

Syllabus

Course Overview

Supervising and evaluating teachers are the foremost jobs of the instructional leader. Understanding the teacher performance appraisal system and how to properly implement it will help you, as an instructional leader, observe and critique teacher performance objectively and fairly. The purpose of this course is to help future instructional leaders learn about the appraisal/evaluation system by observing teachers through field experiences. This course will apply the new collegial approach to supervision and instruction, which poses teaching and learning as the focal points in classrooms. As part of this course, you will also learn methods for developing an ability to optimize the learning environment for all students by using effective organization and management components.

The initial purpose of this course is to examine the practical skill set needed for principals and superintendents who lead the schooling environment by fulfilling certain supervision and instructional tasks within the teacher evaluation program:

1. Apply strategies to promote a positive school culture through the development of an effective school staff by:
 - Using multiple methods to implement context-appropriate strategies that capitalize on the diversity of the learning needs of all students.
 - Promoting increased academic performance.
 - Promoting successful teachers.
2. Supervise instruction to ensure maximum effectiveness of instructional programs that:
 - Improve instructional practices and curricular materials.
 - Use a variety of instructional research methodologies that can identify strengths and weaknesses.
 - Are a component of a long-range plan that can assess the improvement and accountability systems.
 - Encompass technology and information systems to enrich, monitor, and support increased performance and instruction.
3. Evaluate teacher performance to ensure that best practices for student learning are being applied through:
 - The implementation of teaching and learning best practices.
 - A collaborative effort among educators to improve instructional delivery and teaching and learning.
4. Promote best practices in designing comprehensive professional growth plans for professional development by:
 - Providing a vehicle for growth that relates to the mission and vision of the school or district.
 - Promoting new knowledge and skills in the workplace.
5. Act with integrity and fairness according to ethical and legal principles by:
 - Reflecting on best practices in teaching and learning, collaboration, implementation, and professional development.
 - Understanding the diverse needs of both teachers and students.
6. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the education professions through:
 - Clearly articulating individual and school needs that promote effective and best practices in teaching and learning.

Field Experiences for ED7541

You will be required to carry out 25 hours of field experiences in this course to complete it successfully. These field experiences provide opportunities to observe and participate in real-world activities that strengthen your understanding of course content. Field experiences for this program must occur in a school setting. You are required to secure an appropriate site to complete the following experiences:

- **Unit 1 – Getting Organized and Prepared:** This activity requires that you work and spend time with a principal and three teachers. You will discuss and explain the requirements of this course with the principal and teachers and begin to familiarize yourself with the teacher performance assessment system (TPAS). The conferences and becoming organized and prepared will take approximately three hours.
- **Unit 2 – Analysis of the Teacher Performance Assessment System:** This activity requires that you spend time working with your principal and your school district's TPAS so you are prepared to observe teachers in the coming weeks of this course. You will share this analysis in a discussion and in a future assignment. The analysis of the TPAS should take approximately three hours.
- **Unit 3 – Mini-Observation 1:** This activity requires that you conduct three mini-observations on three different teachers. You will share the information from the observations in the discussion thread with other learners and in an assignment in Unit 5. The observation and the written discussion will take approximately three hours.
- **Unit 4 – Mini-Observation 2:** This activity requires that you conduct three mini-observations on three different teachers for a second time. You will share the information from the observations in the discussion thread with other learners and in an assignment in Unit 5. The observation and the written discussion will take approximately three hours.
- **Unit 5 – Classroom Observations and the Full Observation:** The Classroom Observations assignment in this unit requires that you discuss the mini-observations by evaluating and describing what you observed for each teacher. The Full Observation discussion requires that you observe each teacher for 30–45 minutes, then discuss the observations. This assignment and discussion will take approximately six hours.
- **Unit 6 – Post-Observation Conference With Teachers:** This activity requires that you prepare to meet with each teacher to discuss all three observations completed for each teacher through a post-observation conference. This activity will take approximately four hours.
- **Unit 7 – Reflections:** This activity requires that you reflect on the three observations that you completed for each teacher. This reflective piece will be shared in both a discussion and an assignment in Unit 8 and will take approximately three hours.

Course Competencies**(Read Only)**

To successfully complete this course, you will be expected to:

- 1 Apply strategies to promote a positive school culture through the development of an effective school staff.
- 2 Supervise instruction to ensure maximum effectiveness of instructional programs.
- 3 Evaluate teacher performance to ensure best practices for student learning are being applied.
- 4 Promote best practices in designing comprehensive professional growth plans for professional development.
- 5 Act with integrity and fairness according to ethical and legal principles.
- 6 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the education professions.

Course Prerequisites

Prerequisite(s): ED7820. Cannot be fulfilled by transfer.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *SuperVision and instructional leadership: A developmental approach* (10th ed.). New York, NY: Pearson. ISBN: 9780134449890.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Barth, R. S. (2002). [The culture builder](#). *Educational Leadership*, 59(8), 6–11
- Danielson, C. (2007). [Enhancing professional practice: A framework for teaching \(2nd ed.\)](#). Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2010). [Evaluations that help teachers learn](#). *Educational Leadership*, 68(4), 35–39.
- Eisner, E. W. (2002). [The kind of schools we need](#). *Phi Delta Kappan*, 83(8), 576–583.
- Ginsberg, M. B., & Murphy, D. (2002). [How walkthroughs open doors](#). *Educational Leadership*, 59(8), 34–36.
- Glickman, C. D. (2002). [Leadership for learning: How to help teachers succeed](#). Alexandria, VA: Association for Supervision and Curriculum Development.
- Marshall, K. (2013). [Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap \(2nd ed.\)](#). San Francisco, CA: Jossey-Bass.
- Peterson, K. D., Kelly, P., & Caskey, M. (2002). [Ethical considerations for teachers in the evaluation of other teachers](#). *Journal of Personnel Evaluation in Education*, 16(4), 317–324.
- Toch, T. (2008). [Fixing teacher evaluation](#). *Educational Leadership*, 66(2), 32–37.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Allen, D. W., & LeBlanc, A. C. (2005). 2+2 for teachers: Frequently asked questions. In *Collaborative peer coaching that improves instruction: The 2+2 performance appraisal model* (pp. 105–113). Thousand Oaks, CA: Corwin.
- [Educational Testing Service](#).
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Projects

Project >> Teacher Performance Improvement Plan

Project Overview

This Teacher Performance Improvement Plan is a cumulative project that helps you focus on becoming an effective instructional leader. The plan is to help you pursue a position as a principal, supervisor, coordinator, or director. It will help you understand how to promote a positive school learning culture where teaching and learning are effective and best teaching practices are implemented. Additionally, the purpose of this project is to help you, through field experiences, gain knowledge of how teacher performance can be improved through professional development.

In this project, you will develop a plan that demonstrates an understanding of the objectives of this course. In your writing for this project, you will also demonstrate the ability to analyze literature relevant to this project. The project must reflect the course subject matter and address all course objectives.

The course project will be broken into four individual assignments and the final project assignment. Each assignment will be scored individually. The components include the following:

- Unit 3: Analysis of Teacher Performance Assessment System.
- Unit 5: Classroom Observations.
- Unit 7: Post-Observation and Professional Development Plan.
- Unit 8: Reflections.
- Unit 10: Teacher Performance Improvement Plan.

The four earlier assignments will all be a part of the course project. As such, after you receive feedback on each assignment, you will need to make necessary revisions to strengthen your work for inclusion in the course project. In addition, you must combine the information for each assignment to create a cohesive overall presentation of the course project.

For details on each assignment, see the information below or the assignments themselves in the units in which they are assigned.

See the individual project components for the requirements for each assignment.

Important: Proficiency on Teacher Performance Improvement Plan

The Teacher Performance Improvement Plan is an assessment that measures the candidate's proficiency related to select specialization outcomes and the ELCC standards. It is imperative that candidates demonstrate their proficiency on this project to successfully complete this course. As such, candidates will need to score at least an 80 on the Teacher Performance Improvement Plan. If a candidate scores anything below an 80, he or she will be required to revise the final project until the score is at least 80 or above. Candidates who score below an 80 on the Teacher Performance Improvement

Plan will receive an incomplete (I) for the course until the final project has been revised to meet the minimum requirement. It is important for candidates to understand that an incomplete in this course may impact their ability to enroll next quarter if future courses have this course as a prerequisite. Thus, candidates who must revise the final project will need to do so as soon as possible to avoid hindering their progress in the program.

Unit 1 >> Rethinking Supervision and Evaluation

Introduction

Achievement gaps between various groups of students, along with changing demographics, have forced supervisors and teachers to look at teacher evaluation as a process rather than a compliance position. Although, historically, supervision has operated from a conventional perspective, time and events have resulted recently in supervision being approached from a collegial lens. This unit will provide an opportunity for you to examine this new paradigm and engage in:

- Conceptualizing the new model of teacher evaluation that aligns with best practices and professional development.
- Reviewing the basic purpose of teacher evaluation as related to student learning.
- Beginning to construct a model that represents the school culture in which you work or live.

Learning Activities

u01s1 - Studies

Readings

In the text *SuperVision and Instructional Leadership: A Developmental Approach*, read:

- Chapter 1, "SuperVision for Successful Schools," pages 3–20. This chapter discusses the paradigm shift toward the collegial model of supervision that requires a focus on increased student learning, rather than teacher compliance, as the final outcome.
- Chapter 2, "The Norm: Why Traditional Schools Are as They Are," pages 23–38. This chapter focuses on school culture and its relationship to the larger culture.

Use the Capella Library to complete the following:

- In the text *Rethinking Teacher Supervision and Evaluation*, read:
 - Introduction and Chapter 1, "The Challenge: Closing the Achievement Gap," pages 1–18. The chapter focuses on student achievement, external standards, and good assessments from a leader's perspective.
 - Chapter 2, "Supervision and Evaluation: Why We Need a New Approach," pages 19–41. This chapter introduces the pitfalls of the current and conventional supervision and evaluation process, which has proven to not always improve teaching and learning.
 - Chapter 3, "Mini-Observations 1: A System is Born," pages 43–56. This chapter introduces you to the mini-observation, which is a quick and easy way to observe classrooms and give teachers feedback.
- Read Barth's 2002 article, "[The Culture Builder](#)," from *Educational Leadership*, volume 59, issue 8, pages 6–11. This article discusses the importance of a healthy as opposed to a toxic school environment.
- Read Peterson, Kelly, and Caskey's 2002 article, "[Ethical Considerations for Teachers in the Evaluation of Other Teachers](#)," from *Journal of Personnel Evaluation in Education*, volume 16, issue 4, pages 317–324. This article introduces the subject of ethics as it relates to teacher evaluation.
- In the text, *Leadership for Learning: How to Help Teachers Succeed*, (Glickman, 2002):
 - Read Chapter 3, "Formats for Focusing Observation," pages 24–36. This chapter suggests several different ways to focus a classroom observation.

u01s2 - Project and Assignment Preparation

For this course, you will need to complete the Teacher Performance Improvement Plan. To prepare, you should read through the course project description and assignments to begin planning for it in this unit. The following assignments are part of the course project:

- **Unit 3:** Analysis of Teacher Performance Assessment System.
- **Unit 5:** Classroom Observations.
- **Unit 7:** Post-Observation and Professional Development Plan.
- **Unit 8:** Reflections.
- **Unit 10:** Teacher Performance Improvement Plan.

It is recommended that you conduct observations in a public school district or local school where you work or in the area where you reside. During this unit, you should meet with your principal or assistant principal and let him or her know that you will need to observe three teachers from three different disciplines. Explain that you will need to perform duties that are assigned throughout this course and that you will be using the school district's approved teacher performance assessment system (TPAS). The duties you will need to complete to meet both discussion and assignment requirements for this course are:

- **Preparation:** Identify three teachers from three different disciplines. One teacher must be from special education, one teacher must be from ESL, ELL or bilingual education, and one teacher must be from any area in general education. Please consult with your instructor if you are unable to secure a teacher from each of these areas. Only your instructor may tell you what substitutions you may use.
- **Pre-observation conference:** Meet with each teacher and explain what you must do to fulfill the requirements of this course and that you need to understand and learn about the school district's approved TPAS by observing them. Interview each teacher regarding what they do in the classroom and how they deliver instruction.
- **Observations:** Complete two mini-observations and one 45-minute observation for each teacher.
- **Post-Observation conference:** Conduct a post-observation conference with each teacher, highlighting what was seen during each observation.
- **Professional development plan:** Create a professional development plan for each teacher based on the observations.

In order to complete your unit assignments and eventually your course project, you will need to obtain information or a copy of the following from your school work setting or local school:

- Access to a state's or province's public Web site.
- Access to your local school public Web site.
- Access to the TPAS.
- Access to any mini-observation and 45-minute observation paperwork used by the campus leaders.
- School profile or Web site that publishes all of the demographic data.
- Strategic plan or school improvement plan.
- Information about the professional development opportunities offered in the school.

If possible, set up your pre-observation conferences this week, so you will be ready to begin your mini-observations in Weeks 3 and 4.

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Analysis of the Teacher Performance Assessment System

The first assignment for the course project, the Analysis of the Teacher Performance Assessment System, requires you to analyze your school's current teacher appraisal/evaluation system. After you locate your school's TPAS, you must examine the different standards, domains, and criteria that make it a system.

Review the assignment instructions and the Analysis of the Teacher Performance Assessment System scoring guide to learn more about the requirements of this assignment.

Reflection Questions

Here is a brief list of reflection questions that may assist you as you begin to frame your analysis and evaluation regarding your school district's approved TPAS.

1. How was the school district's approved TPAS determined?
2. What are the different standards, domains, or criteria that each teacher must master?
3. What are the ratings of the TPAS?
4. What specifically is in the TPAS that focuses on student learning and success?

5. What specifically is in the TPAS that focuses on teacher delivery of instruction and classroom success?
6. How does the school district's approved TPAS improve teaching and learning?
7. Is the campus culture represented in the TPAS?
8. How do teacher lesson plans relate to the TPAS?
9. How do student test scores from state-mandated tests affect the TPAS?
10. What are the strengths and weaknesses of the TPAS?
11. Are there different assignments of the TPAS that the teachers must complete individually, and then submit at certain times of the year? If so, explain.
12. How do the leaders of the district determine that the TPAS is successful in helping teachers and students succeed in the classroom?

u01s3 - Your Online ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your ePortfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Leadership and Culture

In the study activity for this unit, you read about the importance of the school mission and vision as it relates to school leaders promoting a positive school culture. Discuss how your local school leaders or school district leaders attempt to improve instruction by reshaping work culture norms and beliefs within the school or district community.

Response Guidelines

Read your peers' responses and respond to the posts of two learners who seem to work in an environment that is different from yours. When responding, seek clarification, share your personal experiences that relate to their experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

[The Culture Builder](#)

[Ethical Considerations for Teachers in the Evaluation of Other Teachers](#)

u01d2 - Observation Focus

Glickman (2002) shares several different ways to focus an observation. There are many factors to observe in a classroom while a teacher is teaching that will give you clues as to whether the teacher is performing to the highest level of the TPAS. Some examples include:

- Student work.
- Frameworks.
- Student achievement with respect to state and local standards.
- Specific learning goals agreed upon by a school or a district, using open-ended questionnaires.

Suggest a specific example of how you might focus on each item listed above during an observation and how your example will help you evaluate a teacher's performance fairly.

Reference

Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.

Response Guidelines

After your initial post, respond to at least two learners. When responding, seek clarification, offer suggestions, share your personal experiences that relate to their experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Leadership Knowledge

Introduction

The role of the leader in schools has expanded to incorporate the behavior of engaging teachers in instructional dialogue for the purposes of improving teaching and increasing student achievement. As a future leader, you must conceptualize the new paradigm of supervision by understanding supervision as a process for promoting growth rather than compliance with a school district's lists of duties and responsibilities.

This unit will provide information and activities for you to:

- Distinguish the relationship between leadership, student learning, and positive school culture.
- Explore the implementation of instructional leadership in a professional setting.
- Evaluate the role of collaboration with parents, community members, and other stakeholders in the instructional process.

Learning Activities

u02s1 - Studies

Readings

In the text *SuperVision and Instructional Leadership: A Developmental Approach*, read:

- Chapter 3, "The Dynamic School," pages 39–61. This chapter discusses the dynamic school culture as compared to the traditional school culture.

Use the Capella Library to complete the following:

- In the text *Rethinking Teacher Supervision and Evaluation*, read:
 - Chapter 4, "Mini-Observations 2: Doing Them Right," pages 57–87. This chapter provides twelve key factors in helping future appraisers implement mini-observations successfully.
 - Chapter 6, "Interim Assessments: Using During-the-Year Evidence of Learning to Continuously Improve and Evaluate Instruction," pages 103–122. This chapter focuses on the instructional leader working with teams of teachers on improving instruction, in order to improve student achievement.
- Read Ginsberg and Murphy's 2002 article, "[How Walkthroughs Open Doors](#)," from *Educational Leadership*, volume 59, issue 8, pages 34–36. This article focuses on one associate principal's walkthrough method and the benefits of that method.
- Read Toch's 2008 article, "[Fixing Teacher Evaluation](#)," from *Educational Leadership*, volume 66, issue 2, pages 32–37. This article looks at ways evaluations can increase effective instruction.
- In the text, *Leadership for Learning: How to Help Teachers Succeed*, (Glickman, 2002):
 - Read Chapter 4, "Approaches for Working Closely With Teachers," pages 37–51. In this chapter, Glickman discusses instructional leadership approaches and behaviors.

Multimedia

Click the title of the multimedia piece to view the following videos. You will choose one of these case studies to focus on for your discussion in this unit.

- Click **Elementary School Teacher Observation Case Study** to launch the video.
- Click **Middle School Teacher Observation Case Study** to launch the video.

u02s2 - Assignment Preparation

The first assignment of your Teacher Performance Improvement Plan course project is due in Unit 3. Review the assignment instructions and scoring guide to learn more about the requirements of this assignment.

If you have not obtained access to the TPAS for your school yet, it is important that you do so now. You should plan to make progress on the Unit 3 assignment this week.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

u02d1 - Teacher Observations

Review the case studies from the study activity in this unit, linked in the Resources. Choose one of the case studies to inform this discussion and view each of the three components: pre-observation conference, observation, and post-observation conference. You will refer to your chosen case study in the remainder of this discussion.

In order to improve instruction within schools, principals must demonstrate effective leadership approaches and behaviors (Glickman, 2002). Using Glickman's list of effective instructional leadership approaches and behaviors (pages 39–42), address the following in your post:

- Identify the case study you observed in the title of your discussion post.
- Identify five examples of the principles you observed in the case study that could improve instructional practices.
- Provide a rationale as to how your examples appropriately reflect each principle.
- Explain how each example is considered as a best practice that improves instruction.
- Cite references from any of your course readings that you use to support your position.

Reference

Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.

Response Guidelines

Read the responses of two of your peers who viewed the same case study. Compare and contrast your response with theirs.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Elementary School Teacher Observation Case Study | Transcript](#)

[Middle School Teacher Observation Case Study | Transcript](#)

u02d2 - Getting Organized and Prepared

To complete the project for this course, you need to observe teachers in the classroom. In order to be prepared to conduct the first mini-observation next week, complete the following:

- Meet with your principal and explain the requirements of this course.
- Locate the TPAS for your school and access the mini-observation and 45-minute observation paperwork used by campus leaders. **Note:** If you are unable to locate the observation paperwork from your school district, you may use the observation paperwork that can be found in Marshall's *Rethinking Teacher Supervision and Evaluation*. The teacher rubrics can be located after page 133. You may use Classroom Management and Delivery of Instruction.
- Conduct a pre-observation conference with each teacher, addressing the following:
 - Explain what you must do to fulfill the requirements of this course and that you need to understand and learn about the school district's approved TPAS by observing them in the classroom.
 - Ask them what they do in the classroom and how they deliver instruction.
 - Ask each teacher to provide you information on what, how, and why they teach their discipline in the manner that they do.
 - Ask each teacher for lesson plans used during the next few weeks, so that you will understand what is going to be taught and what approaches the teacher plans to take, per the lesson plan.
 - Ask other questions as needed, such as what day and time is best for the teacher for you to observe, where should you sit, how many students will be in the classroom, how the students will be seated, if technology will be used, et cetera.

After completing the tasks above, write about your experience. What is the purpose of teacher evaluation as related to student learning? Do you have concerns regarding the evaluation of teacher performance? What are the most important things to consider when evaluating teacher performance? What theories or research can you use to help teachers improve instruction? How did your readings prepare you to observe the teachers and what specific concepts helped you most?

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Response Guidelines

After your initial post, respond to at least two learners. When responding, seek clarification, offer suggestions, share your personal experiences that relate to their experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

[Rethinking Teacher Supervision and Evaluation](#)

Unit 3 >> Student Learning

Introduction

In order to develop exemplary leadership skills, a future leader must not only understand student learning but also understand the importance of changing the way students who have diverse learning needs are educated.

This unit will:

- Provide an opportunity for you to recognize the role you play in addressing diversity within the school and school district.
- Outline the importance of school infrastructures that allow teachers to use appropriate strategies for increasing student learning.
- Provide an opportunity to reflect on your school and its status in applying best practices for student learning and schooling.

Learning Activities

u03s1 - Studies

Readings

In the text *SuperVision and Instructional Leadership: A Developmental Approach*, read:

- Chapter 22, "Addressing Diversity," pages 411–438. The achievement gap and other forms of diverse learning needs have required the development of strategies that will assist schools to become more responsive to diverse cultures.

Use the Capella Library to complete the following:

- In the text *Rethinking Teacher Supervision and Evaluation*, read:
 - Chapter 5, "Curriculum Design: The Foundation of Good Teaching," pages 87–102. This chapter gives more insight on how the curriculum and the lesson fit together. A discussion of what good teaching should look like is also presented.
- Read Eisner's 2002 article, "[The Kind of Schools We Need](#)," from *Phi Delta Kappan*, volume 83, issue 8, pages 576–583. Eisner discusses the importance of defining the vision and mission of the school as it relates to increased academic performance.

Optional Readings

You are not required to read the following chapter, but if you choose to do so, use the Capella Library to complete the following:

- Read Allen and LeBlanc's chapter, "2+2 for Teachers: Frequently Asked Questions," pages 105–113 in *Collaborative Peer Coaching That Improves Instruction: The 2+2 Performance Appraisal Model*.

u03s2 - Mini-Observations and Assignment Preparation

At this point, you should have completed your pre-observation conferences with all three of the teachers you will be observing. During this unit, you will complete your first mini-observation on these three teachers. The mini-observation should last no more than 7–15 minutes. Since this is your first observation of each teacher, focus on how the teacher is delivering instruction, specifically critical thinking and higher order thinking skills, and how the students respond. Once you gain their permission to observe, you will:

- Use either the school's template for mini-observations, or use the Teacher Rubric, Delivery of Instruction, located in Marshall's *Rethinking Teacher Supervision and Evaluation* after page 133.
- Observe each teacher for 7–15 minutes, writing down what you see that meets the criteria on your school's mini-observation form or on Marshall's Teacher Rubric, Delivery of Instruction.

Additionally, spend time in this unit preparing for your second assignment for the course project, Classroom Observations, due in Unit 5. Remember to schedule your second mini-observations, which will be shared for a discussion activity during Unit 4. Also, schedule your 45-minute observations with all three teachers for Units 4 or 5.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

[*Rethinking Teacher Supervision and Evaluation*](#)

u03a1 - Analysis of Teacher Performance Assessment System

This is the first assignment of your course project. In the previous units, you located and analyzed your school's TPAS, which may also be known as the teacher appraisal/evaluation system. It is important to analyze the TPAS, because this is the tool you will use to evaluate teachers on their classroom performance. For this assignment, you will examine the strengths and weaknesses of the system and how it contributes to the promotion of a positive school culture and high student achievement through the development of an effective school staff.

For this assignment, complete the following:

- Analyze your school's TPAS. Examine the strengths and weaknesses of the system, specifically standards that support student success, teacher success, teacher professional development, and adherence to a code of ethics. Explain how the different criteria or domains of the TPAS impact both teacher and student success. Does the system reflect the mission, vision, and goals of the school?
- Explore how data-based assessment of student learning leads to regular adjustments of teaching strategies, modification of programs, and new goals. How are data-based assessments of student learning connected to the current teacher evaluation system?
- Discuss how your analysis and evaluation, as a school leader, of the school's TPAS will encourage you to demonstrate your ability to promote a positive school culture that capitalizes on collaboration, cultural competence, diversity, trust, equity, fairness, and respect to meet the learning needs of all students. (ELCC 2.1)

Assignment Requirements

- **Paper length:** 3–4 pages, not including the title page and references page.
- **References:** Include 2–3 scholarly, peer-reviewed references that adhere to current APA format and style guidelines. References may include your course readings.
- **APA formatting:** Throughout your paper, use scholarly communication skills that follow current APA style and format guidelines. Your paper should meet the following requirements:
 - Include a title page with this title: Analysis of Teacher Performance Assessment System.
 - Use APA-formatted text citations and references.

- Use double-spacing and Times New Roman, 12 point font.
- Use appropriate line alignment.
- Use proper margins.
- Use running headers.
- Use proper pagination.
- Incorporate appropriate headings and subheadings.

Refer to the Analysis of Teacher Performance Assessment System scoring guide to ensure you meet all of the assignment requirements. Refer to the course project description for information about how this assignment will be incorporated into your course project submission.

Submit your paper as an attached Word document in the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Writing Feedback Tool](#)

u03d1 - Dispositions and Attitudes in Leadership

A disposition could be described as a person's predominant or prevailing outlook, or their qualities of mind and character. For example, fairness, ethical conduct, and belief that all children can learn at a high level are dispositions of a leader. For this discussion, take a close look at your work environment, either your school or school district. Identify the attitudes or dispositions your school leaders currently exhibit. Explain how those dispositions affect student learning and determine whether diverse learning needs are being addressed. Explain what dispositions you find important to follow. Support your work with evidence from your readings.

Response Guidelines

After your initial post, respond to at least two learners. When responding, seek clarification, offer suggestions, share your personal experiences that relate to their experiences, and provide feedback.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[The Kind of Schools We Need](#)

u03d2 - Mini-Observation 1

Observing teachers is the duty of the instructional leader of a school. That leader can be the principal, the associate principal, or the assistant principal. The purpose of the mini-observation is to allow the instructional leader to observe, supervise, and evaluate teachers at different times of the day and at different times during a lesson. This quick observation supports the longer 45-minute observation by providing more evidence for the instructional leader in appraising the teacher objectively.

For this discussion, summarize each observation by identifying the following. **Note:** You may have learned some of this information from the pre-observation conference:

- The number of years the teacher has been in the profession.
- Course subject, such as Algebra 1 or World History.
- Length of the observation.
- Number of students in the class.
- Classroom arrangement. Was there collaborative grouping, learning centers, or independent learning?

Reflect on the process of the observation. What did you learn about the following?

- **Focus of the lesson:** Were critical thinking and higher order thinking evident during your mini-observation? What proof do you have? Did you see effective instructional practices or programs?
- **The observation:** How did the teacher deliver instruction? From the front of the classroom; from a computer; by walking around the classroom? What best practices did the teacher employ?
- **The lesson:** What was the lesson and did the students understand the lesson? What is your proof that they did?
- **Diversity:** Did the teachers use diverse instructional methods to meet the needs of all students?
- **The process of evaluation:** Discuss how the template you used for the mini-observations helped you focus on evaluating each teacher's teaching performance.
- **Reflection on self:** What did you learn about yourself as an observer, and how will you improve on your observation skills before your second mini-observation? Did the observation help you supervise and evaluate the teachers fairly?

Debrief with your principal about your observations of the teachers.

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Response Guidelines

Respond to at least one other learner. When responding, relate your observation to the learner's observation by focusing on what you can glean from each other that will help in future observations.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Instructional Knowledge

Introduction

In order to support and promote growth for your teachers, you as the leader must understand the teaching framework and the method in which the teaching role is evaluated and assessed. This unit will expand and examine the framework of teaching and teaching responsibilities as it relates to human development theory, motivational theory, proven best instructional practices, and developmental supervision components.

Learning Activities

u04s1 - Studies

Readings

In the text *SuperVision and Instructional Leadership: A Developmental Approach*, read the following:

- Chapter 12, "Observing Skills," pages 196–219.
- The sections titled "Two Types of Program Evaluation: Formative and Summative" and "Program Evaluation and Teacher Empowerment" in Chapter 14, "Implementation and Evaluation Skills," pages 257–264. These sections discuss the various types of educational evaluations used for instructional programs.
- Chapter 15, "Direct Assistance to Teachers," pages 267–283. This chapter introduces the importance of improving instruction by providing direct assistance via observation, feedback, and discussion for improvement.

Multimedia

- Click **Differentiated Evaluation** to view a presentation featuring Principal Ginny Kruse of Stillwater Area Schools in Minnesota discussing her school's approach to differentiated evaluation.
- Click **Blooming Park: Mini-Observation** to view an interactive activity in which a principal and assistant principal complete mini-observations of a teacher in her classroom.

Optional Readings

You are not required to complete the following reading, but you may find the content useful. If you choose to do so, use the Capella Library to complete the following:

- In *Enhancing Professional Practice: A Framework for Teaching*, read:
 - Chapter 3, "The Four Domains of Teaching Responsibility," pages 26–42.
 - Chapter 4, "The Framework for Professional Practice," pages 43–108. These chapters explore the four domains of teaching responsibility. They also discuss common themes that apply to the framework—equity, cultural sensitivity, high expectations, developmental appropriateness, accommodating students with special needs, and appropriate use of technology—as well as levels of performance.

Course Resources

[Blooming Park: Mini-Observation](#)

u04s2 - Full Observation and Assignment Preparation

Now that you have completed two mini-observations of all three teachers, it is time to prepare for the full 30–45 minute observation. This observation will be discussed with your peers in Unit 5 and will inform your assignment for Unit 7, Post-Observation and Professional Development Plan. Manage your time accordingly to ensure you will complete the full observations in a timely manner. For preparation, you may also find it beneficial to view the questions listed in the discussion activity in Unit 5. The full observation should follow the same format and tools used in the mini-observations, and use the same observation form.

To prepare for this observation, you must ask the teachers:

- When would be the best time to come in to observe for 30–45 minutes?
- What lesson will be taught, and what lessons were taught before and will be taught after the lesson I observe?
- Is there an area that each teacher would like you to focus on to help them become a better teacher? For example, a teacher may be concerned that he or she is not questioning both boys and girls equally.
- Would it be okay for you to walk around the room and talk to the students as the teacher is teaching?

After receiving the answers to the bullets above, prepare yourself to observe for 30–45 minutes. Be ready to script what the teacher and students say, so that you can capture critical thinking and higher order thinking language, student and teacher dialogue, and other language.

Additionally, you will submit the second assignment of your course project in Unit 5. Spend time in this unit preparing for this assignment by reviewing the assignment description and scoring guide.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

u04a1 - Blooming Park Mini-Observation Feedback

Review the Blooming Park simulation from the first study activity for this unit before you begin work on this assignment. The multimedia simulation is linked in the Resources.

For this assignment, write a paper in which you provide feedback on what you saw in the mini-observation of Alexis Gordon's classroom in the Blooming Park simulation. In your paper:

1. Describe one positive attribute you observed about Ms. Gordon's instructional delivery. Include specifics from the observation to support your evaluation.
2. Describe one positive attribute you observed in Ms. Gordon's classroom management. Include specifics from the observation to support your evaluation.
3. Describe one area where you feel that Ms. Gordon could improve her instructional delivery. Provide specifics from the observation to support your evaluation.
4. Describe some specific strategies Ms. Gordon could use to improve her instructional delivery.
5. Describe one area where you feel that Ms. Gordon could improve her classroom management. Provide specifics from the observation to support your evaluation.
6. Describe some specific strategies Ms. Gordon could use to improve her classroom management.
7. Based on what you observed, make a list of the topics you would want to discuss with Ms. Gordon when you meet with her about the mini-observation. List the topics in the order you would want to discuss them. Include enough detail so it is clear what would be included in the discussion.

Assignment Requirements

- **Written communication:** This should be free of errors that detract from the overall message.
- **APA formatting:** Format resources and citations according to current APA style and formatting guidelines.
- **Length of paper:** 3–4 typed double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Blooming Park: Mini-Observation](#) | Transcript

[Capella Writing Center](#)

[Writing Feedback Tool](#)

u04d1 - Mini-Observation 2

This mini-observation will be a part of the Classroom Observations assignment, which is due in Unit 5. You will complete your second mini-observation of the three teachers by focusing on classroom management and the use of technology. The mini-observation should last 7–15 minutes. If you have not done so already, before each observation, you will need to meet with each teacher and explain the requirements of this assignment and the different assignments that you will need to complete during this course with their assistance. Once you gain their permission to observe, you will discuss the following in your discussion post.

- Use the school's template for mini-observations, or if not available, use Marshall's Teacher Rubric, Delivery of Instruction, located in *Rethinking Teacher Supervision and Evaluation*.
- Observe each teacher for 7–15 minutes, writing down what you see that meets the criteria on your school's mini-observation form or on the Marshall's Teacher Rubric, Delivery of Instruction.
- Summarize each observation by identifying the following:
 - **Course subject**, such as Algebra 1 or World History.
 - **Length of the observation.**
 - **Number of students in the class.**
 - **Classroom arrangement:** Was there collaborative grouping, learning centers, or independent learning?

- **Focus of the lesson:** What type of classroom management was being used? Explain the transitions of each activity. How was misbehavior handled? What types of classroom materials were used and were they prepared before class?
- **Specific activities included in the lesson:** Was technology used?
- **What you observed:** How did the teacher deliver instruction? From the front of the classroom? From a computer? By walking around the classroom?
- **What the lesson was and whether the students understood the lesson:** What is your factual proof that they understood? What language did you record when you observed?
- Summarize your findings based on the pre-observation conference and the two completed mini-observations.
 - How would you rate each teacher? Has your rating changed or stayed the same? Explain.
 - What will you discuss with the teachers about what you observed in the two mini-observations? Will you address strengths, areas in need of improvement, professional development opportunities, or all of these facets?
 - What did you learn about yourself as an observer, and how will you improve on your observation skills before you complete the full 30–45 minute observation?
- Debrief with your principal about your observations of the teachers.

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Response Guidelines

Respond to at least two other learners. When responding, relate your observation to the learner's observation by focusing on what you can glean from each other that will help in future observations.

Course Resources

Graduate Discussion Participation Scoring Guide

[Rethinking Teacher Supervision and Evaluation](#)

Unit 5 >> Supervision Tasks

Introduction

In order to provide effective instructional programs, supervisors must select and apply appropriate methods for supervision. Not only must the leader understand methods, technical tasks, and cultural tasks, he or she must be able to manage conflicts, use research-based knowledge, and identify areas that need improvement. This unit allows you to examine the teacher observation behavior by examining the post-observation conference and the inner workings as related to student learning and positive school environments.

Learning Activities

u05s1 - Studies

Readings

In the text *SuperVision and Instructional Leadership: A Developmental Approach*, read:

- Chapter 6, "Supervisory Behavior Continuum: Know Thyself," pages 113–128. This chapter reviews the interpersonal behaviors used by supervisors when assisting educational personnel in understanding best practices.

Use the Capella University Library to read the following:

- In the text *Rethinking Teacher Supervision and Evaluation*:
 - Chapter 7, "Rubrics: Potent, Efficient End-of-the Year Evaluation Tools," pages 123–156. This chapter presents different ways to approach the end-of-the year evaluation process, and rubrics are provided.
 - Chapter 8, "Time Management: Doing First Things First," pages 157–171. This chapter provides a list of ten ways to manage time and feel and be successful as an instructional leader.

u05a1 - Classroom Observations

This is the second assignment of your course project. During the first five units, you conducted a pre-observation conference with three different teachers, where you learned more about the way each teacher delivers instruction and how they meet the needs of their diverse learners. During those conferences, you also reviewed each teacher's lesson plans and discussed the logistics of the upcoming mini-observations and full observations. You then conducted six mini-observations on three different teachers. For this assignment, you will reflect on these mini-observations and how the TPAS contributes to a strong curricular and instructional school program. You will also reflect on how the supervision of instruction, through observations, helps ensure maximum effectiveness of instructional programs.

For this assignment, complete an analysis of your observations by addressing the following, based on the two mini-observations that you conducted for each teacher:

- What instructional programs were used? How effective were they and what evidence can you provide of the effectiveness?
 - If you believe there were effective instructional programs being used by the teachers you observed, how do you help promote continuous effectiveness?
 - If you believe there were no effective instructional programs being used by the teachers you observed, explain why the teachers used them and what made them ineffective.
- Discuss how the design and delivery of the instructional program or curriculum accommodated diverse student needs.
- Explain how your principal and/or other administrators evaluate the curriculum that is intended to accommodate diverse student needs.
- Analyze the school's TPAS to include a focus on understanding, creating, and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program by collaborating with faculty, using evidence-centered research in making curricular decisions, analyzing and interpreting data, and communicating progress toward achievement. (ELCC 2.2)
 - How does the TPAS help in understanding, creating, and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program?
 - How does TPAS encourage collaboration among faculty?
 - How does TPAS encourage the use of evidence-centered research in making curricular decisions, analyzing and interpreting data, and communicating progress toward achievement?
- Analyze how the teacher performance appraisal system aligns with the facilitation of best instructional practices.
- Analyze how the teacher performance appraisal system aligns with the use of research-based curriculum/materials.

Now that you have completed these mini-observations, explain how you will prepare for the full 30–45 minute observation.

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Assignment Requirements

- **Paper Length:** 3–4 pages, not including the title page and references page.
- **References:** Include 3–5 scholarly, peer-reviewed references that adhere to current APA guidelines. References may include your course readings.
- **APA formatting:** Throughout your paper, use scholarly communication skills that follow current APA style and formatting guidelines. Your paper should meet the following requirements:
 - Include a title page with this title: Classrooms Observations.
 - Use current APA text citations and references.
 - Use double-spacing and Times New Roman, 12-point font.
 - Use appropriate line alignment.
 - Use proper margins.
 - Use running headers.
 - Use proper pagination.
 - Incorporate appropriate headings and subheadings.

Refer to the Classroom Observations Scoring Guide to ensure you meet all of the assignment requirements. Refer to the Teacher Performance Improvement Plan course project description for information about how this assignment will be incorporated into your final project submission.

Submit your paper as an attached document in the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Writing Feedback Tool](#)

u05d1 - Full Observation

You should have prepared for this discussion in Unit 4 by asking the teachers questions and preparing yourself to observe. For more information, please review the second study activity in Unit 4.

Observe the classroom for 30–45 minutes. Script what the teacher and students say, so that you can capture critical thinking and higher order thinking language, student and teacher dialogue, and other language.

After your observation, answer the following questions.

1. What differences did you find in what you observed in the full observation and the mini-observations?
2. Did you see the teacher meet criteria that you did not see in the mini-observations? If so, what? Explain.
3. How did the mini-observations help prepare you for the full observation?
4. Do you think you have a good understanding of the evaluation system that your school uses after seeing each teacher three times? What more do you need to know?
5. Did you find commonalities or similarities among the three teachers? Explain.

Based on the two mini-observations and the full observation:

- How would you rate the teacher according to your district's TPAS?
- How will you prepare for the teachers' post-observation conference? What were the teachers' strengths and areas in need of improvement, based on all three observations?

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Response Guidelines

Respond to at least two other learners. When responding, relate your observation to the learner's observation by focusing on what you can glean from each other that will help in future observations.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Professional Development

Introduction

This unit provides the opportunity to explore the purposes of professional development as it relates to increasing student performance, with an emphasis on evaluating school structures for professional development by using collegial development programs. The readings in this unit focus on adult learning strategies related to professional development as well as methods of analyzing and distinguishing between different approaches to professional development.

Learning Activities

u06s1 - Studies

Readings

In the text *SuperVision and Instructional Leadership: A Developmental Approach*, read:

- Chapter 18, "Professional Development," pages 325–337. In this chapter, Glickman and colleagues focus on the need for professional development and the various types of professional development models.
- The sections "Adults as Learners," and "Adult and Teacher Development," pages 63–91, from Chapter 4, "Adult and Teacher Development Within the Context of the School." Here, Glickman and colleagues explain adult learning strategies used in forming comprehensive development plans with educators.

Use the Capella Library to complete the following:

- Read Chapter 6, "[Criteria for Assessing Teacher Competence and Growth](#)," pages 81–93, in *Leadership for Learning: How to Help Teachers Succeed*. This chapter discusses criteria for assessing teacher competence and growth.
- Read Danielson's 2010 article, "[Evaluations That Help Teachers Learn](#)," from *Educational Leadership*, volume 68, issue 4, pages 35–39.

Multimedia

- Click **Blooming Park: Post Mini-Observation** to view an interactive activity in which a principal and assistant principal meet with a teacher about what they observed in her classroom.

Course Resources

Blooming Park: Post Mini-Observation

u06s2 - Assignment Preparation

For the next assignment for your course project, due in Unit 7, you will conduct a post-observation conference and develop a professional development plan for each teacher. From your completed observations of all three teachers, you have data that show what the teachers' strengths are and what areas are in need of improvement. You are now ready to meet with each teacher to discuss your findings and find out what the teachers feel they did well during the observations.

Schedule a post-observation meeting with each teacher and develop an agenda with the items you will discuss with them, based on the key points that you identified during the observations. The conversations you have with the teachers will help you complete your assignment.

For your agenda, be sure to include:

- **Success of the lesson:** Set aside time for the teachers to tell you how they thought the lessons and observations went and what they thought was the best part of the lesson and observation. Give them a chance to tell you what they thought may have not gone well. You will then give your objective view on the lessons and observations, citing specific examples that you have from your observation notes.
 - Give two examples of what went very well.
 - Give one example of what did not go well and what may need improvement.
- **Evidence and documentation:** Allow the teachers to show evidence of meeting the criteria noted on the TPAS. You will also have an opportunity to tell about the evidence and documentation that supports your observation.
- **Goal setting:** Ask the teachers what goals they have set for themselves and how they plan to achieve them. Ask the teachers to discuss how they work collaboratively with other teachers and staff to meet their goals in improving their teaching and instructional delivery.
- **Professional development:** Ask the teachers what professional development they plan on attending during the next year. Ask for a timeline of how they will implement what they will have learned in their lesson plans. Suggest professional development, based on what you observed. Be sure that meeting the needs of diverse learners is addressed.

After you have conducted your post-observation conferences, present your observations to your principal and discuss what you have learned during the observation and evaluative process. Share insight with your principal about the process.

Review the assignment instructions and the scoring guide to learn more about the requirements of this assignment.

u06a1 - Blooming Park Post-Observation Conference Evaluation

Review the Blooming Park simulation from the first study activity for this unit before you begin work on this assignment. The multimedia simulation is linked in the Resources.

For this assignment, write a paper in which you evaluate the principal's post-observation meeting with Alexis Gordon in the Blooming Park simulation.

In your paper, provide an evaluation of:

1. The leadership approach used by the principal, Dr. Lee.
2. Ms. Gordon's strengths as the principal described them in his post-observation meeting and the evidence the principal cited for those strengths. Do you agree with the principal's evaluation? Are there additional strengths or supporting evidence that you would cite?
3. Ms. Gordon's areas for improvement as the principal described them in his post-observation meeting and the evidence the principal cited for those areas for improvement. Do you agree with his evaluation? Are there additional areas for improvement or supporting evidence that you would cite?
4. The assistance offered by the principal.
5. The interaction between the principal and Ms. Gordon.

Conclude with your thoughts about what might have made the post-observation meeting more helpful and productive.

Assignment Requirements

- **Written communication:** This should be free of errors that detract from the overall message.
- **APA formatting:** Format resources and citations according to current APA style and formatting guidelines.
- **Length of paper:** 3–4 typed double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Capella Writing Center](#)

[Writing Feedback Tool](#)

[Blooming Park: Post-Mini-Observation | Transcript](#)

u06d1 - Post-Observation Conference With Teachers

For this discussion, reflect on the post-observation conferences you conducted. Analyze the process involved in conducting those conferences by answering the following questions.

- What did you learn about yourself in the role of the evaluator?
- What more did you learn from the teachers during the conferences?
- What instructional best practices were discussed during the conferences?
- How do you think the post-observation conference can help the teachers become more successful in the areas of instructional delivery and professional development?
- Was having a prepared agenda helpful?
- What would you do differently in future post-observation conferences?

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Response Guidelines

After your initial post, respond to at least two learners. When responding, seek clarification, offer suggestions, share your personal experiences that relate to their experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Best Practices in Professional Development

For this discussion, discuss your thoughts about best practices in professional development. Be sure to address the following:

- The goals of professional development programs.
- The application of adult learning theory to enhance teacher growth.
- A list of best practice principles that you could use to guide the creation or advancement of a professional development program at your school.
- The relationship between professional development programs and teacher supervision and evaluation.

Response Guidelines

Respond to two peers who may express perceptions different from your own or thoughts that contradict something you expressed.

Course Resources

Graduate Discussion Participation Scoring Guide

[Evaluations That Help Teachers Learn](#)

[Leadership for Learning: How to Help Teachers Succeed](#)

Unit 7 >> Teacher Evaluation

Introduction

The previous units have discussed teacher evaluation programs. Now, this unit extends the discussion through the lens of the three supervision models. The frameworks for walkthroughs, reflection during the post-observation conference, and analyzing individual learning needs are presented for examination.

Learning Activities

u07s1 - Studies

Readings

Use the Capella Library to complete the following:

- In *Enhancing Professional Practice: A Framework for Teaching*:
 - Read Chapter 4, "[The Framework for Professional Practice](#)," pages 43–108. This chapter provides guidance about using the framework for teaching by exploring each domain.

- Read Chapter 6, "[Using the Framework](#)," pages 168–182. This chapter provides guidance about how to use the framework for teaching for reflection.

u07s2 - Assignment Preparation

In the upcoming assignment for your course project in Unit 8, Reflections, you will reflect on your actions during the classroom observations and post-observation conferences. How did you act with integrity and fairness according to ethical and legal principles?

Refer to the scoring guide and the assignment instructions to ensure that you meet all of the assignment requirements. Refer to the course project description for information about how this assignment will be incorporated into your course project submission.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Writing Feedback Tool](#)

u07a1 - Post-Observation and Professional Development Plan

In this assignment, there are two components that must be represented: the post-observation conference and the professional development plan. You have already analyzed the teacher performance assessment system, so for this assignment you will assess the teachers you observed and create a professional development plan for each of them.

Post-Observation Conference

For this component, you must:

- Summarize each full observation by identifying the following:
 - The number of years the teacher has been in the profession.
 - Course subject, such as Algebra 1 or World History.
 - Length of the observation.
 - Number of students in the class.
 - Classroom arrangement.
 - Focus of the lesson.
 - Specific activities included in the lesson.
- Identify each teacher's strengths and areas in need of improvement.
- Develop a post-observation teacher conference agenda that includes points to assist the teacher in understanding how to work collaboratively with other school staff to improve teaching and learning and utilize differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction. Offer recommendations for the teacher's professional growth based on your observation to increase capacity that reflect national standards. (ELCC 2.3)
- Explain how what you observed and then evaluated from each teacher's performance helped you understand that best practices for student learning are being applied.
- Analyze the post-observation conferences, describing how each teacher addressed the following:
 - Success of the lesson and the three areas that you both identified from the observations.
 - Evidence and documentation to support the teacher meeting the TPAS criteria.
 - Goal setting and collaboration to improve teaching performance and instructional delivery.

- Professional development and how meeting the needs of diverse learners is addressed.

Professional Development Plan

For this component, the following must be included:

- How you developed and promoted best practices in designing a comprehensive professional growth plan for professional development for each teacher, including templates you used, if any. Include discussions you had with your principal about the best practices in designing a comprehensive professional growth plan for professional development.
- Suggestions for areas of professional development that may help each teacher to improve his/her teaching performance.
- An analysis of how leaders optimize learning for all students through application of best practices associated with the use of technologies and performance management systems to improve instruction and student achievement by monitoring, analyzing, and evaluating instructional practices and assessment data. (ELCC 2.4) In your analysis, cite three to five peer-reviewed sources to support your discussion.

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Assignment Requirements

- **Paper Length:** 5–6 pages, not including the title page and references page.
- **References:** Include 3–5 scholarly, peer-reviewed references that adhere to current APA guidelines. References may include your course readings.
- **APA formatting:** Throughout your paper, use scholarly communication skills that follow current APA style and formatting guidelines. Your paper should meet the following requirements:
 - Include a title page with this title: Post-Observation and Professional Development Plan.
 - Use current APA text citations and references.
 - Use double-spacing and Times New Roman, 12-point font.
 - Use appropriate line alignment.
 - Use proper margins.
 - Use running headers.
 - Use proper pagination.
 - Incorporate appropriate headings and subheadings.

Refer to the Post-Observation and Professional Development Plan Scoring Guide to ensure you meet all of the assignment requirements. Refer to the course project description for information about how this assignment will be incorporated into your course project submission.

Submit your paper as an attached document in the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Writing Feedback Tool](#)

u07d1 - Reflections

Reflection is an important function that must be practiced by leaders. Reflection helps leaders review the occurrences of a day, situation, observation, and so forth, and analyze what went well and what did not. Being able to reflect on different situations will help a leader grow.

For this discussion, reflect on the six mini-observations and the three full observations that you have completed and answer the following questions.

As a leader:

- Explain how integrity and fairness can be identified, specifically as the leader supports school policies and teacher practices that foster student success.
- Discuss how, when interacting with teachers, sound leadership decision making becomes evident from an ethical perspective.
- Explain how democracy, equity, and diversity are communicated and demonstrated while interacting with teachers that you observed.
- Explain how, as you observed teachers, you enforced or would enforce sound school strategies and school board adopted policies. For example, did you have to step in and enforce the school board adopted student code of conduct when observing the teachers?
- Assess how you would develop the resiliency to uphold core values and persist in the face of adversity; specifically, reflect on your experiences during the observations and evaluation processes.

Response Guidelines

Respond to at least two other learners. When responding, seek clarification, share your personal experiences that relate to their experiences, and provide feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> The Supervisory Function

Introduction

This unit defines the supervisory role in facilitating additional programs for enhancing professional practice. Walkthroughs, self-directed growth plans, and reflection programs will be examined in order to increase the supervisor's ability to improve supervision and instruction and ensure the application of best practices to student learning.

Learning Activities

u08s1 - Studies

Readings

In the text *SuperVision and Instructional Leadership: A Developmental Approach*, read:

- Chapter 17, "Group Development," pages 302–324. This chapter focuses on the elements of an effective group.

Use the Capella library to review the following readings:

- Chapter 6, "[Criteria for Assessing Teacher Competence and Growth](#)," pages 81–93, in *Leadership for Learning: How to Help Teachers Succeed*. This chapter discusses criteria for assessing teacher competence and growth.
- Ginsberg and Murphy's 2002 article, "[How Walkthroughs Open Doors](#)," from *Educational Leadership*. This article focuses on one associate principal's walk-through method and the benefits.

u08a1 - Reflections

Now that you have had a chance to observe three teachers, assess what you have observed, and plan professional development for each teacher, it is time to reflect on all that you have done in the last few weeks. You reflected on similar themes in the discussion in Unit 7. Consider the feedback you received in that discussion as you complete this assignment and expand upon your reflections.

For this assignment, reflect on your interactions with the teachers to answer the following:

- Explain and evaluate how you have demonstrated integrity and fairness in supporting school policies and staff practices that foster student success. (ELCC 5.1)
- Describe how sound leadership decision making (in terms of ethical practices) was evident in your interactions with the teachers. (ELCC 5.2)
- Describe how you communicated and demonstrated democracy, equity, and diversity while interacting with the teachers you observed. (ELCC 5.3)
- Explain how you utilized, or how you would utilize and enforce sound school strategies and school board adopted policies for dilemmas encountered during the observation and evaluation process. (ELCC 5.4)
- Reflect on your experiences during the observation and evaluation process. Assess how, as a school leader, you would develop the resiliency to uphold core values and persist in the face of adversity. (ELCC 5.5)

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Assignment Requirements

- **Paper length:** 2–3 pages, not including the title page and references page.
- **References:** Include 2–3 scholarly, peer-reviewed references that adhere to current APA guidelines. References may include your course readings.
- **APA formatting:** Throughout your paper, use scholarly communication skills that follow current APA style and formatting guidelines. Your paper should meet the following requirements:
 - Include a title page with this title: Reflections.
 - Use current APA text citations and references.
 - Use double-spacing and Times New Roman, 12-point font.
 - Use appropriate line alignment.
 - Use proper margins.
 - Use running headers.
 - Use proper pagination.
 - Incorporate appropriate headings and subheadings.

Refer to the Reflections scoring guide to ensure you meet all of the assignment requirements. Refer to the course project description for information about how this component will be incorporated into your course project submission.

Submit your paper as an attached document in the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Writing Feedback Tool](#)

u08d1 - Prioritizing Instructional Supervision Tasks

In this unit, you have read about the new vocabulary term collegial supervision, used for instructional supervision. This approach includes five perspectives:

1. A collegial rather than a hierarchical relationship between teachers and formally designated supervisors.
2. Supervision as the province of teachers as well as formally designated supervisors.
3. A focus on teacher growth rather than teacher compliance.
4. Facilitation of teachers collaborating with each other in instructional improvement efforts.
5. Teacher involvement in ongoing reflective inquiry (Glickman, Gordon, & Ross-Gordon, 2018).

Rank these perspectives according to what you consider to be their order of importance. Write a rationale for your ranking.

Reference

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *SuperVision and instructional leadership: A developmental approach* (10th ed.). New York, NY: Pearson.

Response Guidelines

After reading your peers' responses, select two that are specifically different from your ranking and comment on them.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u08d2 - Interpersonal Behavior Variables

As a future leader, you must understand the range of interpersonal behaviors you might encounter when working with teachers. Being able to compare self-perceptions with teacher perceptions of supervisor performance can be the basis for supervisor-defined improvement objectives and supervisor-designed action plans for the improvement of instructional assistance. Examine the Supervisor's Self-Assessment instrument on pages 125–126 of *SuperVision and Instructional Leadership: A Developmental Approach* by Glickman, Gordon, and Ross-Gordon. Select two sections you think are very important when using supervisory behaviors. Explain why you think these are important and support your point of view by referencing the course readings.

Reference

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *SuperVision and instructional leadership: A developmental approach* (10th ed.). New York, NY: Pearson.

Response Guidelines

Select two of your peers' posts and respond to one section from each.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[How Walkthroughs Open Doors](#)

[Leadership for Learning: How to Help Teachers Succeed](#)

Unit 9 >> Improving Programs and Practices

Introduction

This unit merges the common themes from the previous units. In this unit, you should be able to synthesize the components of supervision and evaluation systems in your current school setting that are designed to apply instructional best practices. As a future leader, you should be able to recommend areas of improvement for a district's supervision and evaluation system. You should also be able to evaluate the effectiveness of a manageable plan to improve the supervision and evaluation system.

Learning Activities

u09s1 - Studies

Readings

In the text *SuperVision and Instructional Leadership: A Developmental Approach*, read:

- Chapter 13, "Assessing and Planning Skills," pages 220–247. This chapter discusses how planning is just as important as assessment when setting goals, choosing a path, and creating a route for your faculty and staff as you improve instruction and learning through evaluation programs.

u09s2 - Project Preparation

The final draft of your course project is due next week. In this unit, you should be at the point of revising and compiling your previous project components into a polished and complete final draft. The peer review in this unit will be a useful tool for deciding which areas of your project need further attention. Review the assignment information, course project information, and course project scoring guide to understand how you will be graded.

The Capella Writing Center has a number of revision and editing resources available to assist you in this stage of your writing. There is also a thorough, helpful resource for APA style and formatting.

In addition, Smarthinking, a free writing tutoring service, is available to all Capella learners. If you have not used this before, go to the Smarthinking resource in the Writing Center for more information.

Course Resources

[APA Style and Format](#)

[Capella Writing Center](#)

[Smarthinking](#)

u09d1 - Peer Review

Peer review provides an opportunity for a different perspective on your writing to help you revise and finalize your course project prior to submission in Unit 10. For the peer review discussion, follow these instructions:

- Post your current project draft as a new post in this discussion thread.
 - Post a complete draft of your project. Do this early in the week so your reviewer will have time to respond and you will have time to revise your work before submitting a final draft.
 - Convey any areas of particular concern that you would like your reviewer to address. Be specific, as each learner will not be able to critique your whole paper. Focus on one area, such as APA formatting or a specific paragraph or section that lacks flow. Ask for specific feedback on where you need constructive criticism.
- Reply to one other learner who has posted a draft that you would like to review.
 - Choose a learner who does not yet have someone reviewing his or her draft. The instructor reserves the right to reassign learners to review another text in the event that there are learners who do not have a peer reviewer for their drafts.
 - State when you will be able to complete your peer review. The review should be completed within 24 to 48 hours of your initial reply. Since this is a discussion, the time spent should equal the time spent on previous discussions.
- Post your peer review.
 - Post the reviewed draft as an attached document. You may use track changes feature in Word or add comments in the margins using the new comment tool. If you need assistance in locating or using these features in Word, use the [Tutorials: Microsoft Office Software](#) link, provided in the Resources, to help you utilize these tools.
 - Include a letter to the writer with general comments in the discussion area.

Guidelines for Response in Peer Review

Evaluate your peer's project based on the course project description. Be sure to address any areas of particular concern that the writer conveyed to you. Areas to consider in your review include:

- Identify the main strengths of the work so the writer knows what he or she is doing well.
- Include any questions you have. Comment on areas that might need further expansion, explanation, or support.
- Comment on the accuracy of the writer's use of sources, including APA style or format issues.
- Comment on issues of clarity and organization.

Response Guidelines

Review and respond to the comments on your draft from your peer or peers. If there are any comments or suggestions that are not clear to you, seek clarification so that you can determine if the feedback or suggestions merit implementation into your final version. Also, respond to questions from the learner whose project you reviewed.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Guidelines for Effective Peer Review \[PDF\]](#)

[Microsoft Office Software](#)

Unit 10 >> Course Project and Reflection

Introduction

In this unit, you will complete the course project by synthesizing and revising your work from previous assignments. This unit also allows you to reassess and evaluate the interrelationships between supervision, evaluation, professional development, and the larger educational context of promoting positive school cultures by increasing student learning.

In the discussion, you are asked to reflect on your learning in this course through course readings, discussions, and completing the course project.

As this is the last week of the course, please make sure you have updated your [ePortfolio](#).

Learning Activities

u10s1 - External Assessment Requirements

The P12 Leadership Program has two types of external assessment requirements associated with its programs. The P12 Leadership Program includes:

- Leadership in Educational Administration.
- Special Education Leadership.

External Assessment for the Quality of Candidate Preparedness

The first external assessment is mandated as a program requirement. This assessment is not connected to you applying for certification in your state to be an administrator (principal, superintendent, special education director, curriculum director, et cetera). This assessment is a program component for all learners regardless of the state requirements in which they are seeking certification/licensure. This program requirement is in place because the Leadership in Educational Administration and the Special Education Leadership specialization are a part of the Educator Preparation Provider (EPP) that has received national recognition and accreditation through CAEP. Part of the accreditation requirement includes providing candidate performance data.

External assessments have been chosen through ETS to ensure that candidates are able to complete the computer-based assessment. These assessments are aligned with ELCC and CEC, and have been selected to provide performance data about how prepared learners are in each program. This data will be reported and used to assess the quality of the programs. It is important for learners to be aware that they must complete the appropriate

assessment by the end of the second internship for their catalog. Learners will submit their score reports in the second internship course as a course requirement.

Below are the external assessments that learners will need to complete as a program requirement:

Leadership in Educational Administration (LEA)–MS, EdS, and PhD

School Leadership Emphasis–Principal

- All Learners:
 - Beginning July 2016 LEA learners in the School Leadership Emphasis are required to take the *Praxis II Series: Educational Leadership: Administration and Supervision* that is administered through ETS and submit their score reports to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the *Praxis LL Series: Educational Leadership: Administration and Supervision* with a score of 145 or above.
 - LEA learners in the School Leadership Emphasis who enrolled under an earlier catalog must take the School Leaders Licensure Assessment (SLLA) that is administered through ETS and submit the score report to successfully complete the program. To be recommended for licensure they must pass the exam with a minimum of 163.
 - **UPDATE:** Because of the change in the licensure exam in the July 2016 catalog, LEA learners in the School Leadership Emphasis, who enrolled under an earlier catalog, can substitute the *Praxis II Series: Educational Leadership: Administration and Supervision* for the SLLA, if desired. If this option is chosen, learners must take the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to successfully complete the program and pass the exam with a score of 145 or above to be recommended for licensure.
 - Learners can visit the [ETS](#) Web site to learn more about the exams. Learners are responsible for any costs associated with this assessment.

District Leadership Emphasis–Superintendent

- All Learners:
 - Beginning July 2016 LEA learners in the District Leadership Emphasis are required to take the *Praxis II Series: Educational Leadership: Administration and Supervision* that is administered through ETS and submit their score reports to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the *Praxis II Series: Educational Leadership: Administration and Supervision* with a score of 145 or above.
 - LEA learners in the District Leadership Emphasis who enrolled under an earlier catalog must take the School Superintendent Assessment (SSA) that is administered through ETS and submit the score report to successfully complete the program. To be recommended for licensure they must pass the exam with a minimum of 160.
 - **UPDATE:** Because of the change in the licensure exam in the July 2016 catalog, LEA learners in the District Leadership Emphasis, who enrolled under an earlier catalog, can substitute the *Praxis II Series: Educational Leadership: Administration and Supervision* for the SSA, if desired. If this option is chosen, learners must take the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to successfully complete the program and pass the exam with a score of 145 or above to be recommended for licensure.
 - Learners can visit the [ETS](#) Web site to learn more about the exams. Learners are responsible for any costs associated with this assessment.

Curriculum and Instruction (C&I)–EdS and PhD

Beginning July 2016 learners in the Curriculum and Instruction program do not have a licensure exam requirement.

Special Education Leadership

Learners in the Special Education Leadership (PhD) specialization are required to take the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the *Praxis II Series: Educational Leadership: Administration and Supervision* with a score of 145 or above. Learners can visit the [ETS](#) Web site to learn more about the exams. Learners are responsible for any costs associated with this assessment.

NOTES:

It is important to note that learners are not allowed to substitute an alternate external assessment based on state licensure or certification requirements as a replacement for any of the external assessments that are taken as a program requirement. The example below provides a scenario that demonstrates what this means.

Example: Learners who reside in the state of Texas are required to complete the Principal TExES assessment to become certified as a principal. Learners cannot use the score on the Principal TExES assessment in place of the program external assessment (*Praxis II Series: Educational Leadership: Administration and Supervision*). In this scenario, the learner would need to do two things:

1. Complete the program external assessment and submit the *Praxis II Series: Educational Leadership: Administration and Supervision* scores.
2. Complete the Principal TExES assessment and report the scores to the appropriate certification office along with any other state requirements for licensure as a principal.

In this scenario the learner would be required to complete two different external assessments to meet both the program requirement and the licensure/certification requirement for the learner's state.

While taking these external assessments are program requirements, there are numerous states that also require learners interested in pursuing certification/licensure in the state to complete an appropriate assessment aligned to the certification/licensure being pursued. If you are in a state that requires you to complete one of the assessments above for licensure/certification, you can use the scores to report to your state. However, you will need to check with the state to determine its passing rate. The example below provides a scenario that demonstrates what this means.

Example: Learners in the state of South Carolina are required to complete the *Praxis II Series: Educational Leadership: Administration and Supervision* assessment to become an administrator. Since this assessment is also a program requirement for the LEA program (school and district emphases), learners could choose to submit their score reports as follows:

- Complete the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to Capella. Identify the state agency when registering for the *Praxis II Series: Educational Leadership: Administration and Supervision*. The score report will automatically be sent to the state department of education noted during the registration process.

In this example the score report is being used to satisfy two different requirements. However, it is important for learners to be aware of the pass rate for the state as it may differ from the program requirement.

While the assessment will not be completed until the internship experience toward the end of your program, learners are encouraged to become familiar with the assessments and the specifics around registering for them on the [ETS](#) site at least two quarters prior to beginning the clinical application process.

External Assessment for State Approval

The second external assessment requirement is based on state approval and is mandated for the Leadership in Educational Administration (LEA) program. The LEA program has state approval in three states: Arizona, Georgia, and Minnesota. Because the LEA programs (MS, EdS, and PhD) are approved in these states, candidates are required to complete the required state assessment if they wish to pursue licensure as a principal or superintendent in the state. Below are the assessments associated with the three state approvals:

Minnesota

- The state of Minnesota does not have a state licensure/certification requirement. As such, candidates in the LEA (EdS and PhD) and SEL programs are not required to complete an assessment to be licensed as a principal, superintendent, or special education director in Minnesota.

Georgia

- *Georgia Assessment of the Certification of Educators (GACE) Educational Leadership Assessment:*
 - The Georgia Professional Standards Commission requires Georgia learners who are currently enrolled in an approved performance-based educational leadership program to attempt the *GACE Educational Leadership* exam prior to program completion and pass the exam for certification. Georgia learners will be granted permission to take the exam when they begin the internship. Georgia learners can attempt the *GACE Educational Leadership Assessment* in either ED7901 or ED7902. Learners are responsible for any costs associated with this assessment.
- *Georgia Ethics for Educational Leadership Assessment:*
 - The GaPSC now has two *Georgia Ethics for Educational Leadership Assessments: Program Entry (Test 370)* and *Program Exit (Test 380)*. Georgia learners who were enrolled in an approved performance-based educational leadership program in 2015 or earlier are not required to complete the *Program Entry (Test 370)*. However, we strongly encourage Georgia learners to do so. This assessment is a great way to assess how you would handle various situations, which is critical to strengthening your decision-making skills. Georgia candidates who are enrolled in a performance-based educational leadership program on or after July 1, 2016 are required to attempt the *Program Exit (Test 380)* prior to program completion and pass the exam for certification in the field of educational leadership. Learners are responsible for any costs associated with this assessment.

Candidate Pursuing Licensure in Arizona

- The Arizona Department of Education requires learners in the Leadership in Educational Administration (MS and PhD) who are pursuing licensure in Arizona to take and pass the following assessments to be recommended for licensure in Arizona: *Principal Emphasis: Arizona Educator Proficiency Assessment (two Principal sub-sets)* and *Superintendent Emphasis: Arizona Educator Proficiency Assessment (Superintendent)*. Learners must take and submit the assessment scores to the university to be recommended for licensure in the state of Arizona. Learners are responsible for any costs associated with this assessment.

Course Resources

[Educational Testing Service.](#)

u10s2 - Clinical Experience: Thinking Ahead

Learners who are enrolled in the following P12 Leadership Programs are required to complete a clinical experience to successfully complete their program:

- Leadership in Educational Administration (MS, EdS, and PhD).
- Curriculum and Instruction (EdS and PhD).
- Special Education Leadership (PhD).

You are encouraged to begin planning for the clinical experience now. Note that you will need to have a licensed or certified, practicing principal, superintendent, special education director, or curriculum director to serve as your site supervisor during the two quarter internship. The site supervisor must be licensed and working in the position. It is important for learners who are pursuing the principalship to understand that an assistant principal **cannot** serve as the primary site supervisor; that role must be held by the principal of the school.

At least two quarters prior to your planned internship, you should be prepared to submit your clinical application, which can be found on iGuide. If you are unable to locate the clinical application, please contact the Clinical Experience Office at soeclinicalexperience@capella.edu.

u10a1 - Teacher Performance Improvement Plan

In this unit, you will complete your course project. The development of this project has given you the opportunity to demonstrate leadership skills related to the supervision of instruction and the evaluation of teacher performance, as well as reflection on your own ethical principles and adherence to legal principles.

Throughout the course, you have been working on the separate parts of the course project. You have completed these assignments and received feedback on how to improve them. Now, you are going to revise and prepare the final submission of your entire project. Each component described below will be a part of the Teacher Performance Improvement Plan and should have its own section. As you develop the paper, ensure that each area is clearly addressed. You must support your narrative with citations from the course readings and scholarly sources. Be sure to incorporate any feedback from your instructor.

Your plan should address the following required assignments, and it must be presented in sections as indicated below. Except for the introduction, each section must have its own heading, as noted below.

- **Introduction:** Develop an introduction that provides an overview of the topics. This is the section where you will tell your readers what to expect in the paper.
- **Analysis of Teacher Performance Assessment System:** This is the Unit 3 assignment, which focuses on familiarizing yourself with the school and then analyzing your school's TPAS.
 - Discuss how your analysis and evaluation of the school's TPAS will demonstrate your ability to promote a positive school culture that capitalizes on collaboration, cultural competence, diversity, and trust, equity, fairness, and respect to meet the learning needs of all students. (ELCC 2.1)
- **Classroom Observations:** This is the Unit 5 assignment, in which you analyze the TPAS in relation to the curricular and instructional school program.
 - Conduct three classroom observations. Next, analyze the school's TPAS to include a focus on understanding, creating, and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program by collaborating with faculty, using evidence-centered research in making curricular decisions, analyzing and interpreting data, and communicating progress toward achievement. (ELCC 2.2)
- **Post-Observation Conference:** This is from Unit 7, where you developed a post-observation conference agenda.
 - Develop a post-observation teacher conference agenda that includes points to assist the teacher in understanding how to work collaboratively with other school staff to improve teaching and learning and utilize differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction. Offer recommendations for the teacher's professional growth based on observation to increase capacity that reflect national standards. (ELCC 2.3)
- **Professional Development Plan:** In Unit 7, you also described what type of professional development plan was needed for each teacher.
 - Incorporate into your proposed PDP an analysis of how leaders optimize learning for all students through application of best practices associated with the use of technologies and performance management systems to improve instruction and student achievement by monitoring, analyzing, and evaluating instructional practices and assessment data. (ELCC 2.4)
- **Reflections:** In Unit 8, you reflected on the different aspects of what you completed in the previous weeks with the three teachers. Reflecting on your interactions with the teachers:
 - Explain how you have acted with integrity and fairness in supporting school policies and staff practices that foster student success. (ELCC 5.1)

- Describe how you have used sound leadership decision making in terms of ethical practices in dealing with the teachers. (ELCC 5.2)
 - Describe how your communication with the teachers demonstrated advocacy for democracy, equity, and diversity. (ELCC 5.3)
 - Explain how you utilized sound school strategies for dilemmas encountered during the observation and evaluation process. (ELCC 5.4)
 - Reflect on your experiences during the observation and evaluation process. Assess how as a school leader you developed the resiliency to uphold core values and persist in the face of adversity. (ELCC 5.5)
- **Conclusion:** This section should include a summary of what was presented in the paper, and any final thoughts.
 - **References:** Include at least 7–9 scholarly, peer-reviewed references that adhere to current APA guidelines.

Note: In discussions and assignments in this course, it is important to keep confidential the names of the teachers you are working with.

Assignment Requirements

- **Paper Length:** 15–20 pages, not including the title page and references page.
- **APA formatting:** Throughout your paper, use scholarly communication skills that follow current APA style and format guidelines. Your paper should meet the following requirements:
 - Include a title page with this title: Teacher Performance Improvement Plan.
 - Use current APA text citations and references.
 - Use double-spacing and Times New Roman, 12-point font.
 - Use appropriate line alignment.
 - Use proper margins.
 - Use running headers.
 - Use proper pagination.
 - Incorporate appropriate headings and subheadings.

Refer to the Teacher Performance Improvement Plan Scoring Guide to ensure you meet all of the assignment requirements.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio. You will also be prompted to save this learning activity later in this unit.

Important: Proficiency on Teacher Performance Improvement Plan

The Teacher Performance Improvement Plan is an assessment that measures the candidate's proficiency related to select specialization outcomes and the ELCC standards. It is imperative that candidates demonstrate their proficiency on this project to successfully complete this course. As such, candidates will need to score at least an 80 on the Teacher Performance Improvement Plan. If a candidate scores anything below an 80, he or she will be required to revise the course project until the scores is at least 80 or above. Candidates who score below an 80 on the Teacher Performance Improvement Plan will receive an incomplete (I) for the course until the course project has been revised to meet the minimum requirement. It is important for candidates to understand that an incomplete in this course may impact their ability to enroll next quarter if future courses have this course as a prerequisite. Thus, candidates who must revise the course project will need to do so as soon as possible to avoid hindering their progress in the program.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

[ePortfolio](#)

[Writing Feedback Tool](#)

You are expected to develop the professional attitudes, values, and beliefs that support student learning and development. You are also expected to demonstrate these professional dispositions in your interactions with students, families, colleagues, and communities.

The dispositions include the following:

1. Is committed to fairness.
2. Is committed to personal and professional conduct that is both ethical and respectful of the rights of others.
3. Believes that all children can learn at high levels.
4. Persists in helping students from diverse populations achieve success by applying different approaches until they achieve that success.
5. Is willing to explore and use technology in the classroom.
6. Recognizes when one's own dispositions may need to be adjusted.
7. Is committed to reflective practice, professional development, and lifelong learning.

For this assignment, use the Learner Self-Assessment of Professional Dispositions document, linked in the Resources, to rate yourself on each disposition. Indicate the level that you believe best describes you and provide a rationale for the score you assigned to each disposition. When you have completed the self-assessment, submit it as an attachment to this assignment.

Your instructor will also rate you on the professional dispositions at the level that best describes you, based on courseroom interactions with the instructor and other learners, discussion responses, and assignment submissions. When you receive your instructor's feedback, compare it to your self-assessment to determine gaps or differences. Reflect on what you can do to address the items noted.

Course Resources

[Learner Self-Assessment Dispositions \[DOC\]](#)

u10a3 - ePortfolio Check

In this assignment, you will ensure that you have completed and added all the necessary assignments to your ePortfolio. The assignments from this course document your progress in meeting the Capella Specialization Outcomes and the ELCC standards that are the foundation of your program.

Paste the link to your ePortfolio in the **WRITE SUBMISSION** text box in the assignment submission area.

When you submit this assignment, your instructor will check your ePortfolio to make sure that your assignments have been saved to the appropriate category and that you have met each of the standards listed, as documented by your work for each assignment.

Portfolio Prompt: You are required to save the following assignment to your ePortfolio.

- Unit 10: Teacher Performance Improvement Plan.

Course Resources

[ePortfolio](#)

[Online e-Portfolio Guidelines \[PDF\]](#)

u10d1 - Wrap-up

Reflect on the process of completing your project and your learning in this course. Address the following questions:

- What were the most important attributes you discovered about your school-level or district-level practices as related to the new paradigm, collegial supervision? Were there any surprises?
- How will this new knowledge help you implement school renewal, whether you are a principal or a superintendent?
- What were the three most significant areas of learning for you in this course?

Response Guidelines

Respond to at least two of your peers. Note any similarities or differences in experiences and learning.

Course Resources

Graduate Discussion Participation Scoring Guide