FITCHBURG STATE UNIVERSITY

New Graduate Course Proposal

Form Procedure
To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
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Course Title

Course Title: * Teacher Supervision and Evaluation for Professional Growth

Proposed Banner Abbreviation: * Tchr Suprvsn & Eval Prof Growt

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

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Lisa Moison and Phil Saisa

Members of the Graduate Curriculum Committee: Dustin Halterman and Karen DeAngelis

Department / Unit Developing: * Education

Department Chair: * Dr. Lyndsey Benharris   * lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray   nmurray5@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
* ○ Yes
  ● No
* ☑ This confirms that the Graduate Program Chair has given approval for the submission of this proposal

Graduate Program   * EDLM

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

* Principals are expected to be instructional leaders and bring all students to high levels of achievement. They have formal power to supervise and evaluate teachers, and provide ongoing support to develop the capacity of teachers. This course aims to give students the appraisal and supervision tools they need to get results by understanding supervision and evaluation of highly effective, effective, mediocre, and ineffective staff. Candidates will thoroughly explore the Massachusetts Teacher Rubric and various ways to utilize it, have experiences in observing instruction, giving formative feedback following an unannounced observation. Students will also develop a deep understanding of the Formative and Summative evaluation processes. They will be actively engaged in exploring new approaches to supervision and evaluation that address some of the challenges of standard practice. Students will also put together a personal action plan for supervising and evaluating teachers, develop the ability to clearly introduce and articulate their plan of action to a faculty of teachers, and explore the ethical and equity dimensions of supervision and evaluation.

Course Objectives

Learning outcomes for this course are based on the Massachusetts Department of Elementary and Secondary Education's Professional Standards and Indicators for Administrative Leadership:
Standard 1-c: Instruction
Standard 1-e: Evaluation
Standard 1-h: Accountability
Standard 2-c: Human Resources Management and Development
Standard 4-g: Continuous Learning

Rationale and expected outcomes of offering the Course

*DESE required course for administrator licensure.

What are the Learning Outcomes for the Course?

Knowledge: As a result of the learning experiences in the course:
Candidates will be able to recognize effectively written SMART goals
Candidates will develop strategies top respond to SMART goals that need revision
Candidates will be able to recognize effectively written Educator Plans
Candidates will develop strategies to respond to inadequate Educator Plans
Candidates will know to identify the characteristics of highly effective, effective, mediocre and ineffective teaching.
Candidates will know the limitations of traditional evaluation protocols.
Candidates will know how to give effective feedback to teachers following an unannounced observation.
Candidates will know the value of using rubrics to evaluate teachers.
Candidates will know to give effective summative feedback to teachers.
Candidates will know develop a personal action plan for supervising and evaluating teachers..
Candidates will know effective strategies for recruiting, hiring, inducting and supporting new teachers.
Candidates will understand the ethical and equity dimensions of supervision, evaluation and hiring.

Skill: As a result of the learning experiences in the course, you will become better able to:
Identify essential next steps for teacher growth
Engage teachers in reflective conferences
Pose thought provoking questions that help teachers develop the habit of self-reflection
Provide clear, specific and direct written feedback to teachers using the claims-evidence format
Respond to teacher created SMART goals
Respond to inadequate Educator Plans
Conduct Formative Assessment and Formative Evaluation conferences
Conduct Summative Evaluation conferences
Caring: As a result of the learning experiences in this course you will:
Understand the importance of giving feedback in the context of building and strengthening relationships
Understand the importance of using observable data and observations to minimize bias
Develop a variety of strategies to provide feedback to teachers in ways that it is best received
Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
Recognize unethical and or inappropriate uses of supervision and evaluation
Develop a plan for ethical supervision and evaluation

Number of Credits: *3

Discipline Prefix or Prefixes: *EDLM

Brief rationale if more than one prefix:

Level of Course:
*○ 7000
○ 8000
◉ 9000

Brief rationale for level choice::
*Its corresponding FSU course is a 9000-level course due to the advanced nature of the evaluation and supervision process for administrators.

The course will be:
☑ Requirement
☐ Elective

Elective or Requirement Note/Special:
Required for the FSU/ACCEPT partnership program.

Is there a similar undergraduate course?
*○ Yes
◉ No

Does this course affect offerings in any other department or program?
*○ Yes
◉ No

Course Enollment

Expected Average Enrollment: *15-20 students

This course is a replacement for:
Course # / Name
EDLM 9027E

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

How often / when was it offered as a Topics course?

Is this an Extended Campus Course?
*◉ Yes
○ No

Which semester will this course be offered for the first time?:
*202460

How often thereafter to be offered?:
*Once a year.

Course Requirements

Prerequisite course(s) if any:

Additional Requirements	Laboratory Hours: [ ]	Fieldwork Hours: [ ]
	Pre-Practicum Hours: [ ]	Practicum Hours: [ ]

Other Requirements (specify): [ ]

Syllabus Upload

New Course Syllabus Upload: EDLM 9027E Tchr Supervision & Eval.docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form.*
You should receive an email confirmation that your signature has been completed.

...3838313635
Lisa Moison 01/31/2024
Requester Signature   Date

Academic Dean Signature   Date

...3037333934
Lyndsey Benharris 02/22/2024
Department Chair Approval   Date

SGOCE Dean Signature   Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature   Date

Notifications

Approval of the President   Date

SGOCE Dean Initials   Date

Reviewed by the Registrar: Date

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Semester: Summer Year: 2024
Course Prefix and Number: EDLM 9027E
Course Title: Teacher Supervision and Evaluation for Professional Growth
3 Credit hours
Day(s) and time of classes: July 8-July 12 and July 15 - 16 8:00 a.m. – 1:30 p.m. (f2f)
Number of Class Meetings: 7 Number of Contact Hours: 38.5

Instructor: **Henry Turner and Eva Thompson**
Telephone: **617-276-4873 and 617-304-0541**
E-mail: **hjturner1@gmail.com and eva.thompson2@gmail.com**
Office Hours: **By appointment**

A. COURSE DESCRIPTION:

Principals are expected to be instructional leaders and bring all students to high levels of achievement. They have formal power to supervise and evaluate teachers, and provide ongoing support to develop the capacity of teachers. This course aims to give students the appraisal and supervision tools they need to get results by understanding supervision and evaluation of highly effective, effective, mediocre, and ineffective staff. Candidates will thoroughly explore the Massachusetts Teacher Rubric and various ways to utilize it, have experiences in observing instruction, giving formative feedback following an unannounced observation. Students will also develop a deep understanding of the Formative and Summative evaluation processes. They will be actively engaged in exploring new approaches to supervision and evaluation that address some of the challenges of standard practice. Students will also put together a personal action plan for supervising and evaluating teachers, **develop the ability to clearly introduce and articulate their plan of action to a faculty of teachers,** and explore the ethical and equity dimensions of supervision and evaluation.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider. Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate credit.

B. **TEXTS:**

Marshall, Kim (2013). *Rethinking Supervision and Evaluation (Second Edition)*, San Francisco, CA: Jossey-Bass

Massachusetts Department of Elementary and Secondary Education (2020), *Massachusetts Performance Assessment for Leaders Candidate Handbook*, Malden, MA

C. LEARNING OUTCOMES / OBJECTIVES:

Learning outcomes for this course are based on the Massachusetts Department of Elementary and Secondary Education's Professional Standards and Indicators for Administrative Leadership:

Standard 1-c: Instruction

Standard 1-e: Evaluation

Standard 1-h: Accountability

Standard 2-c: Human Resources Management and Development

Standard 4-g: Continuous Learning

Fitchburg State University Teacher Education Conceptual Framework

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

Knowledge: As a result of the learning experiences in the course:

- Candidates will be able to recognize effectively written SMART goals
- Candidates will develop strategies top respond to SMART goals that need revision

- Candidates will be able to recognize effectively written Educator Plans
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- Conduct Summative Evaluation conferences

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- Understand the importance of giving feedback in the context of building and strengthening relationships
- Understand the importance of using observable data and observations to minimize bias
- Develop a variety of strategies to provide feedback to teachers in ways that it is best received

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

- Recognize unethical and or inappropriate uses of supervision and evaluation
- Develop a plan for ethical supervision and evaluation

D. INSTRUCTIONAL STRATEGIES

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trips
X	Interviewing		Computer Applications
	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
	Creating Visual Illustrations of Concepts		

Technology Initiatives: ┆SEP┆Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

• a research tool ┆SEP┆

• a communication method (email, providing written feedback) ┆SEP┆

• a method of observing teacher instruction ┆SEP┆

• a retrieval tool for classroom, school, district, and state-wide assessment data ┆SEP┆┆SEP┆

E. COURSE REQUIREMENTS: Attendance and Participation

• As a developing professional, you are expected to attend every class session whether face-to-face or online, to be on time, and to communicate with the instructor regarding any absence. Absences will result in a two-point reduction of the final grade. ┆SEP┆

• Candidates are expected to complete all reading assignments. ┆SEP┆

- Candidates are expected to actively participate in face-to-face sessions engaging deeply with course material, fellow candidates, and the instructor.

- Candidates are responsible for meeting course deadlines for all projects and assignments including the posting of on-line assignments.

Assignments:

Final Papers
The successful completion of a course is marked by your Practicum Supervisor's assessment of your Final Paper as 'Proficient'; papers should be between 5 – 7 pages in length, be in *12-point* font and 1.5 spacing. Exhibits and data can be appended to your Final Paper, but please be very economical in their use. Most likely, there will be several iterations of your Final Papers, submitted and responded to, before your Practicum Supervisor will assess it as 'Proficient'.   In addition to the Final Papers, all Lesson Papers and PAL task assignments must be completed to a level of proficiency determined by your Practicum Supervisor.

A completed Proficient Final Paper is due no later than the date listed in the course syllabi.
Final Papers should follow the format below:

1. **Theory:** Explain how at least two or three current researchers assisted your analysis and reflection, briefly noting the article's author and title. Sources are not limited to the specified theory in each course; use theory that serves you.

2. **Data**: What quantitative and/or qualitative data did you use in your analysis? Be specific, who, how and when did you collect the data? Dig deeply into the practices at your school. Be creative in how you gather information. Observe carefully, interview teachers, the principal and parents, examine documents, review practices, etc. You may also attach data as appendices to your Final Papers but please limit them to only those most necessary.

3. **Analysis**: Using relevant data collected from your school, analyze and critique the effectiveness of the practices you observed. What are the strengths and weaknesses? What is working and why? What is not working well and why?

4. **Recommendations:** What would be your recommendations for an alternative, more effective course of action?   Start by thinking, "If I were the educational leader in the situation, what would I do?" Be specific and clear. Take 1 or 2 recommendations and develop a plan for implementation. Thoughtfully lay out a step-by-step plan for how you would implement an idea.

5. **Lessons:** What lessons for your future role as an <u>educational leader</u> will you take from this experience? Determine the 3 – 5 enduring lessons and **briefly explain** why this is important to remember and implement.

Scoring Rubric for Final Papers

	Needs Improvement	**Proficient**	**Exemplary**
Theory	* Mostly opinion, little or no research cited * Only 1 researcher cited * Citation incorrect * Weak connection between research and topic	* 2 or more sources cited * Citation is accurate * Researchers cited are current and relevant * Strong connection between research and topic	* Research is powerful * Research cited is memorable
Data	* Mostly opinion * Limited data * Superficial effort to delve into school	* Data comes from multiple sources * Data is relevant to topic * Data is clear and concise * Data provides information to analyze	* Data is a result of creative effort to dig deep * Data is comprehensive * Data is rich and insightful
Analysis	* Mostly opinion * Restating of data * No judgment or critique * Little thought or analysis	* Analysis makes judgment about effectiveness * Analysis is fair and balanced * Analysis is insightful	* Analysis uses theory to make a judgment about effectiveness * Analysis is creative *Analysis is done from multiple perspectives
Recommendations	* List of suggestions * No (Little to no) depth of thought * No action plan * Superficial thinking	* Multiple suggestions but 1 or 2 ideas fully developed * Clear detailed action plan * Step-by-step process is outlined * Action plan would lead to improvement	* Action plan reflects best practice * Action plan thoughtfully applies theory * Action plan makes sense * Action plan would lead to significant improvement
Lessons	* Lesson is not clear * Mostly commentary * No lasting value * Not memorable	* Lesson is clear * Elaboration makes sense and adds depth * Lesson has lasting value	* Lesson is powerful and memorable * Lesson could be used as preparation for an interview

			* Elaboration is compelling and adds much substance

Lesson Papers

Those ELI activities, which are important for inclusion in your knowledge base but for which the time period of their exposure do not lend themselves to a full Final Paper format, require you to submit to your Practicum Supervisor a **1 – 2 page** double-spaced Lesson Paper. In these, state three to five lessons you will have in mind when you are a practicing educational leader. For each lesson, justify why it is important in a short paragraph.

Lesson Papers Rubric

Need Improvement	Proficient	Exemplary
● Lesson is not clear ● Mostly commentary ● No lasting value ● Not memorable	● Lesson is clear ● Elaboration makes sense and adds depth ● Lesson has lasting value	● Lesson is powerful and memorable ● Lesson could be used as preparation for an interview ● Elaboration is compelling and adds much substance

Leadership Portfolio Assignment:

As school leaders you will need to have a well-articulated position for many different areas of education and leadership. This leadership portfolio will allow you to concisely state your philosophy or vision on various and specific aspects of schooling. In this assignment you will only address 2 topics, supervision and evaluation. You should use these as inspiration for you to "connect the dots" of school leadership. These elements should feel more like springboards than instructions. Each element should be distilled versions of your values, thoughts, beliefs and philosophy. You should also include some practical, actionable steps that you will engage in to make your beliefs a reality. The length of each section should not exceed 250 words. Each element should appear on a separate page. Here are the 2 elements.

1. **Philosophy of Supervision:** Your beliefs and values regarding supervising teachers. What are you trying to accomplish? Why is this important? How will you go about providing teachers with effective feedback?

2. **Philosophy of Evaluation:** Your beliefs and values regarding evaluating teachers. What are you trying to accomplish? What is your purpose? Why is this important?

Feedback Effectiveness Rubric for feedback from observations of videos

	Needs Improvement	Proficient	Exemplary
Affirmations	Some areas of effective instruction are identified with a claim but there is no supporting evidence	3 - 4 aspects of lesson that were effective with some claims being supported by evidence	Includes 3 - 4 aspects of lesson that were effective, **all claims supported by clear and substantial evidence**
1 Area for Improvement Identified	There is no area for improvement mentioned	There is a vague reference to an area for improvement	The 1 area for improvement has been clearly stated
Teacher's ideas and suggestions	There is no evidence that the teacher and evaluator have discussed the lesson and there is no suggestion for improvement	There is evidence that the teacher and evaluator have discussed the lesson and the teacher has made a reference to a suggestion for improvement	There is clear evidence that the teacher and evaluator have discussed the lesson and the teacher has been able to identify the next steps for improvement
Principal's suggestion	There is no suggestion for ways to improve the lesson	The principal has included suggestions that are relevant but also included other areas for growth	The principal has elaborated or added additional ideas for improvement, but remains focused only on the designated are for growth
Accountability/Next Steps	There is no mention of utilizing the suggestions and no next steps for growth	There is a mild hint that the suggestions would be put into practice	There is a statement of expectation for utilizing the ideas or specific next steps that are agree upon by both the teacher and evaluator

Final Assignment _Secondary_:

You are the newly appointed principal of South Middle or High School containing (MS: 750 students/75 staff, 2 Assistant Principals, or HS: 1200 students/120 staff, 3 or 4 Assistant Principals) You have one (2 or 4) assistant principal(s) who were at South for the past 2 years. The AP(s) did not want or apply for the principalship. Talking with them over the summer, you gather that student results are mixed, with significant racial, economic, special education, and ELL achievement gaps.

The outgoing principal, when asked to give his candid assessment of the school's teachers, said 15 were excellent, 39 solid, 12 mediocre, and 5 unsatisfactory. In addition 9 teachers are on a Developing Educator Plan. Of these 9 teachers, 7 have received prior ratings of Proficient in all areas, and 2 have received Needs Improvement in either standard 1 or 2. In the group of teachers on a Developing Educator Plan, six are going to be in their third year.

When you look at the past evaluations you do not see any teacher ratings of unsatisfactory in any of the standards. In fact, only 5 teachers received a rating of Needs Improvement.

In a 5 – 7 page paper address the following topics.

1. It is the summer and you have a scheduled meeting with your APs in two weeks to discuss the supervision and evaluation of your faculty. What will you do to prepare for this meeting?

2. Prior to the meeting with your APs , what are your thoughts about how are you going to divide the supervision of these teachers? What criteria do you use to assign the supervision and evaluation of these teachers to your APs and to yourself?

3. What directions do you want to give to your APs? What expectations do you have for them?

4. Devise a plan to ensure that you and your APs are approaching and executing the supervision and evaluation of these teachers in the same manner. The plan should include how you will check in throughout the year to be sure the plan is followed and to provide support, as needed. How will you know the APs are effective in their supervision and evaluation of staff?

5. Devise a plan to explain your philosophy, approach and goals for supervision and evaluation to your staff. This plan should clearly explain your thinking so that all teachers know what you value and what they should expect. Clearly and specifically detail what you would do with your faculty in as many faculty meetings as you choose so that at the end:

- Teachers have a clear understanding of your role and their role in the entire evaluation process.
- Teachers are clear about what you believe about supervision and evaluation.
- Teachers are encouraged and excited to engage in this process with you and your APs.

– *To cite a source, write the author and date in parentheses, e.g., (Schmoker 2003), not a footnote.*

Final Assignment *Elementary*:

You are the newly appointed principal of South Elementary School containing 540 students/55 staff. You have one assistant principal who was at South for the past 2 years. The AP did not want or apply for the principalship. Talking with her over the summer, you gather that student results are mixed, with significant racial, economic, special education, and ELL achievement gaps.

The outgoing principal, when asked to give his candid assessment of the school's teachers, said 8 were excellent, 13 solid, 12 mediocre, and 2 unsatisfactory. In addition 5 teachers are on a Developing Educator Plan. Of these 5 teachers, 3 have received prior ratings of Proficient in all areas, and 2 have received Needs Improvement in either standard 1 or 2. Three of the teachers on a Developing Educator Plan are going to be in their third year.

When you look at the past evaluations you do not see any teacher ratings of unsatisfactory in any of the standards. In fact, only 4 teachers received a rating of Needs Improvement.

In a 5 – 7 page paper address the following topics.

1. It is the summer and you have a scheduled meeting with your AP in two weeks to discuss the supervision and evaluation of your faculty. What will you do to prepare for this meeting?

2. Prior to the meeting with your AP, discuss your thoughts about how are you going to divide the supervision of these teachers? What criteria do you use to assign the supervision and evaluation of these teachers to your AP and to yourself?

3. What directions do you want to give to your AP? What expectations do you have for her?

4. Devise a plan to ensure that you and your AP are approaching the supervision and evaluation of these teachers in the same manner. The plan should include how you will check in throughout the year to be sure the plan is followed and to provide support, as needed. How will you know the AP is effective in her supervision and evaluation of staff?

5. Devise a plan to explain your philosophy, approach and goals for supervision and evaluation to your staff. This plan should clearly explain your thinking so that all teachers know what you value and what they should expect. Clearly and specifically detail what you would do with your faculty in as many faculty meetings as you choose so that at the end:

   - Teachers have a clear understanding of your role and their role in the entire evaluation process.
   - Teachers are clear about what you believe about supervision and evaluation.
   - Teachers are encouraged and excited to engage in this process with you and your AP(s) (and/or Department Chairs).

- *To cite a source, write the author and date in parentheses, e.g., (Schmoker 2003), not a footnote.*

Rubric for Final Assignment

Thoughts & Reflections	Needs Revision	Proficient	Exemplary
Meeting Preparation	- Limited/no review of existing documents, principal thoughts only	- Plan includes review of former teacher evaluations, and principal thoughts	- Plan includes review of former teacher evaluations, principal and teacher thoughts - Plan includes review of school system protocols
Plan to divide & share supervision of teachers	- Plan is not based on data - Criteria are vague	- Plan is based on teachers' former evaluation - Criteria are explained	- Plan is well thought out, specific & based on teachers' former evaluation - Criteria are clearly explained
Expectations for AP	- Expectations are vague and not easily understood	- Expectations are clearly explained	- Detailed expectations are clearly explained - A plan for meeting & monitoring expectations is included
Plan for calibration	- Plan for ensuring feedback to teachers is vague or nonexistent	- Plan for ensuring calibration of feedback to teachers is somewhat articulated - Plan for ensuring calibration of summative and formative	- Detailed plan for ensuring calibration of feedback to teachers is clearly articulated - Detailed plan for ensuring calibration of summative and

		evaluations of teachers is somewhat articulated	formative evaluations of teachers is clearly articulated - The detailed plan includes a process to get formative feedback from teachers
Plan for ongoing support of AP	- Plan is vague without clearly articulated ways to support & provide feedback to Aps.	- Plan for ensuring consistency has clearly articulated steps throughout the year - Plan provides for feedback from principal to APs regarding their role as evaluators	- Detailed plan for ensuring consistency has clearly articulated steps throughout the year - Detailed plan provides for specific feedback from principal to APs regarding their role as evaluators
Clarity of expectations to staff		- Principal's beliefs are clearly stated - Principal's expectations address both teacher and administrator's roles in the process.	-Principal's beliefs are clearly and succinctly stated - Principal's expectations address both teacher and administrator's roles in the process. -Principal's actionable steps are clearly and explicitly stated
Plan for introducing thinking to staff	- The plan is vague or undeveloped - The plan has no specific outcomes	- There is a clear plan for how to engage staff in understanding how the S & E system will be utilized - The plan includes some activities to engage staff	- There is a clear plan for how to engage staff in understanding how the S & E system will be utilized - The plan includes detailed activities to engage staff - The plan has a timeline - The plan has clearly stated outcomes for teachers

Grades will be based on mastery of the essential content as demonstrated by:

- *5% Class Participation:* Completing assigned readings, evidenced by being an active, informed participant in table discussion, role-plays, large group discussions, etc.

- *85% Assignments:* All assignments must be completed to a degree deemed at least proficient by the instructors. Assignments falling below this standard will be returned with detailed comments for revision. It should be assumed that there will be times when assignments are returned for revision to increase the learning. Making revisions carefully based on feedback from instructors should require only one additional iteration and will lead to deeper understanding.

    Lesson Papers = 40%
    Leadership Portfolio = 15%
    Final Assignment = 35%

- *10% Attendance:* Attendance at all classes is mandatory. Should an unusual or extenuating circumstance intervene, it is essential that the candidate inform all

instructors about the reason for any absence. Additional work may be required to make up for any potential lost learning.

F. FIELD-BASED REQUIREMENTS: This course takes place during the summer and as a result there isn't an opportunity to have a field base requirement. The course is designed to be very interactive requiring candidates to make presentations, engage in discussions, participate in role plays, case studies and mock interviews which all account for an in-course field based experience.

G. EVALUATION OR GRADING POLICY:

Late assignment policy: You are a professional; therefore, deadlines are expected to be met. No credit will be earned for late work. Understandably, life happens sometimes, and we can certainly work out alternatives in the event of an emergency. FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

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

W Withdrawn

IN Incomplete

IP In-Progress

H. RUBRICS: See Rubrics in section above

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978- 665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at https://fitchburgstate.illiad.oclc.org/illiad; from here you can access articles, books, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

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

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access

participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form SEP at http://www.fitchburgstate.edu/offices/technology/onecard/ or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

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

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional. SEP

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade. SEP

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located: athttp://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Hand book_Web_1213.pdf

Academic Integrity Policy

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

Copyright Policy

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

I.   READING AND RESOURCES

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- Baeder, Justin. *Providing Effective Feedback*, Cambridge, MA: Principal's Center
- Buckingham, Marcus and Goodall, Ashley. "*The Feedback Fallacy; Three Ways Feedback Can Be Ineffective and How To Do Better". Cambridge, MA. Harvard Business Review*, March-April 2019 (Vol. 97, #2, p. 92-101)
- Castelline, David. *The Great Eight, Thoughts About Effective Feedback To Teachers*, Plymouth, MA, unpublished
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- Fisher, Douglas, Frey, Nancy, and Amador, Olivia. *"Clear Benefits. Questions To Ask Students During A Classroom Visit"*. Alexandria, VA. Principal, January/ February 2020 (Vol. 99, #3, pp. 42-43
- Ferguson, Ronald. *"Can Student Surveys Measure Teaching Quality."* Thousand Oaks, CA. Phi Delta Kappan, November 2012 (Vol. 94, #3, p. 24-28),
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- Saphier, Jon and Marshall, Kim. *On Supervision and Evaluation: Many Areas of Agreement, A Few Areas of Disagreement*. Acton, MA, 2008. Unpublished
- Tomlinson, Carol Ann. *The Evaluation of My Dreams*. Alexandria, VA. Educational Leadership, November 2012 – Volume 70 – Number 3
- White, Taylor. *"Adding Eyes: The Rise, Rewards, and Risks of Multi-Rater Teacher Observation Systems"*. Stanford, CA. Carnegie Foundation for the Advancement of Learning, December 2014

Class Topics

Day	Reading Assignment	Focus Area	Assignment
1	p. 1 – 41 **Rethinking Supervision and Evaluation** p. 123 -156 **Rethinking Supervision and Evaluation**	- Hopes and goals - Overview of MA system - The MA Teacher Rubric	LP The MA Teachers Rubric

2	• Jon Saphier and Kim Marshall on Supervision and Evaluation • The Evaluation of My Dreams	- SMART goals	LP SMART Goals
3	• Providing Effective Feedback • Now We're Talking • What the Best Principals Look For . . • Questions To Ask Students . . . • The Impact Cycle, Reflective Questions . . .	- Unannounced Observation foundational philosophy	Leadership Portfolio assignment
4	p. 43 – 86 *Rethinking Supervision and Evaluation*	- Unannounced Observation practice	Written feedback on video
5	• The Feedback Fallacy. Three Ways Feedback Can Be Ineffective and How To Do Better • The Great Eight, . . .	-Job interview - Unannounced Observation practice	LP unannounced Observation
6	• A Better Way To Deliver Bad News • Inspire Learning Not Dread • The Instructional Leader's Most Difficult Job, Dealing With Ineffective Teachers • Firing With Compassion: The Do's and Dont's	- Supervising the ineffective teacher	LP The Ineffective Teacher

	• Firing 101 • Dealing With Ineffective Teachers		
7	• Shifting From Proving to Improving • Can Student Surveys Measure Teaching Quality?	- Formative and Summative Evaluation	LP The Formative and Summative Evaluation
8	p. 157 – 172 *Rethinking Supervision and Evaluation* p. 195 -198 *Rethinking Supervision and Evaluation*	-The announced observation - Principal SMART goal	Final Assignment 5 – 7 pages