Course Description:
This course is designed to examine the broad concept of professional growth as well as formative and summative school supervision and its role in improved teaching and learning. Specifically, this course will provide a critical examination of a model of professional growth and supervision: The Charlotte Danielson Framework for Teaching model. This model provides intensive development to non-tenured and tenured teachers alike to improve instruction leading to increased student learning outcomes.

While taking this course, the candidate will take the on-line training program for Teacher Evaluation mandated under 105 ILCS 5/24A-3 of the Illinois School Code. It is required that the candidate successfully complete the Teacher Evaluation certification prior to beginning the Internship ELPS 566.

Conceptual Framework:
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. Our mission is social justice, but our responsibility is social action through education. The School of Education uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The conceptual framework of Loyola's School of Education is “social action through education.” This course contributes to the realization of this framework by engaging students in the work of leading and transforming Chicago Public and Archdiocesan Schools to ensure improved outcomes for students, teachers and the community.

While the training of the Internship candidate is centered on the concept of “hands on learning,” the professional growth of the Internship candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills.

Introduction:
Through readings, in-class simulations, and field experiences, this course will provide the opportunity for the candidate to acquire the knowledge, skills and dispositions necessary to examine aspects of supervision of teaching that supports the ongoing growth and professional learning of teachers, leading to improved student outcomes for every student.

This course is designed to examine current issues in school supervision for the improvement of student engagement, achievement, and success. In addition, this course will provide the candidate an opportunity to examine the opportunities and challenges that regularly confront instructional leaders, while developing the appropriate knowledge, skills, and dispositions to successfully identify and address these issues when they arise. Specifically, this course will address:
1. A theoretical basis for understanding current supervisory needs and practices.

2. Adult learning and how this affects professional practice.

3. The nature of teaching and learning for diverse populations and implications for today’s instructional leader to improve engagement, achievement, and success for all students.

4. A critical examination of the Charlotte Danielson Framework for Teaching and the use of this model which affords the school leader an opportunity to provide differentiated professional growth opportunities for each teacher to improve student outcomes (vis-a-vis PERA and Senate Bill 7).

5. The need for specific, targeted, and differentiated professional development to improve professional practice, refine instructional strategies to improve student achievement outcomes, and to nurture teacher leadership.

6. The importance of quality, face-to-face conversations with faculty about professional practice, learning, growth, and leadership.

7. The importance of developing the ability to have honest, courageous conversations with teachers to assist them to develop and implement strategies to promote student engagement, and to eliminate gaps in student learning and achievement.

Course Standards:

LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATIONS’ CONCEPTUAL FRAMEWORK STANDARDS:

CFS 1 Candidates will critically evaluate current bodies of knowledge in their field.

CFS 3 Candidates demonstrate knowledge of ethics and social justice.

SREB 13 Critical Success Factors/Functions (2007):

CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.

CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL 2015 – formerly known as ISSLC Standards)

PSEL 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

PSEL 5: Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

PSEL 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

PSEL 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

PSEL 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organization effectiveness, create and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

National Benchmarks and Standards for Catholic Schools (2012)

1.3 The school leader/leadership team regularly class together the school’s various constituencies (including, but not limited to faculty and staff, parents, students, alumni to clarify, review, and renew the school’s mission statement.

6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

11.2 Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning, [evaluation] and retirement.

Required Texts:


Things you need to find and bring to class:

a. You will need to have access to, and be familiar with, Sakai – Loyola University Chicago's electronic classroom.
   i. The syllabus and additional readings/documents can be found on Sakai.

b. You must register for a Live Text account, if you have not already done so.

c. You are required to bring the relevant course books to class each week.

Evaluation of Embedded Field Experiences:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Dispositions</td>
<td>84</td>
</tr>
<tr>
<td>Informal Observations (2) and written summary</td>
<td>12</td>
</tr>
<tr>
<td>Formal Observations (2) and System Protocol Analysis (NCATE Assessment)</td>
<td>40</td>
</tr>
<tr>
<td>Professional Development Plan Written Paper (Danielson Framework)</td>
<td>28</td>
</tr>
<tr>
<td>Team Professional Development Plan Oral Presentation (Danielson Framework)</td>
<td>12</td>
</tr>
<tr>
<td>Growth Through Learning Teacher Evaluation Modules</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>201</td>
</tr>
</tbody>
</table>

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus.
Description of Assignments:

Candidates will participate in discussions based upon weekly readings and hand-outs as well as in role play, debate, demonstrations, and point-counter-point discussions. It is expected that students will attend class on a regular basis. Class always begins promptly at the designated starting time, and ends at the designated ending time. Attendance for the complete class session is expected. Your Dispositions score is based on the following rubric for the dispositions of Professionalism, Inquiry and Social Justice:

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Mastery (4) Candidate consistently performs at a level commensurate with training.</th>
<th>Proficient (3) Candidate regularly performs at a level commensurate with training.</th>
<th>Developing (2) Candidate inconsistently performs at a level commensurate with training.</th>
<th>Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadlines</td>
<td>Candidate meets all deadlines.</td>
<td>Candidate meets most, but not all, deadlines.</td>
<td>Candidate meets some deadlines.</td>
<td>Candidate rarely meets deadlines.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Candidate initiates collaboration with peers on assignments as appropriate.</td>
<td>Candidate works effectively with peers on assignments.</td>
<td>Candidate works with peers on assignments, but effectiveness is inconsistent.</td>
<td>Candidate does not work effectively with peers on assignments.</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>Candidate always attends class, maintains professional appointments, and is punctual for all professional obligations.</td>
<td>Candidate regularly attends class, maintains professional appointments, and is punctual for most professional obligations.</td>
<td>Candidate attends class and professional appointments/obligations, but is occasionally late.</td>
<td>Candidate is consistently late or absent from class and/or professional appointments/obligations.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work.</td>
<td>Candidate shows lapses in honesty/integrity/values and ethical behavior in professional and student work</td>
<td>Candidate does not show honesty/integrity/values or ethical behavior in professional and/or student work.</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days) &amp; initiates communication when appropriate.</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days).</td>
<td>Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days).</td>
<td>Candidate is nonresponsive or slow to respond to faculty, supervisors, employers or fellow students.</td>
</tr>
<tr>
<td>Technology</td>
<td>Candidate’s use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate’s use of technology in the classroom is primarily limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate occasionally uses technology in the classroom for tasks not related to current class work.</td>
<td>Candidate regularly uses technology for tasks not related to current class work.</td>
</tr>
<tr>
<td>Appearance</td>
<td>Candidate always dresses in a professionally appropriate manner.</td>
<td>Candidate consistently dresses in a professionally appropriate manner.</td>
<td>Candidate’s attire is occasionally inappropriate for a professional setting.</td>
<td>Candidate’s appearance does not adhere to professional dress codes.</td>
</tr>
<tr>
<td>Quality of Work (Grammar &amp; Mechanics)</td>
<td>Candidate’s papers are free of grammatical and typographical errors.</td>
<td>Candidate’s papers have few grammatical or typographical errors.</td>
<td>Candidate’s papers have occasional grammar or typographical errors.</td>
<td>Candidate’s papers do not adhere to the rules of grammar.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Candidate’s papers are free of data-reporting errors and/or fabricated data.</td>
<td>Candidate’s papers have few data-reporting errors and no fabricated data.</td>
<td>Candidate’s work has some data errors and/or fabricated data.</td>
<td>Candidate’s work does not contain data or contains inaccurate data.</td>
</tr>
<tr>
<td>Self-expression</td>
<td>Candidate consistently shares his/her ideas and insights verbally with faculty, peers, and school colleagues.</td>
<td>Candidate occasionally shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate rarely shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate does not share his/her ideas verbally with faculty, peers and school colleagues.</td>
</tr>
<tr>
<td>Openness to coaching</td>
<td>Candidate always accepts suggestions/feedback and seeks it out for growth.</td>
<td>Candidate is receptive to suggestions/feedback.</td>
<td>Candidate listens to, but is not always receptive to suggestions/feedback.</td>
<td>Candidate is resistant to suggestions/feedback.</td>
</tr>
<tr>
<td>Inquiry</td>
<td>Mastery (4)</td>
<td>Proficient (3)</td>
<td>Developing (2)</td>
<td>Does Not Meet Standard (1)</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------</td>
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<td>---------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate inconsistently performs at a level commensurate with training.</td>
<td>Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Use of evidence</td>
<td>Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate’s work inconsistently uses evidence to support responses to questions.</td>
<td>Candidate’s work does not identify quality evidence to support responses to questions.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Candidate consistently demonstrates critical thinking skills in written assignments.</td>
<td>Candidate sometimes demonstrates critical thinking in written assignments.</td>
<td>Candidate inconsistently demonstrates critical thinking in written assignments.</td>
<td>Candidate does not demonstrate critical thinking skills.</td>
</tr>
<tr>
<td>Quality of sources</td>
<td>Candidate critically evaluates information from reliable sources relevant to the profession.</td>
<td>Candidate uses information from reliable sources without critically evaluating it.</td>
<td>Candidate occasionally uses information from non-reliable or irrelevant sources.</td>
<td>Candidate regularly uses information from non-reliable or irrelevant sources.</td>
</tr>
<tr>
<td>Synthesis and Application</td>
<td>Candidate effectively integrates feedback to improve performance.</td>
<td>Candidate attempts to integrate feedback to improve performance.</td>
<td>Candidate selectively integrates feedback to improve performance.</td>
<td>Candidate does not apply feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Justice</th>
<th>Mastery (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Does Not Meet Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective</td>
<td>Candidate consistently reflects on and respects other points of view.</td>
<td>Candidate regularly reflects on and respects other points of view.</td>
<td>Candidate occasionally demonstrates reflection on and respect for other points of view.</td>
<td>Candidate does not demonstrate personal reflection on or respect for other points of view.</td>
</tr>
<tr>
<td>Supportive</td>
<td>Candidate is consistently supportive of others.</td>
<td>Candidate is usually supportive of others.</td>
<td>Candidate occasionally offers support to others.</td>
<td>Candidate does not demonstrate support for others.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Candidate is consistently empathetic with others.</td>
<td>Candidate is usually empathetic with others.</td>
<td>Candidate is occasionally empathetic to others.</td>
<td>Candidate does not demonstrate empathy for others.</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Candidate is consistently sensitive to cultural differences.</td>
<td>Candidate is usually sensitive to cultural differences.</td>
<td>Candidate demonstrates inconsistent sensitivity to cultural differences.</td>
<td>Candidate does not demonstrate sensitivity to cultural differences.</td>
</tr>
<tr>
<td>Respect</td>
<td>Candidate consistently respects the diversity of learning styles.</td>
<td>Candidate usually respects the diversity of learning styles.</td>
<td>Candidate is inconsistent in demonstrating respect for the diversity of learning styles.</td>
<td>Candidate does not demonstrate respect for the diversity of learning styles.</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Candidate consistently uses the framework of social justice in decision-making.</td>
<td>Candidate usually uses the framework of social justice in decision-making.</td>
<td>Candidate occasionally demonstrates the use of the framework of social justice in decision-making.</td>
<td>Candidate does not demonstrate use of the framework of social justice in decision-making.</td>
</tr>
</tbody>
</table>
Informal Observations

Using resources provided in this course, the candidate will conduct two (2), 15-20 minute informal observations. These observations will be conducted consistent with the tools introduced in Informal Observations on the Go! by Sally J. Zepeda (2012) and Danielson’s “Framework for Teaching” (2007, 1996). The candidate, with authorization from the building principal and the collaboration to two teacher colleagues, will conduct these informal observations.

The candidate will write a summary of each informal observation and share the observation with the two teachers selected. Tools discussed and outlined in the Zepeda resource provide ideas for collecting this data. The candidate is to submit a copy of the tools used to collect the data (with the data included) and all informal summaries (do not disclose teacher names) to the instructor. Candidates will also provide the instructor with a written, scholarly reflection (4-5 pages) using appropriate in-cite citations in APA style, 6th edition. (All course objectives). The rubric for this assignment is below.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Mastery (4)</th>
<th>Proficiency (3)</th>
<th>Developing (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PSEL 4</strong>: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.</td>
<td>Candidate documents <strong>in detail</strong> informal observation data using techniques outlined in class and tools from Zepeda’s Informal Observations on the Go! and submits them with written reflection.</td>
<td>Candidate <strong>adequately</strong> documents informal observation data using techniques outlined in class and and tools from Zepeda’s Informal Observations on the Go! and submits them with written reflection.</td>
<td>Candidate <strong>shares limited details of</strong> the informal observation data using techniques outlined in class and and tools from Zepeda’s Informal Observations on the Go! and submits them with written reflection.</td>
<td>Candidate <strong>shares no specific detail of the</strong> informal observation data using techniques outlined in class and and tools from Zepeda’s Informal Observations on the Go! and <strong>fails</strong> to submit them with written reflection.</td>
</tr>
<tr>
<td><strong>CSF 3</strong> Functions: B,D,F,I</td>
<td>Candidate <strong>describes in detail</strong> in the written reflection paper about the conversations held with each teacher in regard to his/her teaching strengths and areas for growth.</td>
<td>Candidate <strong>adequately describes</strong> in the written reflection paper the conversations held with each teacher in regard to his/her teaching strengths and areas for growth.</td>
<td>Candidate <strong>shares limited details in</strong> the written reflection paper about the conversations held with each teacher in regard to his/her teaching strengths and areas for growth.</td>
<td>Candidate <strong>shares no specific details in</strong> the written reflection paper about the conversations held with each teacher in regard to his/her teaching strengths and areas for growth.</td>
</tr>
<tr>
<td><strong>PSEL 5</strong>: Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</td>
<td>Candidate <strong>describes in detail</strong> in the written reflection paper about the evidence observed and the conversations held with each teacher in regard to differentiation and meeting the needs of all students.</td>
<td>Candidate <strong>adequately describes</strong> in the written reflection paper about the evidence observed and the conversations held with each teacher in regard to differentiation and meeting the needs of all students.</td>
<td>Candidate <strong>shares limited details in</strong> the written reflection paper about the evidence observed and the conversations held with each teacher in regard to differentiation and meeting the needs of all students.</td>
<td>Candidate <strong>shares no specific details in</strong> the written reflection paper about the evidence observed and the conversations held with each teacher in regard to differentiation and meeting the needs of all students.</td>
</tr>
<tr>
<td><strong>CSF 3</strong> Functions: A,C,E,G,H</td>
<td>Candidate <strong>describes in detail</strong> in the written reflection paper about the evidence observed and the conversations held with each teacher in regard to differentiation and meeting the needs of all students.</td>
<td>Candidate <strong>adequately describes</strong> in the written reflection paper about the evidence observed and the conversations held with each teacher in regard to differentiation and meeting the needs of all students.</td>
<td>Candidate <strong>shares limited details in</strong> the written reflection paper about the evidence observed and the conversations held with each teacher in regard to differentiation and meeting the needs of all students.</td>
<td>Candidate <strong>shares no specific details in</strong> the written reflection paper about the evidence observed and the conversations held with each teacher in regard to differentiation and meeting the needs of all students.</td>
</tr>
</tbody>
</table>
Supervision/Formal Observation Cycle (NCATE Assessment)  

General Directions: 
In this course, we have been developing and practicing the knowledge, skills, dispositions, and techniques of effective instructional leadership and supervision. We have studied the supervision models and frameworks of Danielson, Zepeda, and Darlington-Hammond. We have also revisited the state-mandated Performance Evaluation Reform Act of 2010 (PERA) and Senate Bill 7.

Part 1: 
The candidate will now conduct two (2) full cycles of formal observation supervision with the two teachers they informally observed earlier in the semester using the Danielson Framework. A full cycle of clinical supervision includes the pre-observation conference (use Interview Protocol Pre-Conference in Danielson, p. 173), the formal observation (use Danielson Framework), and the post-observation conference (use Interview Protocol Post-Conference in Danielson, p. 171). The candidate will write a summary of the entire formal observation experience pre-conference, observations, and post-conference including follow-up discussions with the teacher to include next steps and recommendations you would make to the teacher for improving teaching and learning must be included. Discuss also how you maintained teacher confidentiality and support of the teachers during this process.(ELCC 2.2., 2.4.)

Part 2: 
Additionally, candidates will write a reflective, scholarly paper (between 8-10 pages, which includes your summary from Part 1) using appropriate in-cite citations in APA style 6th edition on the full, clinical supervision process and discuss the following:

1. Describe your school community. Include student demographic data as well as results of recent standardized student achievement assessments (Terra Nova, ITBS) used at your school site which indicate areas for improved student achievement outcomes. (ELCC 1.1)

2. Describe in detail what you consider to be the strengths and challenges of using the Danielson Framework when evaluating teachers and why.

3. How does the Danielson Framework model support your school’s vision and mission? For instance, could incorporating a framework for teaching that focuses on student engagement and critical thinking/learning opportunities be used to inform the development of the school’s current vision? (ELCC 1.1)

4. How might the Danielson Framework and subsequent professional development promote teacher leadership within your school? (ELCC 1.3, 1.4)

5. How can the evaluation process be utilized to assess your school’s culture and how would you access it? What are some context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture? (ELCC 1.2, 2.1.)

6. How might the use of the Danielson Framework for Teaching improve communication between teachers and the school leader? Be specific. (ELCC 1.4)

7. Describe how you would inform and solicit comment from your parent community and other important school community stakeholders about the implementation of the Danielson Framework at your school? Discuss how the use of this professional growth framework supports your school’s vision/mission (ELCC 1.4)

Your recommendations and comments should reflect integrity (honesty and respect for the rights of others), fairness (impartiality and sensitivity to student diversity), and ethical considerations and decisions. The rubric for this assignment is presented below.

The candidate will load the assignment into Live Text on the due date and provide the instructor with a hard copy in class.
<table>
<thead>
<tr>
<th>Content: Standards</th>
<th>Mastery (4)</th>
<th>Proficiency (3)</th>
<th>Developing (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSEL 1, 2, 4, 5, 6, 9, ELCC 2.3, 5.2</td>
<td>The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meetings with a teacher, forms and student achievement data). The candidate demonstrates knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate helps the teacher formulate a self-improvement plan for the evaluation process with feedback that results in teacher change. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</td>
<td>The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate demonstrates knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</td>
<td>The candidate demonstrates some knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, a short meeting with a teacher, a few forms and little student achievement data). The candidate demonstrates some knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate’s demonstrate of communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision is superficial.</td>
<td>The candidate does not demonstrate knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data). The candidate does not demonstrate knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate does not demonstrate the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</td>
</tr>
<tr>
<td>Process:</td>
<td>The candidate clearly connects the three stages of clinical supervision: the pre-observation conference, classroom observation, and post-observation conference. The candidate’s process is coherent and purpose-driven. The pre-observation conference establishes the purpose of the observation and the tools used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-observation conference, results are shared, recommendations for improvement provided, an improvement plan is identified and written, and professional development activities identified. Additionally, the candidate connects the clinical evaluation cycles to the formative evaluation process and the final, summative evaluation process.</td>
<td>Based upon best practices in clinical supervision, the candidate clearly connects the three stages of clinical supervision: the pre-observation conference, classroom observation, and post-observation conference. The candidate’s process is coherent and purpose-driven. The pre-observation conference establishes the purpose of the observation and the tools used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-observation conference, results are shared, recommendations for improvement provided, and professional development activities identified.</td>
<td>The candidate follows one or two of the three-step clinical supervision process. The candidate’s process is disjointed, seems to lack purpose-driven results, and is often unfocused. The process lacks clear results in useful and data-based recommendations for improvement that could guide ongoing professional development for the teacher.</td>
<td>The candidate does not follow the three-step clinical supervision process. The candidate’s process is disjointed, not purpose-driven, and unfocused. The process does not result in useful and data-based recommendations for improvement that could guide ongoing professional development.</td>
</tr>
<tr>
<td>Outcomes/Reflection:</td>
<td>The candidate clearly states the outcomes of the clinical supervision process as it relates to the formative and summative evaluation processes. The candidate demonstrates accomplishment of the purposes of the process using appropriate data and other information to guide ongoing professional development.</td>
<td>The candidate clearly states the outcomes of the clinical supervision process and formative and summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other</td>
<td>The outcomes for the clinical supervision and formative and summative evaluation process are lacking identification during the pre-observation conference. As a result, data and information collected during the observation are often</td>
<td>The outcomes for the clinical supervision and formative and summative evaluation process are not clearly identified during the pre-observation conference. As a result, data and information collected during the</td>
</tr>
<tr>
<td><strong>Products:</strong></td>
<td>The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference (including the teacher’s improvement plans) and the presumptive summative evaluation of the teacher’s performance. In a reflection, the candidate articulates the effects of supervision on student learning, the school improvement process, and teacher improvement. Artifacts include notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional improvement recommendations.</td>
<td>The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference and the summative evaluation of the teacher’s performance. In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process. Artifacts include notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.</td>
<td>The candidate is missing one or more of the artifacts that summarize the candidate’s work in the clinical supervision process, including documentation from the formative pre-observation conference, classroom observation, the post-observation conference or the summative evaluation of the teacher’s performance. Artifacts that could be missing include notes and forms used in the pre-observation conference, classroom observation, post-observation conference; post-observation conference write-up or formative evaluation form; summative evaluation; or professional development recommendations.</td>
<td>The candidate is missing many of the artifacts that summarize the candidate’s work in the clinical supervision process, including documentation from the formative pre-observation conference, classroom observation, the post-observation conference or the summative evaluation of the teacher’s performance. Artifacts missing include notes and forms used in the pre-observation conference, classroom observation, post-observation conference; post-observation conference write-up or formative evaluation form; summative evaluation; or professional development recommendations.</td>
</tr>
<tr>
<td><strong>Quality:</strong></td>
<td>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate clearly exceeds the standards as measured on this assessment.</td>
<td>The following qualities are demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate meets or exceeds the standards as measured on this assessment.</td>
<td>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.</td>
<td>The following qualities are lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. Candidate does not meet or exceed the standards as measured on this assessment.</td>
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</tbody>
</table>

Assess teacher performance from the observation. The candidate provides examples of professional development connected to the school’s improvement process for the majority of teachers or necessary interventions and support for struggling teachers through improvement planning processes. The candidate reflects individually after seeking feedback on performance as an evaluator from the evaluated teacher and principal mentor to assess personal effectiveness. The reflection also includes his/her ability to model ethical and transparent practices throughout the supervision cycle.

Information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school’s improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness. The reflection also includes his/her ability to model ethical and transparent practices throughout the supervision cycle.

Disjointed and unfocused. The lacking of identification of outcomes often negatively impacts the post-conference. The candidate’s personal reflection is lacking in depth or often fails to address the individual teacher’s need that was observed. The candidate solicits some feedback on his or her performance as an evaluator from the teacher being evaluated or the internship principal and includes some reflection on his/her ability to model ethical and transparent practices throughout the supervision cycle.

Observation are disjointed and unfocused. The lack of identification of outcomes negatively impacts the post-conference. The candidate’s personal reflection lacks depth or does not address the individual teacher who was observed. The candidate does not solicit feedback on his or her performance as an evaluator from the teacher being evaluated or the internship principal and/or does not reflect on his/her ability to model ethical and transparent practices throughout the supervision cycle.
Professional Development Plan

During this course, you have become familiar with the Charlotte Danielson Model “A Framework of Teaching.” For Part I of this assignment, you will write a professional paper on how you would provide a professional development series for the faculty at your school to introduce them and train them on the Danielson “Framework of Teaching.” Your paper should be specific to your school site and address the members of your faculty that would attend this session.

Part I: Written Paper: 28 Points

1. State the professional development goal and clearly explain why you feel this plan will provide a professional learning opportunity for your faculty. Explain how the implementation of the Danielson “Framework For Teaching” is an important strategy to implement at your school to provide teacher professional growth and improved student learning outcomes.

2. Define the professional development needs as you see them. Be very specific and address the specific components of the Danielson Model that must be incorporated into your professional development plan.

3. Define the stakeholders who need to participate in this professional development (i.e., all classroom teachers, specialists, etc.).

4. Research, develop, and articulate the actual professional development plan you would provide for these stakeholders at your school to familiarize them with the Danielson Model. The plan should include the steps, key activities, and resources you will use to provide the professional development to the targeted stakeholders. Keep in mind that this is a professional development plan. In other words, the plan will encompass several sessions besides your initial introductory session to your teachers on the model itself. You must articulate why the move to this professional growth/evaluation plan is important to the fulfillment of your school's mission and the needs of the children who attend your school.

5. As part of the written portion of this assignment, articulate the National Benchmarks and Standards for Catholic Schools (2012) you addressed in the preparation and delivery of this professional development session.

6. Provide a detailed timeline for follow-up sessions with the faculty stakeholders (including dates and times), so they understand the professional development is an ongoing process and need for your school. What will these follow-up sessions contain? The planned follow-up sessions also indicates the leadership commitment to the initiative and the importance of accountability.

7. Write a six-to eight-page, scholarly paper describing the components above with in-cite citations using APA style, 6th edition. Include a reference list of materials and sources (such as research and materials used in this course) you would consider for the delivery of this professional development plan (i.e., besides Danielson, what other best practice resources for delivering professional development, would you use to prepare this professional development plan?).

<table>
<thead>
<tr>
<th>Standard</th>
<th>Mastery (4)</th>
<th>Proficiency (3)</th>
<th>Developing (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSEL 1: Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.</td>
<td>Candidate clearly articulates the project goal.</td>
<td>Candidate states the project goal.</td>
<td>Candidate refers to the project goal, but it is not clearly articulated.</td>
<td>Candidate fails to state the project goal.</td>
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<tr>
<td></td>
<td>Candidate succinctly and clearly summarizes the data collected as a means of justifying the proposed professional development plan.</td>
<td>Candidate summarizes the data collected, but the data lacks either clarity or justification for the proposed professional development plan.</td>
<td>Candidate summarizes the data collected, but the data lacks clarity and justification for the proposed professional development plan.</td>
<td>Candidate fails to summarize the data collected.</td>
</tr>
<tr>
<td>SREB CSF 1</td>
<td></td>
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<tr>
<td>PSEL 2: Effective educational leaders act ethically and according to professional norms to promote each student's academic</td>
<td>Candidate cites several research sources of best practice in professional development and leadership theory with accurate citations</td>
<td>Candidate cites some research sources of best practice in professional development and leadership theory with accurate citations using APA</td>
<td>Candidate cites one research sources of best practice in professional development and leadership theory. Citation of source may</td>
<td>Candidate cites no research sources of best practice in professional development or leadership theory.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>PSEL 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.</td>
<td>Candidate articulates a clear and thorough connection between the professional development activity and student achievement.</td>
<td>Candidate speaks to the connection between the professional development activity and student achievement.</td>
<td>Candidate makes a vague or reference between the professional development activity and student achievement.</td>
<td>Candidate does not make any connection between the professional development activity and student achievement.</td>
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<td>-----------------</td>
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<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>SREB CSF 3, 9</td>
<td>Candidate fully describes and identifies the stakeholders who will participate in the proposed professional development plan and why their participation is essential to the implementation and success of the chosen change goal.</td>
<td>Candidate describes and identifies most of the stakeholders who will participate in the proposed professional development plan and attempts to explain why their participation is essential to the implementation and success of the chosen change goal.</td>
<td>Candidate describes and identifies some of the stakeholders who will participate in the proposed professional development plan, but fails to explain why their participation is essential to the implementation and success of the chosen change goal.</td>
<td>Candidate does not describe or clearly identify the stakeholders who will participate in the proposed professional development plan.</td>
</tr>
<tr>
<td>SREB CSF 3, 9</td>
<td>Candidate clearly defines and articulates all the professional development needs indicated by the collected data. Candidate provides useful artifacts and handouts which would be shared with the stakeholders in the professional development activity.</td>
<td>Candidate defines and articulates most of the professional development needs indicated by the collected data. Candidate provides some artifacts and handouts which would be shared with the stakeholders in the professional development activity.</td>
<td>Candidate defines and articulates some of the professional development needs indicated by the collected data. Candidate provides an artifact or handout which would be shared with the stakeholders in the professional development activity.</td>
<td>Candidate fails to provide handouts which would be shared with the stakeholders in the professional development activity.</td>
</tr>
<tr>
<td>SREB CSF 3, 9</td>
<td>Candidate describes a well-developed and thoughtful plan for actively engaging teachers in the professional development session.</td>
<td>Candidate describes a plan for actively engaging teachers in the professional development session.</td>
<td>Candidate makes reference to engaging teachers in the professional development session, but there are limited to no details of the plan for engagement.</td>
<td>Candidate does not describe how teachers will be engaged in the professional development session.</td>
</tr>
<tr>
<td>SREB CSF 5, 6, 7, 13</td>
<td>Candidate describes how the community has been engaged during the development and its implications for</td>
<td>Candidate describes how this professional development activity will be shared with the</td>
<td>Candidate describes how this professional development activity will be shared with the</td>
<td>Candidate fails to describe how this professional development activity will</td>
</tr>
</tbody>
</table>
Part II: Oral Presentation: 12 points

You will work with a partner to prepare a professional development session for your teachers on the Danielson model. Each group will prepare one domain of the framework. Teams will be assigned by the instructor. Your goal is to help your teachers understand this domain and how teachers can begin to prepare for the model’s implementation at your school.

1. Prepare the actual professional development presentation and one interactive activity for our class that simulates a session you might do with your teachers on your assigned domain. This presentation should include:
   
a. Power Point Presentation used to engage your “faculty audience” in the session.
   
b. Handouts or artifacts you would provide to the faculty (with enough copies for members of this class).
   
c. One interactive activity you would do with the faculty to engage them in the session and facilitate their learning. You will do the activity with us as part of your oral presentation.
   
d. A timeline for follow-up sessions with the faculty stakeholders, so they understand the professional development is an ongoing process and need for your school. The follow-up session also indicates the leadership commitment to the initiative and the importance of accountability.
   
e. Define what faculty need to do between the current professional development session and the next time the group reconvenes to revisit this important initiative. This step is important as it clearly communicates this is an initiative that is important and is here to stay.
   
f. You will present this professional development session for your colleagues on the night assigned to your team. The dates are provided in the course syllabus. The rubrics for these assignments are below.

<table>
<thead>
<tr>
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<th>Proficiency (3)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>PSEL 4</strong>: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.</td>
<td>Candidate prepares a thoughtful and engaging multi-media Presentation which would be shared with major stakeholders in the professional development session. Candidate articulates a clear and thorough connection between the professional development activity and student achievement.</td>
<td>Candidate prepares a clear Presentation, and attempts to engage the stakeholders in the professional development session. Candidate speaks to the connection between the professional development activity and student achievement.</td>
<td>Candidates prepare a clear Presentation, but fails to engage the stakeholders in the professional development session. Candidate makes a vague or reference between the professional development activity and student achievement.</td>
<td>Candidates do not make any connection between the professional development activity and student achievement.</td>
</tr>
</tbody>
</table>
**Growth Through Leading Modules (State-Approved Teacher Evaluation Certification) 25 points**

As a part of this course, each candidate will participate in the state-approved teacher observation certification training. The Growth Through Learning modules can be accessed through an account that will be established for each candidate. Candidates are expected to complete the entire certification training during this semester course. Deadlines for completing specific modules of the training are included in the course syllabus. Candidates are required to print the certification of completion for each module to give to the instructor on the dates specified. It is essential that candidates view the training videos prior to taking the module assessments to ensure successful completion of the on-line course.

<table>
<thead>
<tr>
<th>Module</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>5</td>
</tr>
<tr>
<td>Module 2</td>
<td>10</td>
</tr>
<tr>
<td>Modules 3 &amp; 4</td>
<td>5 points</td>
</tr>
<tr>
<td>Module 5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Diversity:**

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

**Technology:**

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/
Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico) (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

IDEA Objectives (objectives in bold print are essential, the objective in italic print is important)
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information
<table>
<thead>
<tr>
<th>Date of Class Session</th>
<th>Topics to be discussed</th>
<th>Readings to Prepare Prior to class session</th>
<th>Assignments due by 4pm</th>
</tr>
</thead>
</table>
| Session One 8/31/17   | Course overview, syllabus, assignments, disposition, and expectations  
  Joys and Struggle of the Principalship  
  See yourself as a principal |  
  Danielson: Prefaces, Ch 1-2  
  Darling-Hammond: Prefaces, ch. 1-2  
  Fullan: Preface, ch 1 | Make sure you have access to your Growth Through Learning On-line account |
| Session Two 9/07/17   | The Danielson Framework: Introduction  
  Senate Bill 7 and PERA  
  Growth Through Learning On-Line Training Introduction  
  Self-assessment reflection |  
  Danielson, Ch 3  
  Darling-Hammond, Ch 2  
  Fullan, Ch 2 |  
| Session Three 09/14/17 | Instructional Leadership: What is it?  
  Building relationships with all stakeholders  
  Articulating a school vision and collaborative culture |  
  Danielson, Ch 4  
  Darling-Hammond, Ch 3  
  Fullan, Ch 3 | Growth Through Learning Module One Certificate Due |
| Session Four 09/21/17  | Decision Making  
  Continuum of Performance Assessments  
  Informal Observations |  
  Danielson, Ch 6  
  Darling-Hammond, Ch 6 | Growth Through Learning Modules Three and Four Certificates Due |
| Session Five 09/28/17  | Authority and Power  
  Supervision and Evaluation, can a principal do both? |  
  Darling-Hammond, Ch 4  
  Fullan, Ch 3 |  
| Session Six 10/05/17  | Communication  
  Using Evidence of student learning appropriately |  
  Darling-Hammond, Ch 5  
  Fullan, Ch 4 | Informal Observation Paper due |
| Session Seven 10/12/17 | Mid-semester check-in  
  Conflict Management  
  Supporting Meaningful Professional Learning  
  Formal Observations |  
  Danielson, Ch 6  
  Darling-Hammond, Ch 6 |  
| Session Eight 10/19/17 | Organizational Culture  
  Create Structures for Fair and Effective Evaluation |  
  Darling-Hammond, Ch 7 |  
| Session Nine 10/26/17  | No in Person Meeting  
  Class time to work on GTL module 2 |  
  Fullan, Ch 5 | Growth Through Learning Module Five Certificate Due |
| Session Ten 11/02/17   | Change  
  Becoming a Change Agent |  
  Fullan, Ch 6 | Formal Observations Due |
| Session Eleven 11/09/17 | The future is now  
  Keep your eye on the prize |  
  Darling-Hammond, Ch 8  
  Fullan, Ch 6 |  
| Session Twelve 11/16/17 | Group work on oral presentations |  
  Darling-Hammond, Ch 8  
  Fullan, Ch 6 | Professional Development Plan Paper due |
| Thanksgiving 11/23/17  | No Class Session |  
  Fullan, Ch 6 |  
| Session Thirteen 11/30/17 | Oral presentations |  
  Daniel-Hammond, Ch 8  
  Fullan, Ch 6 | Growth Through Learning Module Two Certificate Due Oral Presentations: Domains 1 & 2 |
| Session Fourteen 12/07/17 | Oral presentations |  
  Daniel-Hammond, Ch 8  
  Fullan, Ch 6 | Oral Presentations: Domains 3 & 4 |
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education