email
Instructor Phone #	Office hours:

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

The candidate will develop understandings of relevant theory and supervisory techniques and will acquire and refine skills necessary for effective instructional supervision. A major goal of the course is for the student/supervisor to acquire the knowledge and skills to effectively observe, analyze instruction and student learning, and to assist teachers in their professional growth and development.

Specific learning outcomes for the course are derived from the standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

1. Each candidate will be able to develop and refine a personal vision of education and instruction and will be able to actively engage in on-going reflection as well as be able to develop ways to continually engage self and others in reflective activities. 6(a)(1)
2. Each candidate will be able to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership. 6(a)(2)

3. Each candidate will be able to establish, support, and maintain high expectations and standards for the academic and social development of all students and for the performance of staff and the contributions of all adults in the service of the shared vision of the school community. 6(a)(3)
4. Each candidate will be able to demonstrate various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program. 6(a)(4)
5. Each candidate will understand and will be able to implements strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community and further, will be able to develop, articulate, implement and steward a shared vision of teaching and learning. 6(a)(5)
6. Each candidate will be able to appropriately and powerfully use data, including the use of technological applications, to develop, manage, and evaluate strategies to improve student achievement. 6(b)(4)
7. Each candidate will be able to cooperatively develop and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students. 6(b)(5)
8. Each candidate will understand and be able to use effective methods for attracting, inducting, motivating, retaining, and supporting staff and for monitoring and supervising certificated and non-certificated faculty and staff. 6I(1)
9. Each candidate will understand and be able to use effective methods for working with certificated and classified staff with disabilities. 6I(2)
10. Each candidate will understand how to and be able to manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators and the unions in these processes. 6I(7)
11. Each candidate will be able to use a variety of strategies to encourage and inspire others to higher levels of performance, commitment, and motivation and will be able to effectively communicate knowledge about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community. 6(e)(3)
12. Each candidate will be able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision. 10(e)
13. Each candidate will be able to use research and site-based data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff. 11(b)
14. Each candidate will be able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students. 11(e)
15. Each candidate will be able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program. 12(a)
16. Each candidate will be able to utilize successful staff recruitment, selection and induction approaches, and will understand the collective bargaining process, including the role of administrator and the union. 12(h)
17. Each candidate will be able to reflect on personal leadership practices and recognize their impact and influence on the performance of others. 14(e)

Required Texts and Instructional Materials

Downey, Carolyn (2004). The Three-Minute Classroom Walk-Through: Changing Classroom Supervision One Teacher at a Time. Thousand Oaks: Corwin Press.

Glickman, C., Gordon, S., & Ross-Gordon, J. (2009). The Basic Guide to Supervision and Instructional Leadership (2nd ed.). Pearson Education, Inc.

Additional materials will be available on the electronic Blackboard system for the course. It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week, preferably several days before the class, during the entire semester.

Signature Assignments

Targeted Professional Development Plan and Putting All the Pieces Together Presentation

(Final Examination/Culminating Activity): The candidate will sit with their site principal to create a Targeted Professional Development Plan that builds expertise in selected areas. The plan will include practices tied to the Instructional Focus, and will be linked to the testing results for all students. The candidate will present the Instructional Focus, Evidence-based Teaching Practices and Targeted Professional Development Plan. The protocol for this assignment can be found at the end of the syllabus.

Embedded Fieldwork

There are two comprehensive Embedded Fieldwork components to this course. A description of each fieldwork assignment follows and the protocols for each are at the end of the syllabus.

1. **Clinical Supervision Exercise:** There are three parts to this Embedded Fieldwork. The candidate will use the processes of clinical supervision and effective coaching conversations at one school site to promote teacher development and effective teaching practice to raise student achievement.
   Part 1: The candidate will (a) conduct a pre-observation planning conference with a teacher, (b) conduct a formal classroom observation that includes collecting and interpreting formative classroom observation data using the appropriate techniques and tools (instructor will provide their choice of observations protocols), and (c) analyze the visit listing findings and interpretations.
   Part 2: The candidate will (a) plan for and (b) conduct a post-observation conference with the observed teacher.
   Part 3: The candidate will write a case analysis that includes (a) a letter to the teacher and (b) a reflection on the process. The format for this exercise will be provided to the student at the end of the EAD 263 syllabus. A scoring rubric for this Component is included at the end of the Protocol.

Classroom Walk-through Teaching and Learning Observations: The candidate will observe 3 -4 classrooms at 2 different school site locations (one at an elementary school and one at a secondary school) using a guided conversations protocol. A minimum of one visit will be with the course instructor and the second observation may be with the site leader. A reflection paper that includes literal note-taking, identification and discussion of content (what is being taught) and context (the way in which students are expected to demonstrate their learning) of the classroom observation, a discussion of the connection of the observation to CSTPs, the evidence used to make the connection, and the next steps based on the evidence will be turned in for each site walk-through observation.

Note: Several formats for Learning Observations and a graphic organizer for understanding the diagnostic process of classroom observations are provided at the end of this document as is

Other Assignments
As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations
B = Graduate quality; meets expectations
C = Below expectations
F = Does not meet program requirements

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also

include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

Class Session	Content Focus and Homework
Session 1	**Introduction**, review of the syllabus, "what words best describe your experience with observation/evaluation" and "How would you characterize the professional development your school normally has?" Homework: Rd chapters 1-3 in Glickman.
Session 2	The Need for supervision, Review chapters 1-3 Why supervision matters, how school culture prohibits professional growth what effective schools look like. Student presentation Homework: Chapter 4; interview teacher using form.
Session 3	How adults Learn Review chapter 4 True colors Student presentations Homework: Chapter 5 and Digital Kids article
Session 4	How kids learn. Student presentation Homework: Chapter 14 & 16; bring in observation/evaluation form from district
Session 5	Clinical supervision model and Observing a lesson Reviewing a lesson, what do we see? Student presentation HW: conduct teacher observation and read chapters 6-12
Session 6	ACSA presentation 5-7pm at Rio Vista Middle School in Central HW: conduct teacher observation and read chapters 6-12
Session 7	Conducting Post-Conferences Modeling in class, do worksheet Student presentation Homework: Conduct Post-Observation
Session 8	Post-Conference continued Coaching scenarios, share experiences with the model Homework: Conclude write up of observation assignment. Bring in walk through form used in district.
Session 9	Alternative evaluations and Walkthrough Student presentation Homework: conduct walkthrough, write up results. Rd chapter 17
Session 10	Walkthrough observations and Group Development Share experiences and discuss group development
Session 11	Hiring, Firing, Documenting Student presentation Homework: Identify an improvement issue at your school. Read ch 20. Bring in a school improvement plan
Session 12	School Improvement plans and Baldrige

	How schools improve. PDSA Homework: For a problem you have identified, write up a SIP
Session 13	Creating and evaluating improvement plans Homework: Complete write-up of assignment
Session 14	Short class session (review of plans)
Session 15	Dealing with difficult People
Session 16	Final

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 263: Seminar in Instructional Supervision
Table of Work Products for Each Fieldwork and Signature Assignment

Embedded Fieldwork Assignment 1: Clinical Supervision Exercise

Part 1 Pre-Observation Planning Conference and Observation

Activity 1.1.a: Clinical Supervision Pre-observation Planning Conference
Activity 1.1.b: Clinical Supervision Observation Protocol (Format to be provided by the
                Instructor)
Activity 1.1.c: Clinical Supervision Observation Findings and Interpretations and Planning for
                the Post-Observation Conference

Part 2 Planning for and Conducting the Post-Observation Conference

Activity 1.2.a: Clinical Supervision Observation Findings and Interpretations and Planning for
                the Post-Observation Conference (see form 1c above)
Activity 1.2.b: Post-observation Conference Notes (Format to be provided by the Instructor)

Part 3 Clinical Supervision Case Analysis

Activity 1.3.a: Letter to the Observed Teacher
Activity 1.3.b: Reflection on Post-observation Conference and Clinical Supervision Process

Scoring Rubric for Clinical Supervision Exercise

**Embedded Fieldwork Assignment 2: Classroom Walk-through Teaching and Learning
Observations**

Activity 2.a.: Classroom Walk-through Teaching and Learning Observation Protocol
Activity 2.b.: Classroom Walk-through Teaching and Learning Observation Reflection

Sample 1: Classroom Walk-through: Observation Data
Sample 2: Walk-through Observation Data Sheet
Graphic Organizer: Using a Diagnostic Process for Observations

**Signature Assignment 1: Targeted Professional Development Plan and Putting All the Pieces
Together Presentation**

PART 1: EAD 263 Embedded Fieldwork Activity 1.1.a: Clinical Supervision Pre-Observation Planning Conference

Candidate Name_____   **Date of Formal Clinical Observation** _____
Date of Pre-observation/Planning Conference _____

Directions for this Embedded Fieldwork Activity (All Parts):

Make arrangements with a teacher to conduct an observation using the formal
observation/clinical supervision model.
Conduct a pre-conference/planning conference with the teacher (use guidelines below).
Observe the classroom and analyze and interpret the observation data and determine post-conference approach (use guidelines below).
Write-up the formal observation case (use guidelines below).
Note: Before completing this form, carefully review the Structure or Steps for the Clinical Supervision Model

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Part A: Pre-observation/Planning Conference (to be completed before the on-site observation takes place).

Pre-observation Notes:
List all parties involved:

_____

Grade(s) and Subject area:

_____

Time of scheduled observation: _____
School site of scheduled observation: _____
Focus of the observation:

_____

_____

_____

_____

Planning Conference Notes:
Clarifying Student Outcomes

1. What do you want the students to know and be able to do as a result of this lesson?

_____

Characteristics of Learners

2. What is being taken into consideration related to the learners in your room in order to ensure
    that every student has access to the lesson?

_____

_____

Clarifying Assessment and Indicators of Success

3. What do you want the students to have learned?

4. What performance or products will engage students in demonstrating what they understand and can do?

5. How will you assess student performance?

6. How will you know that the students have learned what you intended?

   What criteria have you incorporated into your scoring tools that reflect the intended measurable and observable behaviors and outcomes?

   What evidence will you collect that demonstrates that **each** student has learned that which was intended and what criteria will you use to indicate the student has met the desired performance level?

Clarify the Lesson Plan and Teaching Strategies. Identify the Resources and Materials That Will Be Needed

1. What instructional content/strategies/activities will you use to help students learn what you intended?

2. What resources and materials will be needed to support student learning?

Identify the Supervisor's Data Gathering Procedures

1. What method and form of observation including the instruments/forms will be used?

PART 1: EAD 263 Embedded Fieldwork Activity 1.1.b: Clinical Supervision Observation Tools

OBSERVATION INSTRUMENTS/TOOLS TO BE PROVIDED BY THE INSTRUCTOR ALIGNED WITH FOCUS OF OBSERVATION

PART 1: EAD 263 Embedded Fieldwork Activity 1.1.c and 1.2.a:
Clinical Supervision Observation Findings and Interpretations and
Planning for the Post-Observation Conference

Candidate Name_____   **Date of Formal Clinical Observation** _____

Observation: This is the time to follow through with the understandings of the pre-conference or planning conference. Keep in mind the difference between *descriptions* of events and *interpretations*. Interpretation should follow description.

Analysis and Interpretations: This happens outside the classroom observation. Study the information to make sense of the large mass of information. Interpretations must be based on the analysis of the description.

Based on your pre-conference planning, write the major findings of your observation. Write down only what has been taken directly from your observation. Make claims and support those claims with specific evidence from your observations.

1.

2.

3.

4.

5.

What is the impact? Write below what you believe is desirable or not desirable about the major claims.

Claim 1:

A. Evidence in support of Claim 1:

B. Impact:

_____

_____

Claim 2:

A. Evidence in support of Claim 2:

B. Impact:

_____

_____

Claim 3:
A. Evidence in support of Claim 3:

B. Impact:

_____

_____

C. Write a "coaching question" to address each of the claims above that would be asked of the teacher during the post-conference meeting.

Claim 1 Coaching Question:

Claim 2 Coaching Question:

Claim 3 Coaching Question:

PART 2: EAD 263 Embedded Fieldwork Activity 1.2.b:
Post-Observation Conference Notes

THE INSTRUCTOR WILL PROVIDE THE FORMAT TO BE USED
FOR NOTE-TAKING DURING THE POST-OBSERVATION CONFERENCE

PART 3: EAD 263 Embedded Fieldwork Activity 1.3.a
Case Analysis: Letter to Teacher

Directions: Write a letter (1 – 2 pages) to the teacher that would be sent after the post-conference meeting that outlines your reflections and discussions as outlined in your notes from your formal observation of that teacher.

The letter should address each of the following items:

♦ A summary of the post-observation conference (e.g., date, time, location and other pertinent information).

♦ A summary of the interpretations and supporting evidence discussed at the post-conference meeting.

♦ A summary the intended student outcomes and the extent to which the outcomes were achieved that was discussed at the post-conference meeting.

♦ A description of the discussion that took place at the post-conference meeting around the causal factors (i.e., desirable/powerful strategies or practices that significantly supported student learning (intended outcomes), and the undesirable or not powerful enough strategies or practices).

♦ A description of the areas that were discussed as area(s) to be targeted for professional growth and development.

♦ A description of the agreed upon short-term goals and measures that came about as a result of this clinical supervision observation.

♦ A description of the resources discussed that are needed to accomplish the short-term goals and professional development target areas.

♦ A description of the agreed upon expectations and commitment, timeline, assistance and support that were discussed at the post-observation meeting.

PART 3: EAD 263 Embedded Fieldwork Activity 1.3.b Case Analysis:
Reflection on the Post-observation Conference and
Reflections about the Clinical Supervision Process

> Directions: Use the following format to reflect on the post-conference meeting that was held with the teacher observed during the Clinical Supervision Observation.

Provide your reflection about the coaching approach and rationale you used during this post-conference meeting.

Provide your reflection about the **entire** Clinical Supervision Process and any refinements you might suggest for improving the process and/or procedures.

Provide your reflection on lessons learned, most significant take-aways and key learnings from the **entire** Clinical Supervision Process.

Scoring Guide for the
Formal Observation/Clinical Supervision Embedded Fieldwork

Candidate Name _____   **Date** _____

Scoring: 1= Far Below Standard; 2=Below Standard; 3=Meets Standard; 4= Exceeds Standard

Note: Any section with a score of less than 3 must be redone and resubmitted. If any section that scores below a 3 is not resubmitted, the entire assignment will receive a failing grade.

Elements	Scoring
Elements with Sub-element Descriptions	**Circled score reflects the overall rating for the elements for each part of the assignment.**
Part 1: Preconference/Planning Conference	**1 2 3 4**
1. Logistics for the preconference/planning conference and observations were clearly stated 2. Structure and steps of the clinical model were followed and clearly described 3. The purpose and focus of the observation were clearly stated 4. All of the elements of the lesson to be observed were clarified and thoroughly described. 5. The data gathering methods/procedures and instrument(s) were identified, clearly described 6. The data gathering methods/procedures and instrument(s) were appropriate for the focus of the observation 7. Part 1 of the assignment was within the length parameters set. 8. All appropriate appendices for Part 1 were included.	Comments

Elements	Scoring
Elements with Sub-element Descriptions	**Circled score reflects the overall rating for the elements for each part of the assignment.**
Part 2: Analysis and Interpretations of Observation Data	**1 2 3 4**
1. The major findings were identified and clearly described. 2. The major findings were appropriate based on the observation data 3. The interpretations made were justified by the data 4. The significant learnings discussed were explained in detail 5. The significant learnings addressed promoting effective teaching, improved instruction and increased student learning 6. Lessons learned were provided and were relevant to the observation 7. Next possible steps as a supervisor were addressed 8. Part 2 of the assignment was within the length parameters 9. All appropriate appendices for Part 2 were included	Comments

Elements	Scoring
Elements with Sub-element Descriptions	**Circled score reflects the overall rating for the elements for each part of the assignment.**
Part 3: Post-conference Meeting and Observation	**1 2 3 4**
1. Highlights from the post-conference meeting were provided in an organized, clear and concise manner 2. A summary of the interpretations and supporting evidence was provided 3. The interpretations and supporting evidence provided were appropriate and accurate for this observation 4. The extent to which the teacher met the intended student outcomes was provided 5. An analysis of the causal factors was provided in a clear and concise manner 6. The analysis of the causal factors was appropriate and accurate for this observation 7. Areas to be targeted for professional growth and development were provided 8. Areas to be targeted for professional growth and development were appropriate given this observation 9. Appropriate short-term goals and measures were provided 10. Appropriate resources needed were addressed 11. Follow-up expectations and commitment, timeline, assistance and support needed were accurately described 12. Part 3 of the assignment was within the length parameters set	Comments:
Part 4: Other	**1 2 3 4**
1. Reflections about process and procedures were provided 2. Reflections about lessons learned from the entire process were stated 3. Part 4 of the assignment was within the length parameters set	Comments:
Total Overall Score	

EAD 263 Embedded Fieldwork Activity 2.a:
Classroom Walk-through Teaching and Learning Observation Protocol

Candidate Name_____ **Date of Walk through** _____
Site of Walk through _____ **Walk through Number** _____

A. Walk through Preparation (to be completed before the walk through occurs)

1. What is the purpose of the walk-through?

 _____
 _____
 _____
 _____
 _____
 _____
 _____

2. What data points will be the focus of this walk-through?

 _____
 _____
 _____
 _____
 _____
 _____
 _____

3. How will you gather the data?

 _____
 _____
 _____
 _____
 _____
 _____

4. Describe any other focus for this walk through experience:

 _____
 _____
 _____
 _____
 _____
 _____

Note: A data collection protocol will be used during the site visit and will be provided by your instructor or the site leader.

EAD 263 Embedded Fieldwork Activity 2.b:
Classroom Walk-through Teaching and Learning Observation Reflection

Candidate Name_____   **Date of Walk through** _____
Site of Walk through _____   **Walk through Number** _____

These are the guiding points or questions for your 2 – 5 page reflection paper.

1. Provide a short narrative that describes the themes you identified:

    _____
    _____
    _____
    _____
    _____
    _____
    _____

2. What would be your next steps?

    _____
    _____
    _____
    _____
    _____
    _____

3. Describe the evidence/data that supports your observations:

    _____
    _____
    _____
    _____
    _____

4. Other comments:

    _____
    _____
    _____
    _____
    _____
    _____

SAMPLE 1: Classroom Walk-through: Observation Data

Teacher:			Room #:
Grade:	Course:	School:	
Teacher Type:	Department:	Student Type:	
Date of Observation:	Time of Observation:	Observer:	

DOMINANT STUDENT AND TEACHER ACTIVITY (Mark one in each area and then describe)

Student Engagement
Percent of students orientated to the work___All   ___Most   ___About Half ___ Some   ___ Few

Dominant Student Activity	**Dominant Teacher Activity**
___ Whole class work	___Direct Instruction (concept development)
___ Worksheet completion	___Lecturing
___ Independent work	___Frontloading
___ Cooperative learning groups	___ Monitoring independent work
___ Small group work	___Assessment: informal formal
___ Other_____	___Sitting at Desk
	___Other

CONTENT/STANDARD (what are students learning; verb and key nouns)	CONTEXT (how are students learning/ the assignment/ artifact)	CALIBRATION	
		Calif Content Standard ___Blueprint	CaHSEE
		Below GL At GL Above GL	

EFFECTIVE TEACHING PRACTICES (Mark all noted)	
___ Lesson standard is posted & identified	─── Homework reinforces student learning
___ Standard is being taught	___ Specific reinforcement and praise
___ Standard/teaching objective known by student	___ Note Taking: Cornell, T-notes
___ Checks for Understanding	___ Multiple Intelligences
___ White Boards	___ Meta-Cognition / Think Aloud
___ Differentiation	___Class Walls Reflect Current Learning
___ELD/GLAD Strategies	Other:
Modalities: _____visual _____auditory _____kinesthetic	
Technology/Teacher Use: OH/DC PP SB CRS MM IN AS	
Technology/Student Use: CU PP CRS OH/DC SB	

OH/DC - Overhead/Docucam   PP – PowerPoint   SB - Smart Board   CRS - Classroom Response System
MM - Movies/Videos/Tapes   IN - Internet   CU - Computer Use   AS - Amplification Systems

ELD/GLAD Strategies: Realia, Answer in Complete Sentences, Grammar Study Chart, Think Aloud, Students Speaking 50% of Time, Role Playing, Total Physical Response, Total Pupil Response

Comments:

SAMPLE 2: Walk-through Observation Data Sheet

School _____

Date:	Time:	Observer:
Room #	Grade / Subject:	

Dominant Student and Teacher Activity

Student Engagement
Percent of students oriented to the work ___All ___ Most ___ About half ___ Some ___ Few

Dominant Student Activity	**Dominant Teacher Activity**
___ Whole class work	___ Checking for understanding (individual)
___ Worksheet completion	___ Teacher talking to entire group
___ Independent work	___ Guided practice
___ Small group work	___ Monitoring independent work
___ Working on computers	___ Assessment: informal formal
___ Other _____	___ Other _____

Capture Teacher Quotation

CONTENT / STANDARD (what are students learning: verb and key nouns)	CONTEXT (how are students learning / the assignment / artifact)	CALIBRATION CA content standard
		Above GL At GL Below GL
Walking the walls	Safety and health issues	

Other comments:
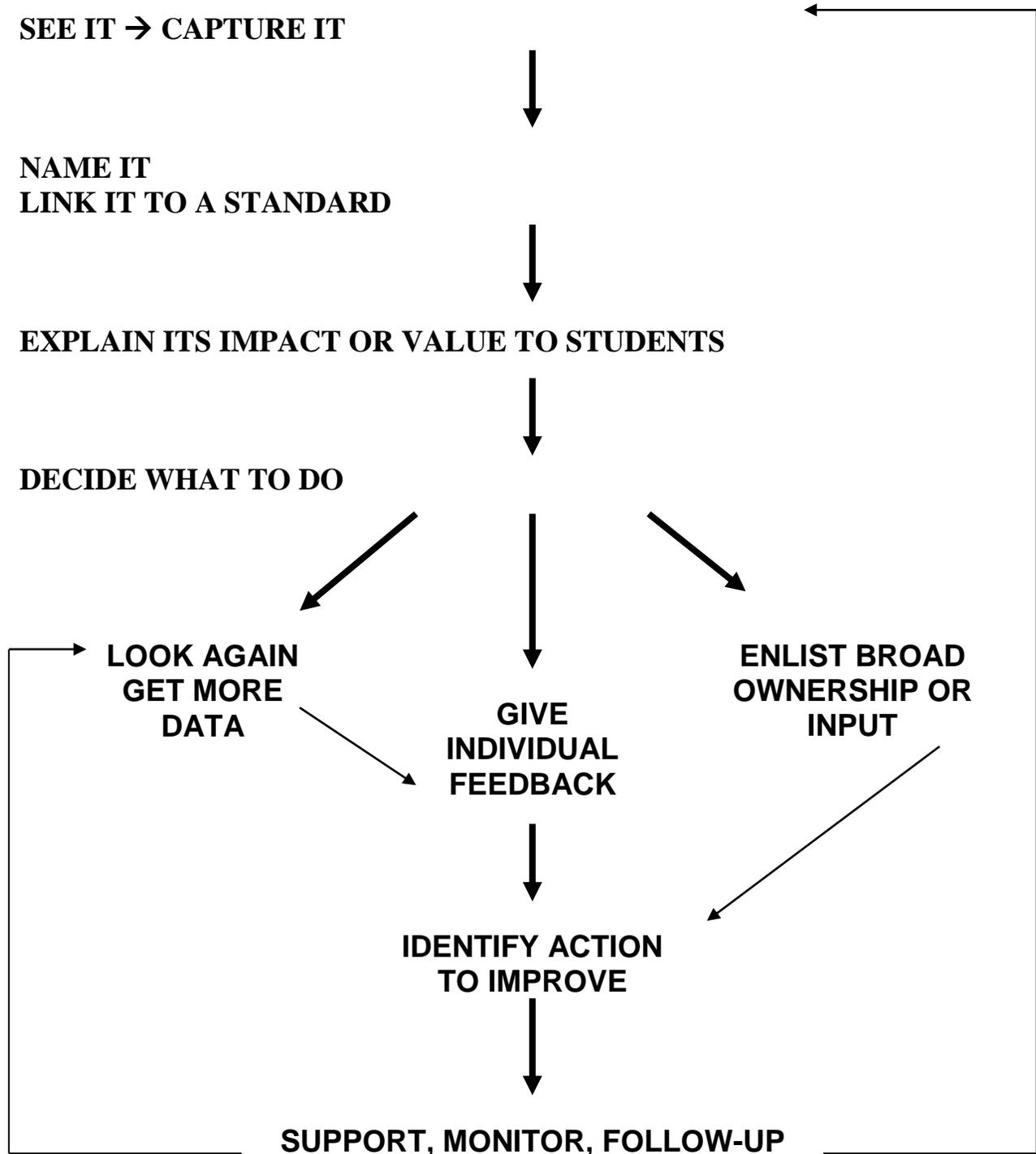
SAMPLE 3 - **Classroom Walk-through Teaching and Learning**
Literal Note-taking Tool

Candidate Name_____   **Date of Walk through** _____
Site of Walk through _____   **Walk through Number** _____

Notations Time, ???'s, Labels	Teacher Actions and Quotes	Student Actions and Quotes

USING A DIAGNOSTIC PROCESS FOR OBSERVATIONS

SEE IT → CAPTURE IT

NAME IT
LINK IT TO A STANDARD

EXPLAIN ITS IMPACT OR VALUE TO STUDENTS

DECIDE WHAT TO DO

LOOK AGAIN
GET MORE
DATA

GIVE INDIVIDUAL FEEDBACK

ENLIST BROAD OWNERSHIP OR INPUT

IDENTIFY ACTION TO IMPROVE

SUPPORT, MONITOR, FOLLOW-UP

EAD 263 Signature Assignment 1: Developing a Focused Professional Development Plan Protocol

Brief School Description

Write a brief description of the school including the schools demographics (such as enrollment, grade levels served, ethnicity and significant student populations), current API and AYP status, and relative staff information that describes the context for this assignment.

Area 1: Identify and Implement a School-wide Instructional Focus

1.1 Building Support for Instructional Focus
   Describe one to two approaches you would use to help build support for the development and implementation of an Instructional Focus.

1.2 Examining Staff Expectations of Students
   Choosing an Instructional Focus means accepting accountability for the performance of each and every student. Any excuse for performance based on race, gender, ethnicity, primary language, or economics are unacceptable.

   Describe a strategy or tool you would use to assist staff in exploring the question, "Do we believe that ALL of our kids can learn everything we are trying to teach them?"

1.3   Developing an Instructional Focus
   Developing an Instructional Focus is a conversation, not a vote. Use data from the following two sources to identify the Instructional Focus:

1.3(a) Review Student Performance Data:
   Depict and describe the data (standardized and local) that helped identify areas for the Instructional Focus. Organize and describe the data to show trend over time and performance within and among different groups of students. Visually display the data and support it with a narrative stating your findings and interpretations. Describe the potential Instructional Areas of focus derived from the data and explain how this data informed these potential high leverage areas.

1.3(b) Professional Experience:
   Engage the experience, knowledge and wisdom of those who will be doing the work. Interview individually or conduct focus groups of staff and gather data relative to the following question:

As we consider ALL of our students and thinking about the expectation for each student to reach grade level or proficiency and beyond, what one area (be specific) that if every single student was strong would be the greatest leverage to accelerate student learning? (Have interviewees and/or focus group participants describe their rationale. Capture this information as a data source).

Describe the process used to collect professional experience data and summarize the findings.

1.4 Identify the Instructional Focus
State the Instructional Focus and clearly describe what it means. Describe the rationale for selecting this Instructional Focus.

Area 2: Identify, Learn, and Use effective
Evidence-Based Teaching Practices To Meet the Needs of All Students

2.1 Find and select a small set of evidence-based teaching practices or strategies tied to Instructional Focus: Identify effective evidence-based teaching practices tied to the Instructional Focus. State and thoroughly describe two key evidence-based teaching practices or strategies that will generate the best leverage for increasing student learning. Include a rationale for selection (*Refer to guiding questions below*).

2.2 Ensure the effective practices promote good teaching, model rigorous work, and meet the needs of a diverse student population
Each of the practices selected should: be connected to the focus; reflect student needs as indicated by a range of data; be combined with a targeted professional development plan that builds true expertise in the practice for every teacher; and be implemented in every classroom, every day, for every student, with ongoing adjustment based on frequent monitoring of student learning data.

For each of the two selected evidence-based teaching practices, answer the questions below:
2.2a   Is this practice supported by research? If yes, cite and briefly summarize the research.
2.2b   Do we believe it will lead to mastery of rigorous curriculum? If yes, explain why and how.
2.2c   Is it appropriate for the diversity of our student population—is it something that will positively impact ALL of our students? If yes, explain how or justify.

Area 3: Create a Targeted Professional Development Plan
that Builds Expertise in Selected Evidence-Based Practices

Critical Elements of a Targeted Professional Development Plan
The Four Strategies:
Targeted professional development plans must achieve the following:
3.1 Build expertise: Help folks know what to do. A year-long professional development plan should be differentiated, site-based, and include coaching and peer visits.

3.2 Change Practice: Hold each other accountable for doing it. School staff should hold each other mutually accountable through regular visitations, classroom walk-throughs, and formal and informal observation by the principal and others.

3.3 Monitor Student Performance: Chart the impact on student performance. Growing out of SMARTe targets (specific and strategic, measurable, attainable and challenging, results-

oriented and relevant, time-bound, and touch **e**very student) using an internal measure; then review, share, and post data publically.

3.4 Communicate Relentlessly: Always talk about what you are doing. Share updates and information about this work through staff and team meetings, weekly bulletins, e-mail, and all other school communication vehicles.

Set Goals
Set SMARTe goals for student learning connected to the Instructional Focus.
Set SMARTe goals for each teacher practice.
Set student achievement and teacher practice goals and define measures for school, grade level, and/or departments.

Create a Targeted Professional Development Plan

Create a targeted professional development plan addressing the four critical elements described above. Use the template provided or create your own that includes the specified areas.

EXAMPLE
Targeted Professional Development Plan for WE BELIEVE AND EVERY STUDENT ACHIEVES SCHOOL
Instructional Focus: Comprehension with emphasis on expository text and the use of summarization

Critical Elements Actions/Tasks	Date	Who's Involved	Where	Who's Responsible	Measures of Success
Build Expertise					
Common understanding of summarization and its powerful use as a teaching technique to improve comprehension. Primacy-Recency Effect/Summarization	8/28	All Staff	Multi-Purpose Room	T. Brown	Professional Conversations Lesson Design Classroom implementation evidence (see rubric)
Chunking lectures	9/10 Weekly coaching	All Teachers, Support Staff and Admin.	Multi-Purpose Room	T. Green Coach	Analysis of Video-taped Lessons Classroom observation evidence with linked student work product (see rubric)
Clues to meaning=General expository and persuasive structure.	10/10 Weekly coaching	All Teachers, Support Staff and Admin.	Multi-Purpose Room	T. Blue	Analysis of Video-taped Lessons Classroom observation evidence with linked student work product (see rubric)
Identifying a text's underlying structure and the various graphic formats to use to summarize that text effectively. Cues for text structure	11/5 Weekly coaching	All Teachers, Support Staff and Admin.	Multi-Purpose Room	T. Yellow Coach	Analysis of Video-taped Lessons Classroom observation evidence with linked student work product (see rubric)

Critical Elements Actions/Tasks Ensure Change in Practice	Date	Who's Involved	Where	Who's Responsible	Measures of Success
Walk-Through Data Collection	Daily Schedule	Admin. Team and Lead Teachers	Classrooms	Principal	Frequency of walk-throughs Quality of data collection *(See rubric)*
Cycle of Inquiry-Grade Levels *Trimester*	10/20 1/10 3/10	All Teachers and Admin Team	Lead Teacher Classrooms	Lead Teacher	Cycle of Inquiry Analysis and Next Steps
School-wide Cycle of Inquiry	1/28	All Staff	Multi-Purpose Room	Principal	Cycle of Inquiry Analysis and Next Steps
Instructional Leadership Team (ILT) Agenda: Facilitated discussions with documented key learning's and findings	Monthly *See schedule*	ILT	Library	Principal	Agenda Documented key learning's and findings ILT Member Feedback
Coaching Follow-up and support (*see coaching schedule)*	*See coaching schedule*	Teacher/ Coach Team	Classrooms	Coach and Teacher	See coaching cycle rubric

Critical Elements Actions/Tasks	Date	Who's Involved	Where	Who's Responsible	Measures of Success
Monitor Impact on Student Learning					
Monthly school-wide analysis of student work samples	*See grade level meeting schedules*	Work Samples-students Analysis–Grade Level Teacher Teams and assigned Admin.	Classrooms Lead Teacher Classrooms	Teachers and Admin. Team	*See rubric and exemplars*
Grade level formative assessment	2nd & 4th weeks of each month	All Students		Teachers and Admin. Team	*See rubric and exemplars*
Communicate, Monitor, Adjust					
Monthly teacher and student sharing at Faculty Professional Learning Meetings	S=3 & 6 O=2 & 5 N=K, 1, 4 J =3 & 6 F=2 & 5 M=K, 1, 4 A=2, 3, 6 M=K,1,4,5	Teachers and students by designated month	Multi-Purpose Room	Lead Teachers by designated month	Teacher feedback and student learning impact communicated and evidenced
Student impact story in monthly newsletter	*1st Friday of each month*	Teachers by designated month–Story Office Staff	Office	Lead Teachers by designated month Principal	Quality of Newsletter Submission
Monitoring and adjustments made based on Cycle of Inquiry processes	*See Cycle of Inquiry dates*		Multi-Purpose Room	Principal	Adjustments made and showing positive impact on student learning

Possible funding sources: Title 1, High-Priority Schools Grant, School Improvement Block Grant, EIA/SCE, EIA/LEP, Title II and general fund discretionary substitute account.