

# FLORIDA ATLANTIC UNIVERSITY™

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

## Graduate Programs—NEW COURSE PROPOSAL<sup>1</sup>

DEPARTMENT: EDUCATIONAL LEADERSHIP &  
RESEARCH METHODOLOGY

COLLEGE: COLLEGE OF EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX    EDA    COURSE NUMBER   6507   LAB CODE (L or C)   

(TO OBTAIN A COURSE NUMBER, CONTACT [NMALDONADO@FAU.EDU](mailto:NMALDONADO@FAU.EDU))

COMPLETE COURSE TITLE: CLINICAL EVALUATION

### EFFECTIVE DATE

(first term course will be offered)

   FALL 2015   

CREDITS<sup>2</sup>: 3

TEXTBOOK INFORMATION:

Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria VA: ASCD.

All other required reading cited in the course plan will be available to the student in Blackboard as provided by the instructor.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

THIS COURSE FOCUSES ON DEVELOPMENTAL SKILLS FOR INSTRUCTIONAL COACHES AND MENTORS IN FORMATIVE OBSERVATION, CLINICAL SUPERVISION, FEEDBACK SKILLS AND PROFESSIONAL DEVELOPMENT PLANNING FOR INCREASED INSTRUCTIONAL EFFECTIVENESS WITH K-12 TEACHER PREPARATION STUDENTS.

PREREQUISITES\*: N/A

COREQUISITES\*: N/A

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*:  
NONE

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: Terminal Degree in related field

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:

Dr. Robert Shockley  
[Shockley@fau.edu](mailto:Shockley@fau.edu)  
 (561) 297-6551

Please consult and list departments that might be affected by the new course and attach comments.<sup>3</sup>

Department of Teaching and learning

Department of Curriculum, Culture, and Educational Inquiry

Approved by:

Department Chair: 

College Curriculum Chair: 

College Dean: 

UGPC Chair: 

Graduate College Dean: 

UFS President: \_\_\_\_\_

Provost: \_\_\_\_\_

Date:

3/29/15

3/24/15

3/24/15

3/25/15

3/25/15

3/25/15

1. Syllabus must be attached; see guidelines for requirements:

[www.fau.edu/provost/files/course\\_syllabus.2011.pdf](http://www.fau.edu/provost/files/course_syllabus.2011.pdf)

2. Review Provost Memorandum: Definition of a Credit Hour

[www.fau.edu/provost/files/Definition\\_Credit\\_Hour\\_Memo\\_2012.pdf](http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf)

3. Consent from affected departments (attach if necessary)



**Department of Educational Leadership and  
Research Methodology Syllabus**

**COURSE NUMBER:** EDA 6507

**COURSE TITLE:** Clinical Education

**COURSE CREDITS:** 3 Credit Hours

**CATALOG DESCRIPTION**

This course focuses on developing skills for instructional coaches and mentors in formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness with teacher preparation students. Participants are required to apply the knowledge and skills in the context of a workplace environment by coaching a developing teacher, with specific emphasis on impacting K-12 student learning and achievement in the school setting.

**INSTRUCTOR INFORMATION**

Name:  
Office:  
Phone:  
E-Mail  
E-N Office Hours:

**COURSE INFORMATION/LOGISTICS**

Semester:  
Dates:  
Time:  
Location:

## REQUIRED TEXT/MATERIALS

Krajewski, R., & Anderson, R. (1980). *Goldhammer's clinical supervision a decade later*. Educational Leadership. 37, 420-423.

Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria VA: ASCD.

All other required reading cited in the course plan will be available to the student in Blackboard as provided by the instructor.

## RECOMMENDED TEXT/MATERIALS

Boise State APA:

<http://ipt.boisestate.edu/files/APASixthEditionAug09.pdf>

Purdue - For writing guidelines (including tables, references, and citations):

<http://owl.english.purdue.edu/owl/resource/560/01/>

Free tutorial on the Basics of APA Style (click on "View the tutorial" to access):

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

(You may have to download Adobe Flash if do not already have it.)

Useful for citations and references in APA:

[http://writing.wisc.edu/Handbook/American\\_Psychological\\_Association\\_\(APA\)\\_Documentation\\_M.pdf](http://writing.wisc.edu/Handbook/American_Psychological_Association_(APA)_Documentation_M.pdf)

Purchase a copy of the *APA Publication Manual*:

<http://www.apastyle.org/products/4200066.aspx>

(You can also find copies online through different booksellers.)  
Also see selected articles in the Bibliography and on Blackboard.

## REQUIRED WEBSITES AND ELECTRONIC SOURCES

**ASCD Smartbrief:** In addition to the required texts above, students must be subscribed on-line to the *ASCD Smartbrief* (<http://www.smartbrief.com/ascd/>) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

**Blackboard:** This course is assisted electronically by Blackboard which is found at: <http://blackboard.fau.edu>. To access Blackboard, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Blackboard is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Blackboard on a regular basis.

### **Library Information:**

All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZ Proxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14 digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (FAU). For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>

**LiveText:** Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

**Adobe Acrobat Reader:** Reader is available to download for free from the Acrobat web page. This software will allow you to read and print PDF files.  
<http://www.adobe.com/products/acrobat/readstep2.html>.

**Adobe Flash Player:** Students will be required to have Adobe Flash Player in order to view selected learning materials on Blackboard. Flash Player is available for download for free at:  
<http://get.adobe.com/flashplayer/>

## **STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES**

Educational Leadership Constituent Council Standards (ELCC): 1, 2.1, 2.2, 2.3, 2.4, 3, 5.2

Interstate Leader Licensure Consortium Standards (ISLLC): 2.d, 2.f, 2.g, 2.i, 3, 4

Teacher Leader Model Standards (TLMS): Domain 3.g, 4.a, 4.b, 4.c, 4.f

Florida Educator Accomplished Practices (FEAP): (2)(a)1d, (2)(a)1e, (2)(a)2a, (2)(a)2b, (2)(a)2d, (2)(a)2e, (2)(a)2f, (2)(a)2h, (2)(a)2i, (2)(a)3e, (2)(a)3g, (2)(a)3h, (2)(a)3i, (2)(a)3j, (2)(a)4a, (2)(b)1a, (2)(b)1b, (2)(b)1c, (2)(b)1d, (2)(b)1e, (2)(b)1f

## **THE CONCEPTUAL FRAMEWORK**

### **College of Education:**

*As educational leaders*, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self-inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

*As a community of scholars*, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and

the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

*As ethical and informed leaders*, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

*As a community of learners*, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

### **Department of Educational Leadership and Research Methodology:**

#### ***Our Mission***

The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

#### ***Our Values***

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

### **COURSE CONNECTION TO THE CONCEPTUAL FRAMEWORK**

As a reflective decision maker, the student will provide evidence of being a capable and ethical professional by developing skills necessary for instructional coaches and mentors through formative observation, clinical supervision, feedback, and professional development planning for increased instructional effectiveness with teacher preparation students. Students will make an investment in one another's growth and development through the collaborative coaching and mentoring process outlined in this course.

### **COURSE OBJECTIVES**

This course will translate mentoring and coaching research into specific activities and assignments designed to prepare the participant to act as an effective mentor and coach to a student teacher and/or colleague within the school setting. To prepare the future school leader, this course covers the following areas related to teacher clinical education:

- Understand the Clinical Educator Sequence and how to utilize each component (Global Scan, Pre-Observation, and Post-Observation Conference) with developing teachers
- Identify the seven types of professional issues that a developing teacher may experience and understand how to address these issues with the developing teacher (ISLLC)
- Understand the Four Quadrant Analysis chart and apply it successfully to a case scenario and with the developing teacher
- Demonstrate an understanding of what it means to be an effective coach and self-reflect on where they are in the continuous cycle (ELCC)
- Define trust and rapport and understand how these two concepts relate to acting as an effective coach to a developing teacher
- Compare and contrast the Florida Educator Accomplished Practices (FEAP) and Marzano's Art and Science of Teaching Framework Learning Map (FEAP)
- Identify the 4 types of Teacher Orientation and assess the orientation of the developing teacher
- Incorporate the understanding of Teacher Orientation into strategies for effective communication with the developing teacher
- Demonstrate an understanding of informal observations and how they differ from other types of data collection
- Distinguish between observation and evaluation and identify similarities and difference between the two (TLMS)
- Understand how to use a Global Scan during observation of a developing teacher
- Conduct a Pre-Conference meeting with the developing teacher using the Pre-Conference Collaboration Agreement form
- Examine the Pre-Conference Collaboration Agreement Form and develop ways the student teacher will demonstrate success
- Evaluate the effectiveness of using each of the Four Protocols (Selective Verbatim, Verbal Flow, Class Traffic, and At Task) (ELCC)
- Select the appropriate Protocol to be used in various scenarios (ISLLC)
- Appraise teacher and student behaviors through informal data collection methods
- Demonstrate an understanding of how to use Verbal Flow and Selective Verbatim techniques to informally gather data on the developing teacher
- Utilize the informal data collection methods to provide effective feedback to the developing teacher (TLMS)
- Support the connection between the Four Protocols and instructional leadership (FEAP)
- Select one of the Four Protocols and evaluate its effectiveness in comparison to the Marzano Design (FEAP)
- Create connections between Common Core State Standards and the teacher's instructional approach in the classroom using the Verbal Flow technique
- Demonstrate an understanding of the change process, common reactions to the change process, and Joyce and Shower's Model of the Five Components of Change
- Incorporate the Seven Norms of Collaboration into feedback and observation methods with the developing teacher (ELCC)





- Demonstrate an understanding of Data-Driven Decision Making (ISLLC)
- Identify both informal and formal student data retrieval sources
- Demonstrate an understanding of educational testing terms and how they relate to data collection (NBCP)
- As a coach, create a safe, non-judgmental environment for the developing teacher in which he/she can examine student data (ISLLC)
- Employ the appropriate observational and feedback methods in a Post-Conference with the developing teacher
- Construct strategies for assisting the developing teacher in absorbing the information from the Post-Conference and applying it to teaching practice
- Analyze the role of Deliberate Practice in the Clinical Educator Sequence
- Conduct a self-appraisal on the overall effectiveness and self-efficacy of completing the Pre- Conference Observation, Post-Conference, and utilizing the various techniques throughout the course in coaching and mentoring the student teacher (TLMS)
- Create a school culture where student learning and achievement is the priority through mentoring and coaching the developing teacher on using appropriate, effective, and culturally diverse interventions in the classroom (ISLLC)
- Design an action plan for the developing teacher after the Post-Conference to improve instruction within the classroom (ELCC)



## CONTENT OUTLINE

The following section lists the course topics, divided into units, with their specific assignments and readings. This section will be subject to change based on the delivery method of the course and the specific circumstances of the course, as well as the course professor's criteria to amend the syllabus to his/her needs.

These are basic unit planners. The actual suggested lesson planners are a part of the instructor materials given to the adjuncts who teach the course. The unit planners are an outline of content that will also be converted into an on-line format for semester-long courses.

Throughout the units, two icons are employed:  and . The  denotes an adult learning activity the student will be able to use with their faculty and/or staff as a turnaround leader. The  is a toolkit and designates a process, procedure, and/or activity that the student will be able to apply in their role as a turnaround leader.














The following unit planners are subject to revision.

## TOPIC UNITS

<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 1 of 5</b>	<b>Unit Theme: Introduction to Clinical Education Mentoring and Coaching</b>
<b>Standards Linked To This Unit</b> TLMS: 4.b Other: FEAP (2)(a)1e, (2)(a)3j, (2)(a)4a, (2)(b)1a, (2)(b)1b, (2)(b)1c, (2)(b)1d; ELCC 1, 2.2; ISLLC 1, 2	
<b>Preparation (Pre-work) – What students need to have done to be ready for the unit</b> Work that students will complete to prepare for this unit: <ul style="list-style-type: none"> <li>Review all material in Module 1</li> <li>Read: <ul style="list-style-type: none"> <li>Criteria and Samples document; Florida Educator Accomplished Practices (FEAP)</li> <li>Marzano’s Art and Science of Teaching Framework Learning Map</li> <li>Goldhammer’s Clinical Supervision a Decade Later</li> <li>Student Achievement through Staff Development</li> </ul> </li> </ul>	
<b>Learning Goals/Objectives – What students will be able to do after this unit</b> After this unit, students will be able to: <ul style="list-style-type: none"> <li>Understand the Clinical Educator Sequence and how to utilize each component (Global Scan, Pre-Observation, and Post-Observation Conference) with developing teachers</li> <li>Identify the seven types of professional issues that a developing teacher may experience and understand how to address these issues with the developing teacher (ISLLC)</li> <li>Understand the Four Quadrant Analysis chart and apply it successfully to a case scenario and with the developing teacher</li> <li>Demonstrate an understanding of what it means to be an effective coach and self-reflect on where they are in the continuous cycle (ELCC)</li> <li>Define trust and rapport and understand how these two concepts relate to acting as an effective coach to a developing teacher</li> <li>Compare and contrast the Florida Educator Accomplished Practices (FEAP) and Marzano’s Art and Science of Teaching Framework Learning Map (FEAP)</li> </ul>	
<b>Authentic Assessments – How students are assessed in an authentic way (in demonstration of application that they would do in their schools) to determine their learning progress</b> None	
<b>Authentic Applications – How this learning will then be applied at their schools</b> Students will apply this learning through the following activities (including internship and/or apprenticeship): <ul style="list-style-type: none"> <li>Conduct a Clinical Educator Sequence (Global Scan, Pre-Observation, and Post-Observation Conference) with a developing teacher</li> <li>Complete the Four Quadrant Chart Analysis with the developing teacher</li> </ul>	
<b>Learning Activities</b> Short descriptors to be expanded on the PROPEL Lesson Planner: <ul style="list-style-type: none"> <li>Introduction and Course Overview</li> <li>Review of Course Features and Getting Started</li> <li>Review Clinical Educator Sequence and GlobalScan</li> <li>The Nature of Professional Issues and the 7 types of Professional Issues</li> <li>Prioritizing and Communicating Needs</li> <li>Introduction to the Four Quadrant Analysis</li> <li>The Effective Coach</li> <li>Trust Vs. Rapport</li> </ul>	



<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 1 of 5</b>	<b>Unit Theme: Introduction to Clinical Education Mentoring and Coaching</b>
<b>Review/Reinforcement (Homework) – What students will be assigned to do between this unit and the next</b> Students will review and/or reinforce this unit by doing the following:	
<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>○ “What Teachers Gain from Deliberate Practice” (available on Blackboard)</li> </ul> </li> <li>• Complete: <ul style="list-style-type: none"> <li>○ Watch the video <i>The Last Lecture</i> by Randy Pausch</li> <li>○ Written response to the prompt questions on <i>The Last Lecture</i> and <i>What Teachers Can Learn from Deliberate Practice</i> (Double-spaced, Times New Roman, 12 pt. font, 1” margins)</li> <li>○ Module 1.1 Discussion board post, including a reply to another student</li> <li>○ Module 1.2 Discussion board post, discussing the similarities and differences of the FEAPS and Marzano Learning Map, including a reply to another student</li> </ul> </li> </ul>	
<b>Work to be Assessed and Graded</b>	
<ul style="list-style-type: none"> <li>• Module 1.1 Discussion Board post, including a reply to another student</li> <li>• Module 1.2 Discussion Board post, discussing the similarities and differences of the FEAPS and Marzano Learning Map, including a reply to another student</li> <li>• Written Assignment #1: Written response to the prompt questions on Randy Pausch’s <i>The Last Lecture</i> and <i>What Teachers Can Learn from Deliberate Practice</i> (Double-spaced, Times New Roman, 12 pt. font, 1” margins)</li> </ul>	

<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 2 of 5</b>	<b>Unit Theme: Preparing for a Pre-Conference</b>
<b>Standards Linked To This Unit</b> TLMS: 3.g Other: FEAP (2)(a)3h, (2)(a)3i, (2)(a)3j, (2)(a)4a, (2)(b)1c, (2)(b)1f; ELCC 2; ISLLC 2	
<b>Preparation (Pre-work) – What students need to have done to be ready for the unit</b> Work that students will do to prepare for this unit:	
<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>○ “What Teachers Gain from Deliberate Practice” (available on Blackboard)</li> </ul> </li> <li>• Complete: <ul style="list-style-type: none"> <li>○ Watch the video <i>The Last Lecture</i> by Randy Pausch</li> <li>○ Written response to the prompt questions on <i>The Last Lecture</i> and <i>What Teachers Can Learn from Deliberate Practice</i> (Double-spaced, Times New Roman, 12 pt. font, 1” margins)</li> <li>○ Module 1.1 Discussion Board post, including a reply to another student</li> <li>○ Module 1.2 Discussion Board post, discussing the similarities and differences of the FEAPS and Marzano Learning Map, including a reply to another student</li> </ul> </li> <li>• Review all material in Module 2</li> <li>• Complete: <ul style="list-style-type: none"> <li>○ Watch the video on how to conduct a Global Scan</li> <li>○ Conduct a Global Scan on the student teacher in the video and record observations; compare your observations to completed observer notes and evaluate self-efficacy of using the Global Scan</li> <li>○ Watch the Pre-Conference video</li> </ul> </li> </ul>	

<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 2 of 5</b>	<b>Unit Theme: Preparing for a Pre-Conference</b>
<b>Learning Goals / Objectives - What students will be able to do after this unit</b>	
After this unit, students will be able to:	
<ul style="list-style-type: none"> <li>• Identify the 4 types of Teacher Orientation and assess the orientation of the developing teacher</li> <li>• Incorporate the understanding of Teacher Orientation into strategies for effective communication with the developing teacher</li> <li>• Demonstrate an understanding of informal observations and how they differ from other types of data collection</li> <li>• Distinguish between observation and evaluation and identify similarities and difference between the two (TLMS)</li> <li>• Understand how to use a Global Scan during observation of a developing teacher</li> <li>• Conduct a Pre-Conference meeting with the developing teacher using the Pre-Conference Collaboration Agreement form</li> <li>• Examine the Pre-Conference Collaboration Agreement Form and develop ways the student teacher will demonstrate success</li> <li>• Evaluate the effectiveness of using each of the Four Protocols (Selective Verbatim, Verbal Flow, Class Traffic, and At Task) (ELCC)</li> <li>• Select the appropriate Protocol to be used in various scenarios (ISLLC)</li> </ul>	
<b>Authentic Assessments – How students are assessed in an authentic way (in a demonstration of application that they would do in their schools) to determine their learning progress.</b>	
None	
<b>Authentic Applications – How this learning will then be applied at their schools</b>	
Students will apply this learning through the following activities:	
<ul style="list-style-type: none"> <li>• Coaching and Mentoring Tools </li> <li>• Conduct a Global Scan using the Global Scan Protocol with the developing teacher </li> <li>• Complete the Four Quadrant Chart using the data from the Global Scan Protocol </li> <li>• Complete a Pre-Observation Conference with the developing teacher </li> <li>• Select one (or more) of the Four Protocols that will be used to observe the developing teacher </li> </ul>	
<b>Learning Activities</b>	
Short descriptors to be expanded on the PROPEL Lesson Planner:	
<ul style="list-style-type: none"> <li>• Teacher Orientation overview including Pre-Observation Conference </li> <li>• Observation vs. Evaluation</li> <li>• Coaching and Mentoring Tools </li> <li>• Global Scan Observation and Pre-Conference agreement </li> <li>• Four Protocols overview </li> </ul>	
<b>Review/Reinforcement (Homework) – What students will be assigned to do between this unit and the next</b>	
Students will review and/or reinforce this unit by doing the following:	
<ul style="list-style-type: none"> <li>• <b>Complete:</b> <ul style="list-style-type: none"> <li>○ Global Scan and Four Quadrant Chart with the developing teacher </li> <li>○ Write a reflection on observations and analysis of using the Global Scan Protocol and Four Quadrant chart; include elements of the Marzano design and identify goals to focus on during the Clinical Education Cycle (Double-spaced, Times New Roman, 12 pt. font, 1" margins) </li> <li>○ Module 2 Discussion Board post</li> </ul> </li> </ul>	
<b>Work to be Assessed and Graded</b>	
<ul style="list-style-type: none"> <li>• Module 2 Discussion Board post analyzing the sample Pre-Conference video and summarizing the student's personal Pre-Conference experience, reply to another student's post</li> <li>• Completed Global Scan notes and Four Quadrant Chart based on the notes from the Global scan </li> <li>• Completed Pre-Conference agreement with the developing teacher </li> <li>• Written Assignment #2 - Write a reflection on observations and analysis of using the Global Scan Protocol and Four Quadrant Chart; Include elements of the Marzano design and identify goals to focus on during the Clinical Education (Double-spaced, Times New Roman, 12 pt. font, 1" margins)</li> </ul>	

<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 3 of 5</b>	<b>Unit Theme: Developing a Coaching Plan</b>
<b>Standards Linked To This Unit</b> TLMS: 4.a, 4.b, 4.f Other: FEAP (2)(a)1e, (2)(a)2a, (2)(a)2b, (2)(a)2d, (2)(a)2f, (2)(a)2i, (2)(a)3e, (2)(a)3g, (2)(a)3h, (2)(a)3i, (2)(a)3j, (2)(a)4a, (2)(b)1a, (2)(b)1b, (2)(b)1c, (2)(b)1e, (2)(b)1f; ELCC 2.1, 2.2, 2.3, 3; ISLLC 2, 3	
<b>Preparation (Pre-work) – What students need to have done to be ready for the unit</b> Work that students will do to prepare for this unit: <ul style="list-style-type: none"> <li>• <b>Complete:</b> <ul style="list-style-type: none"> <li>○ Global Scan and Four Quadrant Chart with the developing teacher</li> <li>○ Write a minimum of 1 page reflection on observations and analysis of using the Global Scan Protocol and Four Quadrant chart; include elements of the Marzano design and identify goals to focus on during the Clinical Education Cycle</li> <li>○ Module 2 Discussion Board post</li> </ul> </li> <li>• Review all material in Module 3</li> <li>• <b>Complete:</b> <ul style="list-style-type: none"> <li>○ Watch sample teacher video and make a list of selective verbatim items; Compare list with the example provided</li> <li>○ Written reflection and analysis of using the Global Scan and Four Quadrant Chart (Double-spaced, Times New Roman, 12 pt. font, 1" margins)</li> </ul> </li> </ul>	
<b>Learning Goals/Objectives - What students will be able to do after this unit</b> After this unit, students will be able to: <ul style="list-style-type: none"> <li>• Appraise teacher and student behaviors through informal data collection methods</li> <li>• Demonstrate an understanding of how to use Verbal Flow and Selective Verbatim techniques to informally gather data on the developing teacher</li> <li>• Utilize the informal data collection methods to provide effective feedback to the developing teacher (TLMS)</li> <li>• Support the connection between the Four Protocols and instructional leadership (FEAP)</li> <li>• Select one of the Four Protocols and evaluate its effectiveness in comparison to the Marzano Design (FEAP)</li> <li>• Create connections between Common Core State Standards and the teacher's instructional approach in the classroom using the Verbal Flow technique</li> </ul>	
<b>Authentic Assessments – How students are assessed in an authentic way (in a demonstration of applications that they would do in their schools) to determine their learning progress</b> At the end of this unit, student learning will be assessed by: <ul style="list-style-type: none"> <li>• Completion of the Verbal Flow, At Task, Class Traffic, and Selective Verbatim worksheets on the developing teacher's classroom</li> <li>• Competency Assessment #1: Midpoint Action Plan</li> </ul>	
<b>Authentic Applications – How this learning will then be applied at their schools</b> <ul style="list-style-type: none"> <li>• Use the Verbal Flow and Selective Verbatim worksheets with the developing teacher</li> </ul>	
<b>Learning Activities</b> Short descriptors to be expanded on the PROPEL Lesson Planner: <ul style="list-style-type: none"> <li>• Selective Verbatim</li> <li>• Verbal Flow</li> <li>• Class Traffic</li> <li>• At-task</li> </ul>	
<b>Review/Reinforcement (Homework) – What students will be assigned to do between this unit and the next</b> Students will review and/or reinforce this unit by doing the following: <ul style="list-style-type: none"> <li>• <b>Complete:</b> <ul style="list-style-type: none"> <li>○ Competency Assessment #1: Midpoint Action Plan</li> <li>○ Module 3 Discussion Board post</li> <li>○ Written Assignment answering the question, "How do these four protocols link to student achievement and rigorous instruction?" (Double-spaced, Times New Roman, 12 pt. font, 1" margins, use a least 3 references)</li> <li>○ Review all material in Module 4</li> </ul> </li> <li>• <b>Read (available on Blackboard):</b> <ul style="list-style-type: none"> <li>○ "Tips for Observers Using Clinical Supervision Sequence"</li> <li>○ Review Staff Development and Change Process: Cut From the Same Cloth website</li> <li>○ "The Seven Norms of Collaboration"</li> </ul> </li> </ul>	

<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 3 of 5</b>	<b>Unit Theme: Developing a Coaching Plan</b>
<b>Work to be Assessed and Graded</b>	
<ul style="list-style-type: none"> <li>• Competency Assessment #1: Midpoint Action Plan Module 3 Discussion Board post</li> <li>• Written Assignment #3 – Written Assignment answering the question, “How do these four protocols link to student achievement and rigorous instruction?” (Double-spaced, Times New Roman, 12 pt. font, 1” margins, use at least 3 references)</li> <li>• Completion of all Four Protocol worksheets</li> </ul>	
<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 4 of 5</b>	<b>Unit Theme: Using Data in the Coaching Plan</b>
<b>Standards Linked To This Unit</b>	
TLMS: 4.a, 4.b, 4.c Other: FEAP (2)(a)1d, (2)(a)1e, (2)(a)3i, (2)(a)3j, (2)(b)1a, (2)(b)1b, (2)(b)1e, (2)(b)1f; ELCC 1 2.2, 2.4; ISLLC 1, 2, 4	
<b>Preparation (Pre-work) – What students need to have done to be ready for the unit</b>	
Work that students should have done to prepare for this unit:	
<ul style="list-style-type: none"> <li>• Complete: <ul style="list-style-type: none"> <li>○ Competency Assessment #1: Midpoint Action Plan</li> <li>○ Module 3 Discussion Board post</li> <li>○ Written Assignment answering the question, “How do these four protocols link to student achievement and rigorous instruction?” (Double-spaced, Times New Roman, 12 pt. font, 1” margins, use a least 3 references)</li> </ul> </li> <li>• Review all material in Module 4</li> <li>• Read (available on Blackboard): <ul style="list-style-type: none"> <li>○ “Tips for Observers Using Clinical Supervision Sequence”</li> <li>○ Review Staff Development and Change Process: Cut From the Same Cloth website</li> <li>○ “The Seven Norms of Collaboration”</li> </ul> </li> </ul>	
<b>Learning Goals / Objectives - What students will be able to do after this unit</b>	
After this unit, students will be able to:	
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the change process, common reactions to the change process, and Joyce and Shower’s Model of the Five Components of Change</li> <li>• Incorporate the Seven Norms of Collaboration into feedback and observation methods with the developing teacher (ELCC)</li> <li>• Demonstrate an understanding of Data-Driven Decision Making (ISLLC)</li> <li>• Identify both informal and formal student data retrieval sources</li> <li>• Demonstrate an understanding of educational testing terms and how they relate to data collection</li> <li>• As a coach, create a safe, non-judgmental environment for the developing teacher in which he/she can examine student data (ISLLC)</li> </ul>	
<b>Authentic Assessments – How students are assessed in an authentic way (in a demonstration of application that they would do in their schools) to determine their learning progress</b>	
None	
<b>Authentic Applications – How this learning will then be applied at their schools</b>	
Students will apply this learning through the following activities:	
<ul style="list-style-type: none"> <li>• Use of one of the Four Protocols (Verbal Flow, Selective Verbatim, Class Traffic, At-Task) OR an alternative, research based observation tool with the developing teacher to provide feedback on instruction</li> </ul>	
<b>Learning Activities</b>	
Short descriptors to be expanded on the PROPEL Lesson Planner:	
<ul style="list-style-type: none"> <li>• Change Process</li> <li>• Interpersonal Communication Skills</li> <li>• Data-Driven Decision Making</li> <li>• Student Data Collection Resources</li> </ul>	

<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 4 of 5</b>	<b>Unit Theme: Using Data in the Coaching Plan</b>
<p><b>Review/Reinforcement (Homework) – What students will be assigned to do between this unit and the next</b> Students will review and/or reinforce this unit by doing the following:</p> <ul style="list-style-type: none"> <li>• Complete: <ul style="list-style-type: none"> <li>○ Module 4 Discussion Board Post</li> <li>○ Written Assignment answering the question, “Which of the four protocols would you choose to use with your developing teacher? If one of the four does not meet the needs of your teacher, select an alternative, research based tool. Implement this protocol with your developing teacher and analyze your observations and results” (Double-spaced, Times New Roman, 12 pt. font, 1” margins)</li> <li>○ Review all material in Module 5</li> </ul> </li> <li>• Read (available on Blackboard): <ul style="list-style-type: none"> <li>○ <i>Examining the Role of Teacher Evaluation in Student Achievement</i></li> <li>○ Ch. 1 of <i>Supervision that Develops Expertise</i></li> <li>○ <i>The Role of Deliberate Practice in Developing Expertise</i></li> <li>○ Florida Principal Leadership Standards PDF</li> </ul> </li> <li>• Watch: Post Observation videos</li> <li>• Complete: <ul style="list-style-type: none"> <li>○ Post Observation Collaboration Agreement form </li> <li>○ Post Conference Collaboration form </li> <li>○ Summary of the Post Conference Collaboration Form</li> </ul> </li> </ul>	
<p><b>Work to be Assessed and Graded:</b></p> <ul style="list-style-type: none"> <li>• Complete: <ul style="list-style-type: none"> <li>○ Module 4 Discussion Board Post</li> <li>○ Written Assignment #4 - Written assignment answering the question, “Which of the four protocols would you choose to use with your developing teacher? If one of the four does not meet the needs of your teacher, select an alternative, research based tool. Implement this protocol with your developing teacher and analyze your observations and results” (Double-spaced, Times New Roman, 12 pt. font, 1” margins)</li> </ul> </li> </ul>	

<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 5 of 5</b>	<b>Unit Theme: Conducting a Post Observation Conference</b>
<p><b>Standards Linked To This Unit</b> TLMS: 4.f Other: FEAP (2)(a)1d, (2)(a)1e, (2)(a)3i, (2)(a)3j, (2)(a)4a, (2)(b)1a, (2)(b)1b, (2)(b)1d, (2)(b)1e, (2)(b)1f; ELCC 2.1, 2.2, 2.4</p>	
<p><b>Preparation (Pre-work) – What students need to have done to be ready for the unit</b> Work that students should have done to prepare for this course:</p> <ul style="list-style-type: none"> <li>• Review all material in Module 5</li> <li>• Read (available on Blackboard): <ul style="list-style-type: none"> <li>○ <i>Examining the Role of Teacher Evaluation in Student Achievement</i></li> <li>○ Ch. 1 of <i>Supervision that Develops Expertise</i></li> <li>○ <i>The Role of Deliberate Practice in Developing Expertise</i></li> <li>○ Florida Principal Leadership Standards PDF</li> </ul> </li> <li>• Watch: Post Observation videos</li> <li>• Complete: <ul style="list-style-type: none"> <li>○ Post Conference Collaboration form</li> <li>○ Summary of the Post Conference Collaboration Form</li> </ul> </li> </ul>	

<b>Title of Course: EDA 6507: Clinical Education</b>	
<b>Unit: 5 of 5</b>	<b>Unit Theme: Conducting a Post Observation Conference</b>
<b>Learning Goals / Objectives - What students will be able to do after this unit</b> After this unit, students will be able to:	
<ul style="list-style-type: none"> <li>• Employ the appropriate observational and feedback methods in a Post-Conference with the developing teacher</li> <li>• Construct strategies for assisting the developing teacher in absorbing the information from the Post-Conference and applying it to teaching practice</li> <li>• Analyze the role of Deliberate Practice in the Clinical Educator Sequence</li> <li>• Conduct a self-appraisal on the overall effectiveness and self-efficacy of completing the Pre-Conference Observation, Post-Conference, and utilizing the various techniques throughout the course in coaching and mentoring the student teacher (TLMS)</li> <li>• Create a school culture where student learning and achievement is the priority through mentoring and coaching the developing teacher on using appropriate, effective, and culturally diverse interventions in the classroom (ISLLC )</li> <li>• Design an action plan for the developing teacher after the Post-Conference to improve instruction within the classroom (ELCC)</li> </ul>	
<b>Authentic Assessments – How students are assessed in an authentic way (in a demonstration of application that they would do in their schools) to determine their learning progress.</b> At the end of the unit, student learning will be assessed by:	
<ul style="list-style-type: none"> <li>• Completion of the Post Conference Collaboration Form</li> <li>• Accurately summarizing and detailing the experience of the Post Conference Collaboration Agreement Form</li> <li>• Competency Assessment #2: Clinical Supervision Cycle Evaluation</li> </ul>	
<b>Authentic Applications – How this learning will then be applied at their schools</b> Students will apply this learning through the following activities (including internship and/or apprenticeship):	
<ul style="list-style-type: none"> <li>• Conduct a Post Conference with the developing teacher</li> </ul>	
<b>Learning Activities</b> Short descriptors to be expanded on the PROPEL Lesson Planner:	
<ul style="list-style-type: none"> <li>• Post Observation Summary</li> <li>• Deliberate Practice</li> </ul>	
<b>Review/Reinforcement (Homework) – What students will be assigned to do between this unit and the next</b> Students will review and/or reinforce this unit by doing the following:	
<ul style="list-style-type: none"> <li>• <b>Complete:</b> <ul style="list-style-type: none"> <li>◦ Competency Assessment #2: Clinical Supervision Cycle Evaluation</li> <li>◦ Module 5.1 and 5.2 Discussion Board Post</li> </ul> </li> </ul>	
<b>Work to be Assessed and Graded</b>	
<ul style="list-style-type: none"> <li>• Completion of the Post Conference Collaboration Form</li> <li>• Accurately summarizing and detailing the experience of the Post Conference Collaboration Form</li> <li>• Module 5.1 and 5.2 - Discussion Board Posts</li> <li>• Competency Assessment #2: Clinical Supervision Cycle Evaluation</li> </ul>	

**COURSEWORK OUTLINE SUMMARY AND DUE DATES:**

<b>Weeks</b>	<b>Dates/Topics</b>	<b>Read/Discussion Board Posts/Assignments</b>	<b>Due</b>
1 - 3	August 24 – September 15	<p><b>Read/View:</b> Content, links, and articles for Module 1 Discussion Criteria and Samples</p> <p><b>Discussion Board (DB) Posts:</b> Introduction and one (1) Reply – 1.1 FEAPS / Marzano and one (1) Reply – 1.2</p> <p><b>Assignment (A) Uploads:</b> The Last Lecture Response</p>	<p>DB Intro – August 28 DB – August 30</p> <p>A – Sept. 15</p>



4 - 5	September 16 – September 29	<p><b>Read/View:</b> Content, links, and articles for Module 2</p> <p><b>Discussion Board Posts:</b> Pre-Conference Video/Effective Techniques and one (1) Reply</p> <p><b>Assignment Uploads:</b> Global Scan Protocol, 4-Quadrant Chart, Summary</p>	<p>DB – Sept. 20</p> <p>A – Sept. 29</p>
6 - 7	September 30 – October 13	<p><b>Read/View:</b> Content, links, and articles for Module 3</p> <p><b>Discussion Board Posts:</b> Strengths / Limitations of the Verbal Flow &amp; Selective Verbatim Protocols and one (1) Reply</p> <p><b>Assignment Uploads:</b> How do the two protocols link to student achievement and rigorous instruction?</p> <p><b>Competency Assessment 1:</b> Mid-Point Self-Reflection and Action Plan</p>	<p>DB – Oct. 4</p> <p>A – Oct. 6</p> <p>CA – Oct. 13</p>
8 - 10	October 14 – November 3	<p><b>Read/View:</b> Content, links, and articles for Module 4</p> <p><b>Discussion Board Posts:</b> Seven Norms of Collaboration and one (1) Reply</p> <p><b>Assignment Uploads:</b> Analysis of selected protocol and implementation / Communication of results</p>	<p>DB – Oct. 25</p> <p>A – Nov. 3</p>
11 - 14	November 4 – December 1	<p><b>Read/View:</b> Content, links, and articles for Module 5</p> <p><b>Discussion Board Posts:</b> Data / Assessment / Celebration of Success and one (1) Reply – 5.1 Clinical Supervision Experience / Next Steps and one (1) Reply – 5.2</p> <p><b>Assignment Uploads:</b> Completed Post-Conference Collaboration Form</p> <p><b>Competency Assessment 2:</b> Clinical Supervision Cycle Evaluation and Self-Reflection</p>	<p>DB#1 – Nov. 8</p> <p>DB#2 – Nov. 15</p> <p>CA – Nov. 24</p>

## COURSE REQUIREMENTS

- Use a variety of research-based strategies to assess teacher effectiveness
- Develop, in collaboration with the teacher, an action plan for improving teacher effectiveness, incorporating researched based best practices
- Coach and mentor a teacher in the school on various activities (e.g. code teacher and student behavior in the classroom)

Assignments	Points
Discussion Board Post Modules 1.1 and 1.2	4
Discussion Board Post Module 2	4
Discussion Board Post Module 3	4
Discussion Board Post Module 4	4
Discussion Board Post Modules 5.1 and 5.2	4
Written Assignment #1	10
Written Assignment #2	10
Written Assignment #3	10
Written Assignment #4	10
Competency Assessment #1: Midpoint Action Plan	20
Competency Assessment #2: Clinical Supervision Cycle	20

## GRADED ASSIGNMENTS

To receive credit for individual course work, the student must address all the required elements of an assignment by the due dates. All quality work must be well written, properly documented, and formatted according to APA Guidelines.

Good writing is an essential component of all course work. It is expected that students diligently proofread and edit their own work. This may entail having another person read their work to ensure a paper is well organized, grammatically correct, accurately punctuated, properly formatted, and reads well.

**1. Weekly reading and video assignments:** Students are responsible for all assigned readings and videos related to the topics outlined above (this includes weekly readings/video clips and any additional material assigned). Students should be prepared to discuss the content in the readings/video clips and to participate in the discussion board activities. All readings should be completed by the due date, but students are encouraged to read ahead of this schedule if possible, and complete related assignments accordingly.

**2. Discussion Board Participation:** All students are expected to attend class regularly (or, in the case of Blackboard supported/taught courses, make regular visits to the Blackboard site) and to participate actively in discussions and activities. The instructor will look for evidence of

preparation and for quality contributions by students, and participation will impact student evaluation. **Original discussion board posts are due Fridays at 7:00 p.m.**

**3. *Written Assignments*\***: Students are required to complete all five written assignments in a timely manner. Written assignments will be uploaded to Blackboard for grading. Please adhere to all deadlines for required assignments. Details of each written assignment can be found by clicking on the Assignment link within each week of the online course. **Written assignments will be due Sundays at 7:00 p.m.**

**4. *Coaching and Mentoring***: Students are required to participate in the coaching of a field experience student for various activities throughout the course.

**5. *Competency Assessments*\***: Students are required to complete two competency assessments. Each competency assessment will be graded according to a rubric. The two competency assessments for this course are:

- Competency Assessment #1 - Mid-Point Self-Reflection and Action Plan
- Competency Assessment #2 - Post-Observation Meeting, Self-Reflection, and Evaluation of the Clinical Supervision Cycle

**\*For all written assignments you are to use 12 point Times New Roman font, Microsoft WORD, 1" margins, single-spacing, and include a title page. Careful attention to spelling/grammar is expected.**

## **COMPETENCY ASSESSMENTS**

- There are 2 Competency Assessments (CAs) in this course. The CAs will be uploaded to LiveText.
- Directions for completing each competency assessment are included in Modules 3 and 5 of the course on Blackboard.

**EDA 6507 Clinical Education  
Competency Assessment #1 Rubric  
Self-Reflection and Action Plan**

**Description of Competency Assessment**

The student will write a comprehensive summary of their clinical education experience up until this point. Reflect on your relationship with the developing teacher and describe how specific communication and coaching strategies have supported this relationship. Include an analysis of the global scan and additional data collected with connections to the Marzano Instructional Framework. Collaborate with the developing teacher to reflect on the data and create a plan of action for continued growth and improvement. Describe the plan of action in detail, including goal-setting and specific steps to be implemented to reach the goals.

**Competency Assessment #1 Rubric: Self-Reflection And Action Plan**

ITEM TO ASSESS	EXCEEDS EXPECTATION	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
<b>Self-Reflection</b>	A. Clearly expresses thoughts on the mid-point clinical education process B. There is a clear and meaningful connection between the data collection, effective teaching strategies, and plan of action C. There are 3 or more relevant references used for citations that support connections and explanations (5 points)	A. Thoughts on the mid conference experience are adequate B. There is a clear connection between the data collection, effective teaching strategies, and plan of action C. There are 2 relevant references used for citations that support connections and explanations (4 points)	A. Thoughts on the mid conference experience are incomplete B. The connections between the data collection, effective teaching strategies, and plan of action are not clear or do not exist C. References do not support connections (0 – 3 points)	No attempt made
<b>Plan of Action Developed with Steps to Achieve Goals</b>	A. Develops a detailed, accurate plan of action and identifies appropriate goals B. Goals/ Objectives are clearly linked to the Clinical Supervision Cycle and data results C. Steps to achieve goals are aligned to the action plan, feasible, and clearly outlined (5 points)	A. Accurately develops a plan of action and identifies some goals B. Goals/ Objectives are somewhat linked to the Clinical Supervision Cycle results C. Steps to achieve goals are somewhat aligned to the action plan, possibly feasible, and somewhat outlined (4 points)	A. Does not fully develop a plan of action and identify appropriate goals B. Goals/Objectives are not linked to Clinical Supervision Cycle results C. Steps to achieve goals are not aligned to the action plan, not brief, not feasible, and not clearly defined (0 - 3 points)	No attempt made

**Competency Assessment #1 Rubric: Self-Reflection And Action Plan**

<b>ITEM TO ASSESS</b>	<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATIONS</b>	<b>DOES NOT MEET EXPECTATIONS</b>	<b>NO ATTEMPT</b>
<b>Evaluation of Communicative Effectiveness and Instructional Dialogue</b>	A clear and detailed description of the relationship building process between coach and developing teacher was provided. <b>(4 points)</b>	A description of the relationship building process between coach and developing teacher was provided. <b>(3 points)</b>	A description of the relationship building process between coach and developing teacher was inadequate. <b>(0 - 2 points)</b>	No attempt made
<b>Analysis of Data</b>	A comprehensive analysis of the global scan and additional data was provided with connections to the Marzano Instructional Framework. <b>(4 points)</b>	An analysis of the global scan and additional data was provided with limited connections to the Marzano Instructional Framework. <b>(3 points)</b>	Analysis of the global scan with connections to the Marzano Instructional Framework was briefly described or not evident. <b>(0 - 2 points)</b>	No attempt made
<b>Citations and Writing</b>	A. Clear introduction and conclusion provided B. Accurate APA format for citations and references C. No errors in spelling, grammar, punctuation D. All and only references cited in the paper are listed E. Times New Roman 12, rubric headings used <b>(2 points)</b>	A. Introduction and conclusion provided B. Some errors in APA format for citations and references C. Few errors in spelling, grammar, punctuation D. References cited are listed E. Times New Roman 12, rubric headings used <b>(1 point)</b>	A. Lacking introduction and/or conclusion B. Many errors in APA format for citations and references C. Many errors in spelling, grammar, punctuation D. Few references are cited E. Times New Roman 12, rubric headings are not used <b>(0 points)</b>	No attempt made

**EDA 6507 Clinical Education  
Competency Assessment #2 Rubric  
Clinical Supervision Cycle Evaluation**

**Description of Competency Assessment:**

The student will complete the Post-Conference Collaboration Form, meet with the developing teacher, and summarize the Post-Conference Meeting. In a word-processed document, describe the types of information included on the Post-Conference Collaboration Form, including how it aligns to Marzano’s Design Elements, and how it assisted you in identifying effective strategies shared with the developing teacher. Write a self-reflection on the Post-Conference Meeting experience. Use research-based literature to support your writing. Discuss the strengths and weaknesses of using the Clinical Supervision Cycle to improve teacher effectiveness, classroom instruction, and student achievement. Explain how the data and results from the Clinical Supervision Cycle, as well as the steps in your action plan, assisted in completing the Post-Conference Collaboration Form. Evaluate the effectiveness of your communication methods and instructional dialogue with your developing teacher throughout the Clinical Supervision Cycle.

**Competency Assessment #2: Clinical Supervision Cycle Evaluation**

ITEM TO ASSESS	EXCEEDS EXPECTATION	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
<b>Summary of Post-Conference Form</b>	A. Accurately describes how all of the information on the Post-Conference Form aligns with Marzano’s Design Questions and Elements B. Describes numerous effective strategies shared with the teacher (5 points)	A. Accurately describes how most of the information on the Post-Conference Form aligns with Marzano’s Design Questions and Elements B. Describes a few effective strategies shared with the teacher (4 points)	A. Does not accurately describe how information on the Post-Conference Form aligns with Marzano’s Design Questions and Elements B. No effective strategies were described (0 - 3 points)	No attempt made
<b>Self-Reflection on Post-Conference Meeting</b>	A. Clearly expresses thoughts on the post conference meeting experience B. There are 5 or more relevant references used for citations that support connections and explanations (5 points)	A. Thoughts on the post conference experience are adequate B. There are 3 - 4 relevant references used for citations that support connections and explanations (4 points)	A. Thoughts on the post conference experience are incomplete B. There are two or less references used for citations that support connections and explanations (0 – 3 points)	No attempt made

**Competency Assessment #2: Clinical Supervision Cycle Evaluation**

ITEM TO ASSESS	EXCEEDS EXPECTATION	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NO ATTEMPT
<b>Evaluation of Communicative Effectiveness and Instructional Dialogue</b>	A clear and detailed description of the effectiveness of communication and instructional dialogue was provided (4 points)	A description of the effectiveness of communication and instructional dialogue was somewhat provided (3 points)	A description of the effectiveness of communication and instructional dialogue was not provided (0 - 2 points)	No attempt made
<b>Strengths and Weaknesses of the Clinical Supervision Cycle</b>	A. Several strengths and weaknesses of the Clinical Supervision Cycle were clearly expressed B. Detailed data and results from the Clinical Supervision Cycle that assisted in completion of the Post-Conference Collaboration Form were clearly provided (4 points)	A. Few strengths and weaknesses of the Clinical Supervision Cycle were expressed B. Limited data and results from the Clinical Supervision Cycle that assisted in completion of the Post-Conference Collaboration Form were provided (3 points)	A. No strengths and weaknesses of the Clinical Supervision Cycle were expressed B. No data or results from the Clinical Supervision Cycle were provided (0 - 2 points)	No attempt made
<b>Citations and Writing</b>	A. Clear introduction and conclusion provided B. Accurate APA format for citations and references C. No errors in spelling, grammar, punctuation D. All and only references cited in the paper are listed E. Times New Roman 12 font and rubric headings used (2 points)	A. Introduction and conclusion provided B. Some errors in APA format for citations and references C. Few errors in spelling, grammar, punctuation D. References cited are listed E. Times New Roman 12 font and rubric headings used (1 point)	A. Lacking introduction and/or conclusion B. Many errors in APA format for citations and references C. Many errors in spelling, grammar, punctuation D. Few references are cited E. Times New Roman 12 font and rubric headings are not used (0 points)	No attempt made

**Grade Components and Weights are as follows:**

Assignment	% of grade
Discussion Board Posts (All 5)	20%
Written Assignments (All 4)	40%
Competency Assessment #1: Midpoint Action Plan	20%
Competency Assessment #2: Clinical Supervision Cycle	20%
<b>TOTAL</b>	<b>100%</b>

**Policy on Competency Assessments:**

**Competency Assessments, Live Text, and the COE Assessment System**

Many courses in the Department of Educational Leadership and Research Methodology contain

FAU Department of Educational Leadership and Research Methodology (ELRM)

**Competency Assessment #2: Clinical Supervision Cycle Evaluation**

Competency Assessments, and the Department requires that students demonstrate mastery in these Competency Assessments. For *this* course, students are required to have a *Live Text* account to track the Competency Assessments.



## **Assessment criteria**

A competency-based assessment is a required student performance to demonstrate proficiency of course content. These competency-based assessments are embedded in selected courses in Florida Atlantic University's Educational Leadership professional preparation program. NCATE requires that colleges of education students demonstrate the knowledge, skills and dispositions necessary to meet professional state and institutional standards.

This course has two competency assessments embedded in the syllabi. All sections and instructors of this course will be assessing student proficiency on the competency-based assessments utilizing a common rubric.

All students will be assessed on the basis of a three-point evaluation rubric: "Exceeds Expectations", "Meets Expectations" and "Does Not Meet Expectations". In order to successfully complete a program of study, all students must meet or exceed expectations on all critical assignments. Consequently, the Department of Educational Leadership requires that students must "Meet" or "Exceed" expectations on all critical assignments in order to pass this course.

If a student fails to "Meet" or "Exceed" expectations on all critical assignments assigned to this course, it is the policy of the Department of Educational Leadership and Research Methodology that the student will receive an "Incomplete" grade for the course and will be given a period of time established by the instructor, consistent with department and university policy, to demonstrate proficiency on the critical assignment to the instructor. When proficiency is demonstrated the grade of "Incomplete" will be changed to a grade consistent with the criteria delineated in this syllabus.

Each instructor will have the discretion to determine the amount of time that will be allowed for the incomplete to be made up, as long as the time period is within University guidelines.

## **Policy on Makeup Tests, Late Work, and Incompletes**

Due to design of this course, assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

## COURSE GRADING SCALE

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

## ATTENDANCE POLICY

According to FAU and Department of Educational Leadership and Research Methods protocols, “Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor.” Students must attend **ALL** classes. Furthermore, students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. It is the student’s responsibility to make up all assignments missed during his or her absence.

## CLASSROOM ETIQUETTE/BEHAVIOR POLICY

University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

## CODE OF ACADEMIC INTEGRITY (4.001)

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

## STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), in Jupiter – SR 117 (561-799-8585), or at the Treasure Coast – CO 128

(772-873-3305), and follow all OSD procedures.

## **STUDENT CODE OF CONDUCT (4.007)**

“The University’s Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual’s acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University’s Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University’s mission.”

For the entire code, please see:

<http://www.fau.edu/studentconduct/Student%20Conduct%202012.pdf>

## **RELIGIOUS HOLIDAYS**

It is our policy, in accordance with the Board of Trustees’ rules and Florida Law to make reasonable accommodations for observing religious holidays.

## **CONTRACTUAL OBLIGATIONS**

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based assignments (such as interviews), be sure to keep your principal informed of course requirements.

## **BIBLIOGRAPHY**

### **Books and Articles**

Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin.

Marzano, R. (2011). *Effective Supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Honoring Diverse Teaching Styles: A Guide for Supervisors  
<http://www.ascd.org/publications/books/103012/chapters/Understanding-the-Clinical-Cycle.aspx>

Case Studies: Windows into Clinical Supervision <http://www.ascd.org/publications/educational-leadership/oct93/vol51/num02/Case-Studies@- Windows-Onto-Clinical-Supervision.aspx>

Coaching and Collegiality  
<http://www.ascd.org/publications/educational-leadership/mar96/vol53/num06/Coaching-and-Collegiality.aspx>

Goldhammer's Clinical Supervision a Decade Later  
[http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_198002\\_krajewski.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198002_krajewski.pdf)

Center on Instruction - Improving Instruction Through Coaching  
<http://www.centeroninstruction.org/files/ImprovingInstructionthroughCoaching.pdf>

Staff Development and Change Process: Cut from the Same Cloth  
<http://www.sedl.org/change/issues/issues42.html>

Research on Transfers of Training  
<http://www.gips.org/assets/files/Learning/ProfessionalDevelopment/PDInformation/Joyce&Showers.pdf>

The Evolution of Peer Coaching  
<http://www.ascd.org/publications/educational-leadership/mar96/vol53/num06/The-Evolution-of-Peer-Coaching.aspx>

The Coaching of Teaching  
[http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_198210\\_joyce.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198210_joyce.pdf)

Instructional Dialogue  
<http://www.rcowen.com/PDFs/LitCoach%20ch2%20for%20web2.pdf>

Instructional Coaching from the Annenberg Institute  
<http://annenberginstitute.org/pdf/InstructionalCoaching.pdf>

Instructional Coaching Resource Guide  
<http://www.instituteforinstructionalcoaching.org/index.php>

Instructional Coaching: Helping Preschool Teachers Reach Their Fullest Potential  
FAU Department of Educational Leadership and Research Methodology (ELRM)

[http://www.naeyc.org/files/yc/file/201105/Teachers\\_Full\\_Potential\\_OnlineMay2011.pdf](http://www.naeyc.org/files/yc/file/201105/Teachers_Full_Potential_OnlineMay2011.pdf)

Personal Best – Atul Gwande

[http://www.newyorker.com/reporting/2011/10/03/111003fa\\_fact\\_gawande?currentPage=all](http://www.newyorker.com/reporting/2011/10/03/111003fa_fact_gawande?currentPage=all)

Coaching and Mentoring e-book:

<http://books.google.com/books?hl=en&lr=&id=ROLHykIL6PEC&oi=fnd&pg=PR1&dq=coaching+vs.+mentoring+education&ots=KJrbMOXtUn&sig=3rmhtH6QiEmwiXP6STvoen-Drw#v=onepage&q=coaching%20vs.%20mentoring%20education&f=false>

## **Journals**

*American Educational Research Journal (AERA)*

*Education Administration Quarterly (EAQ)*

*Educational Technology*

*Educational Leadership (ASCD)*

*Educational Researcher*

*Educational Technology Research and Development*

*Evaluation and Program Planning*

*Evaluation Review*

*Harvard Educational Review*

*High School Journal*

*Instructional Science*

*Journal of Curriculum and Supervision*

*Journal of Education*

*Journal of Educational Research*

*Journal of Elementary Science Education*

*Journal of Multilingual and Multicultural Education*

*Journal of Reading Education*

*Journal of Research and Development in Education*

*Journal of Research in Mathematics*

*Journal of Research in Science Teaching*

*Journal of Science Education and Technology*

*Journal of Special Education*

*Journal of Teacher Education*

*Language Arts*

*Mathematics Teacher*

*Multicultural Review*

*New Directions for Program Evaluation*

*Phi Delta Kappan*

*Reading Research Quarterly*

*Reading Teacher*

*Research in Education*

*Review of Educational Research*

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*School and Society*

*Schools in the Middle*  
*Social Education*  
*The Social Studies*  
*TESOL Quarterly*  
*Theory and Research in Social Studies*

**Internet Resources:** (Note: If the address is not given, search using the title or name of the site. Remember, URLs may change.)

Florida Department of Education – Clinical Educator Training Program Overview  
<http://www.fldoe.org/profdev/clined.asp>

Florida School Leaders  
<https://www.floridaschoolleaders.org/>

South Florida School Districts  
Broward County School District [www.browardschools.com](http://www.browardschools.com)  
Miami Dade County School District [www.dadeschools.net](http://www.dadeschools.net)  
Palm Beach County School District [www.palmbeach.k12.fl.us](http://www.palmbeach.k12.fl.us)

Mid-continent Research for Education and Learning (McREL)  
<http://www.mcrel.org/>

Council for Education Change  
<http://www.changeeducation.org/>

Partnership for 21<sup>st</sup> Century Learning  
<http://www.p21.org/index.php>

Marzano Research Laboratory  
<http://www.marzanoresearch.com/site/default.aspx>

Teacher Leadership Exploratory Consortium  
[http://www.teacherleaderstandards.org/teacher\\_leadership\\_exploratory\\_consortium](http://www.teacherleaderstandards.org/teacher_leadership_exploratory_consortium)

## **Organizations**

American Association of School Administrators <http://www.aasa.org>  
Association for Supervision and Curriculum Development <http://www.ascd.org>  
Council for Educational Change <http://www.educationchange.com>  
Council of Chief State School Officers <http://www.ccsso.org>  
International Reading Association <http://www.reading.org>  
National Association of Elementary School Principals <http://www.naesp.org>  
National Association of Independent Schools <http://nais.org>

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National Coalition for Equity in Education	<a href="http://www.ncee.education.ucsb.edu">http://www.ncee.education.ucsb.edu</a>
National Council for the Social Studies	<a href="http://www.ncss.org">http://www.ncss.org</a>
National Council of Teachers of English	<a href="http://www.ncte.org">http://www.ncte.org</a>
National Council of Teachers of Mathematics	<a href="http://www.nctm.org">http://www.nctm.org</a>
National Council of Social Studies	<a href="http://www.ncss.org">http://www.ncss.org</a>
National Science Teachers Association	<a href="http://www.nsta.org">http://www.nsta.org</a>
National Staff Development Council	<a href="http://www.nsdc.org">http://www.nsdc.org</a>
National Reading Conference	<a href="http://www.nrconline.org">http://www.nrconline.org</a>
National School Boards Association	<a href="http://www.nsba.org">http://www.nsba.org</a>

### **Reports, Standards, and Frameworks**

Common Core State Standards  
<http://www.corestandards.org>

Florida Educator Accomplished Practices (2010 Revision)  
<http://www.fldoe.org/profdev/FEAPs/>

Florida Principal Leadership Standards  
<http://www.broward.k12.fl.us/hrd/news/docs/NEWFPLS.pdf>

InTASC Model Core Teaching Standards  
[http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)

Marzano Evaluation  
<http://www.marzanoevaluation.com/fldoe/>

Model Teacher Leader Standards  
[http://www.teacherleaderstandards.org/standards\\_overview](http://www.teacherleaderstandards.org/standards_overview)  
[http://www.teacherleaderstandards.org/downloads/TLS\\_Brochure.pdf](http://www.teacherleaderstandards.org/downloads/TLS_Brochure.pdf)

