



MEDU 535: Supervision & Instruction (ver 8.18.2025)

Mission

Valuing its diverse community of learners, the Department of Education is dedicated to preparing candidates to be culturally responsive and sustaining, curious, engaged, ethical, and purposeful teachers and leaders in local, national and global educational environments.

Course Title MEDU 535 Supervision & Instruction

Meeting Info Time: 5:00-8:20 PM / Online

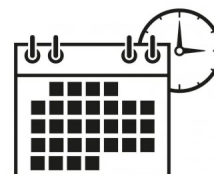
Meeting Dates: FA Term

Monday (8/25-10/6/2025)

Meeting Location: Zoom & Independent Work

<https://noctrl-edu.zoom.us/j/81153336117?pwd=xYQzdtem6NSVrLF653kdy0nOFICDVv.1>

Meeting ID: 811 5333 6117 Passcode: 230385



Historical Recognition Statement: *North Central College occupies the land of the **Council of Three Fires**—the Ojibwa, Ottawa and Potawatomi peoples, past and present. We acknowledge the painful history of genocide and forced removal from this territory, and honor, respect, and thank the many diverse indigenous peoples still connected to this land on which we gather. We recognize the grave harm that colonialism brought to these lands, in particular the erasure of indigenous and African identities not under only slavery, but via racist laws and segregation of people in our community. We hope this acknowledgement compels those who hear it to take action and to learn more about indigenous and African cultures and our Nation's troubling past. We celebrate this ancestral land of the Council of Three Fires, remember people who have faced violence and exclusion in our community, and stand in solidarity with those who continue to battle hatred and racism today.*

Course Description (4 semester hours) This course is designed to examine the educational leader's role as a facilitator of learning. The primary objective of the course is to assure instructional efficacy in the classroom through best practices in teacher recruitment, hiring, mentoring, coaching, evaluation, professional development, and remediation. Leadership candidates will develop the skills and virtues needed for developmental conferences as well as courageous conversations. The state requirements in principal licensure regarding supervision will be addressed in this course.

Educational Leadership candidates are required to participate in training by certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].

Prerequisite: MEDU 500

IL Principal Exam Alignment: 195-2 Instructional Improvement

Instructor Info Instructor: Kathleen B. King Pronouns: she, her, hers/ Pronounced kath-leen keeng

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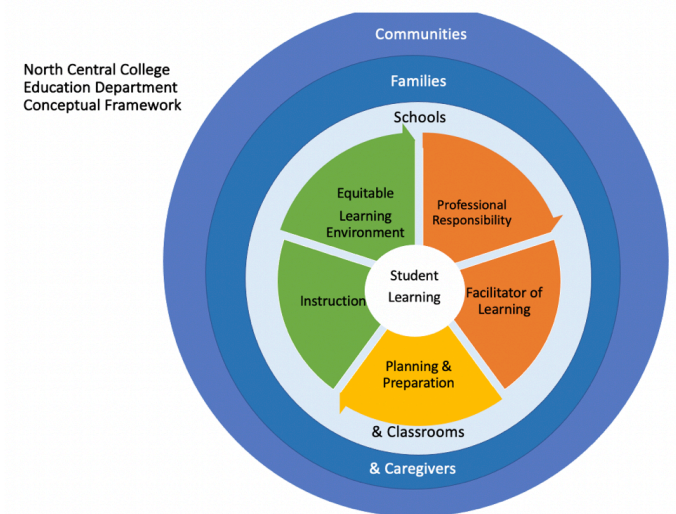
Office Hours: by appointment (including Zoom)

E-mail Address: kbing@noctrl.edu

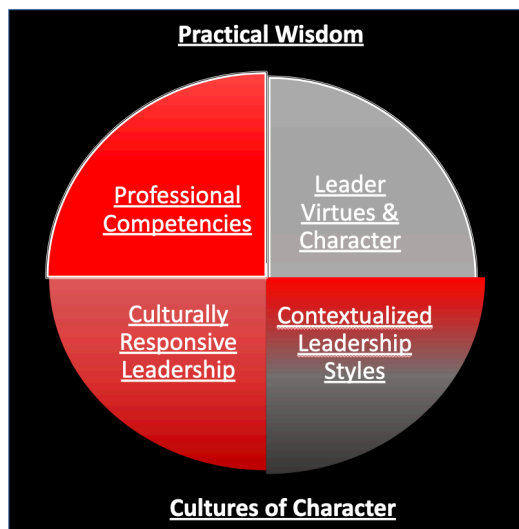
Texts/Authors *Instructional Supervision*, 4th Edition by Sally Zepeda. ISBN 978-1-138-64934-7 Routledge

Links Calendar Textbook Assignments Rubrics

NCC Education Department Conceptual Framework



Educational Leadership Program Framework



Cultures of Character: The Educational Leadership & Instructional Coaching programs are focused on the moral purpose of building the capacity of our graduate candidates so that they can go forward and bring Cultures of Character practices into the heart of their school communities. The North Central College Educational Leadership program is grounded in:

- program-specific *leadership virtues*,
- the development of *leader character*, and
- cultivating *practical wisdom*.

State Principal Redesign Requirements addressed in this course include the following:

(1b) understanding teacher evaluation models/training; preparing candidates for teacher supervision and evaluation, as well as the State training

(1c) ability to hold self and others accountable for results; prepares candidates to hold themselves responsible for effective teacher evaluation to provide best practices in instruction and student achievement in which teachers are able to meet the needs of all learners. (2a) understanding, applying, and evaluating the specific needs of new teachers for induction and mentoring; (2b) ability to coach teachers and staff;

(2c) ability to understand, apply, and evaluate models of effective professional development

(2d) ability to observe instruction and provide coaching, mentoring or professional development feedback to teachers.

(3d) ability to understand and apply to the learning environment the Illinois Social and Emotional Learning Standards (23 Ill. Adm. Code 555

Appendix A)

Course Objectives: The prospective school leader will be able to . . .

1. Demonstrate competence in the elements of a comprehensive system of teacher evaluation through articulation of supervision skills, knowledge, and competencies.
2. Demonstrate essential skills of proper teacher/staff supervision through properly documented observation forms.

3. Demonstrate essential skills of proper teacher/staff developmental coaching through effective post observation conference communication.
4. Identify positive practices of supervision and individualized professional development through research/critiques of role-played conferences.
5. Identify essential elements of effective instruction through a study of research regarding best practices.
6. Demonstrate effective professional development planning principles through the creation/critique of professional development plans.
7. Demonstrate best practice in the hiring of exceptional teaching candidates through the creation of a hiring process and associated tools that actively guard against bias, expand representation, minimize cultural dominance, and target candidates of character through fair and equitable best practice.
8. Identify essential elements of the curriculum continuum, instructional strategies, and assessments of literacy, numeracy, social-emotional development and character development across the PK-12 spectrum through classroom demonstrations of content knowledge.

Online Platform



Canvas will be utilized as the instructional platform for this course. This tool will allow students to access documents, course reminders, and grades on-line. Canvas can be accessed through the following URL: <https://canvas.noctrl.edu/> and the school website www.noctrl.edu. Canvas is where instructor feedback and points can be reviewed.

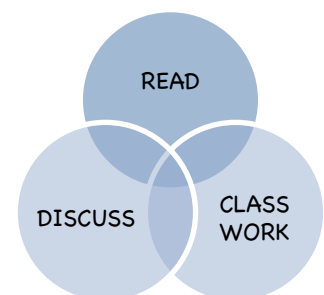
Recording of Sessions/ Confidentiality: In some cases, class sessions (lectures and/or discussions) in this course may be recorded in audio or video formats in order to provide increased accessibility to course content for students who were granted permission to record, require ongoing or temporary remote access, or as a means for the instructor to observe small group break-out sessions online. To maintain a classroom environment where everyone can freely exchange ideas relevant to this course, the College has established clear expectations and guidelines around the use of recorded lectures and discussions:

- Recorded course content may be used in a similar fashion as class notes to support learning outcomes in the course.
- Recorded course content may **not** be shared with anyone who is not registered for this class. Students may **not** upload recorded content to file-sharing sites, post them to the web or on social media, provide them to journalists, or share them in any other way than specifically approved above.
- Students and faculty may **not** use recordings to support filing a complaint. However, students and faculty are still encouraged to report bias incidents or discriminatory harassment, which will be addressed or investigated without using the recorded material as evidence.
- Using recorded lectures in a prohibited manner may result in being charged with a violation of the Statement of Student conduct in the Student Handbook and/or a violation of the Discrimination, Harassment, Sexual Misconduct and Retaliation Policy if used as a form of discriminatory harassment that results in a hostile environment. Sanctions may range from probation to suspension or expulsion.

Course Expectations

This course provides a wonderful opportunity to examine the effective strategies of empowering supervision and effective instruction while honing the leadership skills necessary to foster and encourage such successful practice in the school environment. The rich learning opportunities in this course will involve the following components:

- Course readings each week from the identified resources and texts prompt analysis of what is involved in supervision, instruction, and related administrative leadership.
- Discussions endeavor to further understanding of these concepts and prompt new levels of comprehension. Student contributions to discussion broaden the



knowledge base of the group through the wealth of student experiences while affording opportunities for relevant reflection, analysis, and debate.

- Class work provides an ongoing opportunity to broaden one's knowledge as to effective tools of supervision and instruction and how to foster such success in the schools. Assignments are to be completed thoughtfully and thoroughly, fulfilling minimum requirements while focusing on enriching the student's breadth of expertise in these areas.

Do not hesitate to let the instructor know about personal areas of interest for further exploration or for follow-up on any course content. The learning experience is not limited to the hours when the class meets, so the instructor is happy to serve as a resource to students in any related matters.

This course is not simply a vehicle for graduate credits but an opportunity to become the transformative servant leader that school environments demand. Knowledge gained can only be considered worthwhile if it impacts students through the effectiveness of the classroom teacher and the school community. The course requirements have been designed with this outcome in mind.

Online Training in Supervision.

Successful completion of training Section 24A-3 of the School Code (105 ILCS 5/24A-3) will be a required component for students in the Educational Leadership program seeking the principal endorsement. Students wishing to serve in an evaluative role in the State of Illinois will be required to complete this training. Completion of the assessments in this training is a requirement for completing the supervision project within the Educational Leadership internship courses. Students are encouraged to complete this training in conjunction with this course.

NOTE: Your school or ROE may have a limited number of vouchers for training funding. It is definitely worth inquiring prior to registering for the training. Plan ahead to assure you are able to find a training that fits with your availability. The IPA and ROE often conduct the training; look for links on the course Canvas site to register.

Tentative: NCC also has scheduled an opportunity to take the 2-day training remotely at a reduced rate for North Central College students (\$375). These training times include the required assessment.

Illinois Performance Evaluation: Teacher Evaluator Training (AA-2001) **December 2025 Session** scheduled for this cohort. ZOOM SESSION/ North Cook Intermediate Service Center. - December 10 & 11:

https://reg.learningstream.com/reg/event_page.aspx?ek=0048-0021-673126a66e0b4d318fd1fcb8a0f9fa87

You will find the [Illinois Principal Association also offers trainings.](#)

Grading Criteria

Participation & Reflection

75	Professional Learner Points:	
	Module completion (30)	Solo/ modules
	Synchronous session contributions (40)	Group/ in-class
	1:1 conference (5)	Solo/ one 15 min session
25	Virtue Reflection Log	Solo/weekly log
50	Portfolio Artifact uploads	Solo/ completed with each assignment

The 4: Mentor, Observe, Coach, & Interview

50	Mentorship	Solo /min of 4 sessions over min of 4 weeks
25	Coaching session	+ 1 coaching session
50	Teacher Observation/ Role Play	Solo: observation/ In-class Group: role play
50	Personnel Interview Field Project	Solo /min 5 brief interviews

In Class & Group Projects: Hiring, PD Planning, Supervision, Curriculum, & Evidence-based

50	Hiring Assignment	Group/ with in-class planning time
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25	Prof Dev Planning Assignment	Group /completed entirely in-class
25	Supervision Platform Assignment	Group/ in-class
50	PK-12 Literacy/Numeracy/SEL/Character	Group/ with in-class planning time
25	Book Club Sharing	Group in-class discussion/ Jigsaw sharing

500 Total points possible

Letter Grade Equivalents for Point Totals:

The letter grades for this class are determined by the following point equivalents.

Points	Percentage	Grade	Grade Pnts				
465-500	93% - 100%	A	4.00	385-399	77% - 79.9%	C+	2.30
450-464	90% - 92.9%	A-	3.70	365-384	73% - 76.9%	C	2.00
435-449	87% - 89.9%	B+	3.30	350-383	70% - 72.9%	C-	1.70
415-434	83% - 86.9%	B	3.00	300-382	60% - 69.9%	D	1.00
400-433	80% - 82.9%	B-	2.70	0-299	0% - 59.9%	F	0.00

Course Assignment Overview

Participation & Reflection

Professional Learning / 1:1 Conference (75 pts)

Professional Learning Contributions (40)

Students will have an opportunity to earn points for professional learning. Presence and participation in synchronous sessions, preparation and contributions to small group discussions will be indicators of professional learning. Students will discuss assigned readings, effective instructional evaluation cycle (including pre-conference, observation technique, post-conference, and follow-up on goal setting); professional development planning (beyond in-services but including good in-service techniques); and development of asset-based character instructional approaches as well as instructional coaching approaches to faculty development.

Module Completion (30)

Students will work on independent modules for asynchronous session. Completion of modules and associated activities will be indicators of professional learning. The instructor is able to view asynchronous submissions and time on modules as indicators of this professional learning.

Leadership Candidate 1:1 Developmental Conference with Instructor (5)

One-on-One conferencing with each leadership candidate will provide each leadership candidate an opportunity to experience the same feedback and goal-setting cycle that he/she/they is trying to gain expertise in conducting. These conferences should involve prompting regarding the leadership candidate's own (a) perception of self, (b) convictions towards their own development, and (c) inspiration for growth.

Learning Outcomes & Standards Alignment
Cultures of Character Learning Outcomes PLO 2 - Candidates will critically engage in character development towards becoming a virtuous leader. 2.1 Developing knowledge and understanding related to character development

Targeted Virtue Development Log (25 pts)

Students will identify one virtue to target for ongoing development during the course, utilizing course assignments as an opportunity to reflect on opportunities and progress towards goals. The connection between virtue development and leadership development should be one connection of this activity. Students may share a link to their log and complete it weekly without having to resubmit the link.

Learning Outcomes & Standards Alignment
Cultures of Character Learning Outcomes PLO 1 - Candidates will move through a progression in their acquisition of the program-specific leadership virtues. Developing knowledge and understanding related to leadership virtues. PLO 2 - Candidates will critically engage in character development towards becoming a virtuous leader. 2.1. Developing knowledge and understanding related to character development. National Educational Leadership Preparation Standards (NELP) 7.3. Understand and demonstrate the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth. Illinois Performance Standards for School Leaders 4d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively

Culminating Portfolio Write-ups & Uploads (50 pts). Designated assignments will be uploaded for a leadership growth portfolio representative of the standards identified as course goals. Accompanying each uploaded assignment will be a brief summary describing it, explaining how it reflects the leadership standard, and evidence of leadership growth. Prompts for these reflections can be found in the Showcase e-Portfolio. Students are encouraged to complete these uploads at the time of each assignment (as suggested in the accompanying rubrics).

The 4: Mentor, Observe, Coach, & Interview

Mentorship Experience (50 pts) Each leadership candidate will be asked to establish a mentoring relationship with a colleague, beginning teacher, school leader, future teacher/student teacher, undergraduate, or other approved mentee. If desired, prospective undergraduate teaching candidates can be contacted as a mentee through arrangements with the instructor. At least **four** meetings will need to take place and appropriate documentation—including a mentoring log—will need to be submitted.

At least one of the goals of the mentoring should be the mentee's guided reflection on how one reflects character and inspires character development.

A reflection (approx. one page) on the mentoring experience will need to be submitted with the documentation. Feedback from the mentee (whether shared verbally, in an e-mail, or via a post-survey) should also be included so the candidate can include reflection on the feedback.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 2 - Candidates will critically engage in character development towards becoming a virtuous leader.

2.1. Developing knowledge and understanding related to character development.

Professional Standards for Educational Leadership (PSEL)

6b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

Teacher Leader Model Standards

1c. Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.

4c. Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator.

Coaching Experience (25 points)

With a coaching approach, a cycle of feedback, goal setting, monitoring, re-assessing, and revised goal setting is employed. Each leadership candidate will gain experience applying “change” psychology to overcoming the coachable challenges of school scenarios. Each leadership candidate will work with their mentee (or other teacher or staff member) for **one** coaching session, employing open and honest questioning, active listening, and/or other coaching practices and then reflect on the experience, its challenges, and the strengths of the process related to instructional coaching. Completion of the coaching template will be the work product from this session.



Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 2 - Candidates will critically engage in character development towards becoming a virtuous leader.

2.1. Developing knowledge and understanding related to character development.

National Educational Leadership Preparation Standards (NELP)

7.3. Understand and demonstrate the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.

Illinois Performance Standards for School Leaders

4d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively

Teacher Leader Model Standards

1c. Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning

4c. Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator

Teacher Observation / Evaluation/ Role Play Conference/Vide Reflection. (50 points)

Leadership candidate will demonstrate knowledge and competency regarding the process to be used to evaluate certified staff.

- a) Each leadership candidate will observe a teacher during instruction; no write up of the observation needs to be shared with the observed teacher or anyone else in the school. (If unable to get permission to observe a colleague or a teacher at a local school, the leadership candidate can make arrangements through the course instructor to observe an instructor.) Each leadership candidate will complete a **written observation form** of the observed lesson. Various observation tools will be made available, but leadership candidates should consider using a Danielson framework tool and/or the observation tool used at the school/district where the leadership candidate hopes to serve as a leader. This observation documentation must incorporate commentary on the observed teacher's strengths and areas for development.
- b) Once the observation tool has been completed, leadership candidates will role play an observation **conference in class**, taking turns serving as the administrator, the observed teacher, or the "critical friend" giving feedback after the role play. This in-class post-conference will allow leadership candidates to receive feedback/coaching on technique/efficacy.
- c) Following the role play experience, leadership candidates are required to record a 2-5-minute **video** (or alternative reflection format) reflecting on the *leadership styles* identified in the experience: moral, ethical, servant, and transformational. Commentary should also include how the candidate embodied virtues:
- Civic: service (meeting evaluated where they are at)
 - Intellectual: judgment (focus choice)
 - Moral: courage (developmental feedback)
 - Performance: stewardship (investment in development at pace suitable to success)

This assignment should encourage development in the following Illinois Education Leader Program Requirement: EIGHT. Comprehensive Performance. Conducting teacher hiring, evaluation, induction, mentoring of new teachers and professional development for all teachers and meets Teacher Leader program requirements 25.32 /a3, b1, b4. with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3] -Section 30.50. a.4-7 of IL Redesign.

Learning Outcomes & Standards Alignment

Cultures of Character Learning Outcomes

PLO 4 - Candidates will explore leadership styles with a focus on moral, ethical, servant, and transformational leadership.

4.2. Engaging in Program activities through the lens of leadership styles.

National Educational Leadership Preparation Standards (NELP)

- 7.1. Understand and demonstrate the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.
- 7.2. Understand and demonstrate the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.
- 7.4. Understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

Professional Standards for Educational Leadership (PSEL)

- 4c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- 4d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- 6a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- 6d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- 7g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

Illinois Performance Standards for School Leaders

- 1c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning & results.
- 3e. Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction as part of the district teacher appraisal system.
- 6a. Builds a culture of high aspirations and achievement and for every student.

Teacher Leader Model Standards

- 1b. Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning.
- 2b. Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.
- 2d. Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.
- 3g. Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.
- 4a. Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school.
- 4b. Engages in reflective dialog with colleagues based on observation of instruction, student work and assessment data and helps make connections to research-based effective practices organization, and school culture.

Personnel Interviews (noted as Field Experience in your portfolio) (50 points)

Leadership candidates are to gain understandings involving supervision/development of personnel *outside* the traditional classroom such as *teacher aides, nurses, speech pathologists, LRC directors, maintenance*, etc. Leadership candidates are encouraged to give special attention to personnel involved with appropriate accommodations for gifted/enrichment, EL, and special education students. A deeper understanding of the responsibilities, contributions, and needs of non-faculty staff should be evident as their contributions to the school are just as crucial. It is essential to gain an understanding of how to foster feedback for their development and work collaboratively and effectively with all stakeholders.

**Learning Outcomes & Standards Alignment****Professional Standards for Educational Leadership (PSEL)**

- 10h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 10j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Teacher Leader Model Standards

- 3e. Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.

In Class & Group Projects: Hiring, PD Planning, Supervision, Curriculum, & Evidence-based**Candidate Hiring Process Assignment. (50 points)**

Working collectively, each Learning Team will develop the details for an effective hiring process, guarding against implicit bias, demonstrating attentiveness to diverse hiring recruitment/onboarding practices, and adopting best practice for hiring candidates of character. Candidates of character/ethics and skill/expertise should be assured through the devised process. This assignment will aid in preparation of Project #2 of the Internship for those in the Educational Leadership program.

Requirements include the following:

- create a job description for a teaching position in a faux school,
- develop a hiring process including whether rounds will be used (& how), who will be a part of the process (& rationale), etc.
- explain how the interviewers will be oriented to the process for alignment/reliability, anti-bias, etc.
- develop interview questions and a rubric to assess the qualifications of the candidate
- develop a schedule for the candidate, assuring the applicant can get a sense of the school environment,
- compose a letter of refusal or phone call script for informing candidates not selected,

- explain targeted recruitment practices that will be employed to encourage diverse applicants,
- create a rationale on how the process guards against implicit bias,
- explain what aspects of the process help assure the hiring of a candidates of character
- provide a mechanism for reviewing the hiring process so it can be further honed/improved

Learning Outcomes & Standards Alignment
Cultures of Character Learning Outcomes PLO 3 - Candidates will explore, interpret, and apply practical wisdom in authentic field experiences with a focus on problem-solving, equity, and advocacy situations. 3.2. Practicing with dilemmas that present competing emotions, values in content specific courses. National Educational Leadership Preparation Standards (NELP) 7.1. Understand and demonstrate the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession. Professional Standards for Educational Leadership (PSEL) 6a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. Illinois Performance Standards for School Leaders 3d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning Teacher Leader Model Standards 4d. Serves as a team leader to harness the skills, expertise and knowledge of colleagues to address curricular expectations and student learning needs.

Supervision Platform Assignment/in-class (25 points)

After examining practices related to supervision and professional development tied to teacher evaluation, each leadership candidate will formulate a position paper that reflects their professional conclusions about attributes essential to strong instructional supervision. *(The outline of this paper will generally follow the areas identified in Supervision and Instructional Leadership (2010) by Glickman, Gordon, and Ross-Gordon.)* The following are required areas:

- I. Overview of **current status** of supervision and evaluation
- II. Challenges and **potential impact** of supervision on **student achievement**
- III. **(Background) Knowledge** a proficient supervisor must possess
- IV. **Interpersonal skills** a proficient supervisor must possess
- V. **Technical tasks/skills** of effective supervision
- VI. **Cultural tasks (culture-building)** of effective supervision
- VII. **Leadership Virtues Strengths/ Ethical Principles** an effective supervisor must model
- VIII. Your **personal conclusion**, belief statement (values, critical conclusions, commitment) re: **effective supervision**
- IX. Appropriate **Works Cited/Bibliography page** (and citations throughout the paper)

Learning Outcomes & Standards Alignment
Cultures of Character Learning Outcomes PLO 1 - Candidates will move through a progression in their acquisition of the program-specific leadership virtues. 1.1 Developing knowledge and understanding related to leadership virtues. Professional Standards for Educational Leadership (PSEL) 3b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. 7a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. 7d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school. 10j. Develop & promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement. Teacher Leader Model Standards 2a. Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;

Professional Development Planning Assignment. (25 points/ In-Class)

Working collectively, each Learning Team will develop a professional development plan for an academic school year that employs a variety of professional development vehicles to inform, engage, challenge, encourage, and support school community members in enacting change to achieve an identified outcome as well as a tool to subsequently evaluate the professional development plan's efficacy. The plan will incorporate best practices of the professional development Learning Forward standards, identifying the alignment as part of the plan. The content of this sample professional development training should be aligned to a school improvement goal to *foster character development* in order to positively impact school culture, social emotional competencies, and ethical decision-making, developing *practical wisdom* in the process. A PD planning document will be provided to help frame this group work.

Learning Outcomes & Standards Alignment
Cultures of Character Learning Outcomes PLO 2 - Candidates will critically engage in character development towards becoming a virtuous leader. 2.1 Developing knowledge and understanding related to character development. PLO 3 - Candidates will explore, interpret, and apply practical wisdom in authentic field experiences with a focus on problem-solving, equity, and advocacy situations. 3.1 Developing knowledge and understanding related to practical wisdom.
National Educational Leadership Preparation Standards (NELP) 4.2. Understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy. 7.1. Understand and demonstrate the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession. 7f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
Professional Standards for Educational Leadership (PSEL) 6a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. 6c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development. 6f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. 6g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. 7f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
Illinois Performance Standards for School Leaders 3f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance. 3g. Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development.
Teacher Leader Model Standards 7d. Advocates for professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.

PK-12 Instructional Literacy/Numeracy/SEL/Character Development Overview & Presentation. (50 points)

In a small group, leadership candidates will conduct initial research on the PK-12 scaffolding of an assigned content area (literacy/ numeracy/ SEL/ moral & character development) including related skills, instructional strategies, and developmental assessments. Some resources will be provided on Canvas. A work product with key findings will be compiled. --Section 30.30. d.3 of Illinois State Leadership Redesign

Each group will identify what key outcomes they hope to target for an in-service for the class related to this research. These outcomes should be centered on what a future

administrator/instructional coach/teacher leader generally most needs to know to assure success related to the content area. A short in-service will then be designed by the group that is dynamic, interactive, engaging, and outcomes-driven, assuring targeted content mastery.

Working collaboratively as a team, leadership candidates will then conduct a 30 minute in-service workshop on the scaffolding of the assigned subject area (literacy/ numeracy/ SEL/ moral & character development):

- **Literacy Skills:** literacy through the grade levels: including assessment for literacy, developing strategies to address reading problems, reading in the content areas, and scientific literacy.
- **Numeracy Skills:** numeracy through the grade levels including working collaboratively to improve problem solving and number sense in all grade levels and across content areas
- **Social Emotional Learning:** SEL standards and implementation recommendations across grade levels and content areas including content area infusion; the scaffolding of PK-12 social-emotional instruction (skills, strategies and assessments) including its role in a culture of character
- **Moral Development/ Character Development:** character/moral development stages through the grade levels including the Jubilee Framework of character education, implementation models, and asset-based strategies

Learning Outcomes & Standards Alignment
Cultures of Character Learning Outcomes PLO 2 - Candidates will critically engage in character development towards becoming a virtuous leader. 2.1. Developing knowledge and understanding related to character development
Professional Standards for Educational Leadership (PSEL) 4a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.4b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. 5.D Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. Teacher Leader Model Standards 3b. Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning. 3c. Facilitates professional learning among colleagues. 3d. Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning. 3e. Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.

Book Club/ Sharing (25 points) Leadership candidates will work in a group on a candidate-selected text related to effective character development, coaching, instruction and student learning. After several weeks of class discussions on the text, each group will share key concepts and insights gained from the studied text through a brief (10 min) engaging presentation. Leadership candidates may choose to offer a critique of the book as well. The presentation should be structured in a manner that could work as a PD micro-burst at a faculty or PLC meeting.

Learning Outcomes & Standards Alignment
Cultures of Character Learning Outcomes PLO 2 - Candidates will critically engage in character development towards becoming a virtuous leader. 2.1 Developing knowledge and understanding related to character development
Professional Standards for Educational Leadership (PSEL) 10a. Seek to make school more effective for each student, teachers and staff, families, and the community. 10b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. Teacher Leader Model Standards 7a. Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning.

Additional Policies

Preferred Pronoun. If you have a preferred pronoun that you would like used when referring to you, please notify the instructor. You may also formalize this with the College for both your preferred pronoun and prefix, making it available in the following locations/offices:

Personal Pronoun

- The photo class roster (for instructors) and photo advisee roster (for advisors)
- The Ellucian UI header (College-wide data management system)
- Other data systems including Maxient (Student Affairs) & Titanium (Dyson Wellness Center)

Gender Identity

- Maxient (Student Affairs) data management system

Preferred Prefix. Students wishing to add/change their designated prefix (i.e. Ms., Mr., Mx., etc.) Must contact the Office of Student Affairs at 630.637.5151.

Military. The complexities of being a member of the military community and also a student can be challenging. If you are a member of the military community, please inform the professor of any needed accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. The instructor is committed to assisting you or putting you in contact with college staff who are trained to assist you, so please share any complications encountered.



Attendance & Synchronous Sessions. Participation is crucial to gaining maximum benefit from this course. In an 8-week session, more than one absence would be cumbersome to achieving course goals. Of course, your health and the health of your students, colleagues, and loved ones are paramount always. Let me know your concerns so I can assure a learning plan that meets your needs. You should notify me if you will be unable to participate in synchronous sessions online or contribute to small group discussion--either synchronous or via discussion board as directed. It is the leadership candidate's responsibility to acquire information missed, though I will post materials and readily respond to your inquiries regarding missed work.

Grades. Grades for assignments will be posted on Canvas throughout the term. It is each leadership candidate's responsibility to be aware of grade requirements, due dates, and grade progress. All missed work or resubmissions should be resolved by the last scheduled class session. At the end of the semester, I will post grades in Canvas and alert you with at least one day's notice so you can let me know of any discrepancies or disagreements. After that review period has passed, the grade will be considered final.

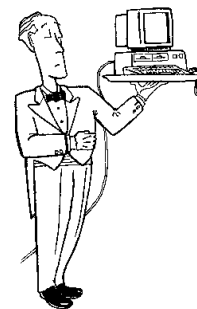
Late Work. Leadership candidates should make every effort to get work in as assigned. The burden of the work load becomes quite overwhelming when assignments are compounded. When an extension is necessary/appropriate, arrangements should be made with the instructor **prior** to the assignment's due date. 20% per day (calendar day, not class session) will be deducted for late assignments unless an extension has been arranged.

Cell Phones/ Computer Distractions. Please respect all members of the class by silencing your cell phone upon logging onto the online session. Please abstain from text messaging during class, responding to e-mails, or browsing unrelated websites. If you need to keep your phone on vibrate in order to take an emergency call, please kill screen to take the call.

Student Learning Adjustments/Needs. The instructor is committed to making suitable accommodations for students with special needs, including but not limited to disabilities and other factors that may affect the student's

performance in class or require special instructional approaches. Please alert the instructor of any learning needs that can be supported by the instructor. Ongoing communication is encouraged to assure accommodations prove effective in maximizing the student's opportunities for success.

Online Decorum. Leadership candidates are encouraged to “allow video” when speaking during synchronous sessions. Muting is encouraged when not speaking to minimize competing audio. Comfortable attire is encouraged unless presenting to the class, in which case slightly more professional attire would be appropriate. Leadership candidates should not be worried about occasional appearances by family/pets and/or other home environment realities. Nevertheless, leadership candidates should work to maximize the efficacy of the synchronous sessions by minimizing distractions.



As a citizen in a digital world, you are responsible for maintaining appropriate communication in all academic situations, including online. Netiquette is a set of guidelines for appropriate online communication. You are responsible for adhering to the following:

- Be sensitive to differences (cultural, political, religious beliefs, etc.); respect others' views/opinions.
- Discussion forums may take the place of an in-class discussion, so be mindful of your language.
- Using all capital letters implies “shouting” online and is considered impolite or aggressive.
- Use appropriate grammar and spelling; avoid text message slang/short-cuts.

Writing . Writing assignments should customarily be **typed**, double-spaced, with standard margins following APA citation and works cited guidelines. A title page or heading should be included to clearly identify the student author, course title, assignment, date, etc.

Student Work Integrity. It is expected that students will never represent someone else's work product or thoughts as their own, but will give proper credit to all applicable sources. This work integrity includes never submitting undocumented work in an author study, copying the work of a peer, and/or submitting papers that have been written by someone outside the institution.

Students working collaboratively on a project have an obligation to ensure each individual makes comparable contributions to the end product. Students are also expected to honor the instructor-teacher relationship of mutual respect by being honest in all dealings. The instructor, in turn, is committed to the same level of integrity and honesty in all matters related to the administration of the course.

Plagiarism or cheating will be referred to the Office of Academic Affairs and could result in dismissal. Use of AI should be acknowledged in citations/works cited.

Generative Artificial Intelligence (AI) Policy. Generative AI is an emerging technology that is still being situated within the academic context as a tool to advance learning or, when less wisely implemented, as a tool to circumvent or undermine learning. In navigating this landscape, you are required to disclose any use of AI on any assignment or evaluated activity (such as discussion posts) in much the same way that the use of a resource is cited in a Works Cited. At the end of the submission you can simply State “AI Disclosure” followed by a brief description of the use and rationale for AI use.

In many cases, you may have utilized AI in a very appropriate manner to advance your learning (Example: “AI Disclosure: Spellcheck and Grammarly were utilized in editing this document.”) If the instructor has concerns about the use of AI undermining the intention of the assignment/activity or your learning, you will be asked to resubmit without utilizing AI in that manner. If, however, you do not include an AI Disclosure statement, and AI has been utilized in a manner that defeats the intended learning process as determined by your instructor, the use of AI will be considered a form of plagiarism, representing work generated from an external source as your own. Nondisclosed use of AI will be considered cheating or plagiarism and may result in the procedures outlined in the College's [Academic Integrity Policy and Procedures](#).

Inclement Weather Cancellation. Given our online format, classes rarely need to be canceled. If severe circumstances necessitated the College canceling classes, a decision will be available through NCC PhoneMail

and the NCC switchboard at 630-637-5100. If classes are canceled, they may be made up at some later time as indicated by the instructor.

Technical Support. If you need technical assistance, contact the Help Desk at helpdesk@noctrl.edu or 630-637-5440 and/or consult their website by clicking on [this link](#).

College Policies. Students are expected to read & abide by the college policies as listed in the appropriate catalog:

- [Graduate Catalog](#): For learners who have earned a bachelor's degree and are pursuing a master's degree or graduate level certificate or learners who are enrolled in 500+ level courses.
- [Non-Discrimination Policy](#)
- [Student Code of Conduct](#)
- [Academic Dishonesty](#)
- [Incomplete Policy](#)
- [Withdraw Policy](#)
- [Accommodation Procedures](#)

College Commitment. North Central College is committed to maintaining a positive learning, working, social and residential environment. In pursuit of these goals, and to ensure compliance with local, state and federal civil rights laws and regulations, the College will not tolerate acts of discrimination, harassment, sexual misconduct and/or retaliation as such behavior seriously undermines the College's effectiveness as an educational institution and a workplace and values of equity, diversity, and inclusion. The [Discrimination, Harassment, Sexual Misconduct and Retaliation Policy](#), the [Sexual Misconduct Resource Guide](#) (also available in [large text](#)), and the [Sexual Misconduct Online Reporting Form](#) to report issues are essential resources.

Student Learning Adjustments/Needs. The instructor is committed to making suitable accommodations for students with special needs, including but not limited to disabilities, and other factors that may affect the student's performance in class or require special instructional approaches. Please alert the instructor of any learning needs that can be supported by the instructor. Ongoing communication is encouraged to assure adjustments prove effective in maximizing the student's opportunities for success. Mental wellness is included as an area the instructor wishes to support.

Clinical/Internship Accommodations. Student Disability Services coordinates accommodations with clinical/internship partners. Assigned academic accommodations do not guarantee clinical/internship accommodations. If you are a student with a disability and need clinical/internship accommodations, please contact Student Disability Services at 630-637-5264 or SDS@noctrl.edu. Please visit the [Student Disability Services HUB page](#) for additional information.

Feedback and Grading Response Time. Given the workload with both in-module work and assignments as well as the instructor's commitment to developmental feedback, the instructor of the course will customarily grade submitted work by the following week's synchronous session.

College Policies and Resources for Students. Students are expected to abide by college policies, including:

- [Course Catalogs](#)
- [Student Handbook](#)
- [Academic Integrity Policy and Procedures](#) (Cheating, Plagiarism, Citations, Sanctions)

North Central College has many staff and resource centers dedicated to student success. They provide support in wide-ranging areas such as writing, tutoring, advising, and financial assistance. To learn more about these resources, click Help in the left side of Canvas and then click Student Support Units to find the service that best meets your needs. Some of these resources are also highlighted below.

Early Alert. North Central College cares about, and is committed to, the safety and success of all members of the College community. If you or someone you know may be struggling academically and/or personally, College resources and assistance are available. As your instructor, I may seek support for you by passing

information on or sharing concern with the Office of Student Affairs or the Center for Student Success by submitting an [Early Alert Referral Form](#).

Center for Student Success. The Center for Student Success is committed to ensuring that all students have access, opportunities, and resources to achieve their highest level of academic achievement. Our programs, activities, and services support the educational objectives of the faculty and College by emphasizing personal and practical skill development so students become engaged, informed, and confident learners. To help you succeed in your courses, our academic success programs provide a range of support including individual tutoring, structured study groups, academic skills workshops, and supplemental peer-led instruction programs. Additional assistance is provided in our Writing Center, Speaking Center and Math Resource Center. See also Online Resources for Student Success.

Student Disability Services

Academic Accommodations through Student Disability Services. North Central College values diversity and inclusion; we are committed to a climate of mutual respect and full participation by providing an equal opportunity and meaningful access for all students. Student Disability Services is the office designated by the College to support students with disabilities under Section 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. If you are a student with a disability, you are encouraged to contact Student Disability Services at 630-637-5264 or SDS@noctrl.edu. Please visit the Student Disability Services HUB page for additional information.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not accessible. Be cognizant of those around you and respect the learning and physical access needs of your fellow classmates.

Clinical/Internship Accommodations. Student Disability Services coordinates accommodations with clinical/internship partners. Assigned academic accommodations do not guarantee clinical/internship accommodations. If you are a student with a disability and need clinical/internship accommodations, please contact Student Disability Services at 630-637-5264 or SDS@noctrl.edu. Please visit the Student Disability Services HUB page for additional information.

Title IX: Confidentiality and Mandated Reporter Statement. North Central College faculty are committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including those resulting from pregnancy, sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX of the Education Amendments of 1972.

Please note that our Title IX and Sexual Misconduct Policy designates all faculty members as Mandated Reporters. Under this policy, all Mandated Reporters must report all disclosures of sex or gender-based discrimination or violence to Cortney Matuszak, North Central College's Title IX Coordinator. The Title IX Coordinator will reach out to provide resources, support, and information after receiving a report, but community members are not required to respond to such outreach. Reported information will remain private. The Title IX Coordinator can be reached at cmatuszak@noctrl.edu, (630) 637-5156, or by visiting her office in Old Main, Room 524.

If you have (or someone you know has) experienced any form of sex or gender-based discrimination or violence and wish to speak with someone confidentially about rights, options, and referrals, please contact our Campus Advocacy Services through Dyson Wellness Center at DysonWellness@noctrl.edu or (630) 637-5550. For more information regarding North Central College's Title IX procedures, reporting, or supportive measures, please visit the [Title IX website](#).

Technical Assistance. If you are encountering difficulties with your NCC email, password, network, wireless, printing, or Box cloud storage, consult the [Instructional Technology Services Hub site](#) or contact the Help Desk at helpdesk@noctrl.edu or 630-637-5440.

For help with Canvas, click Help on the left and use the Chat for Students or call the number listed for assistance. You can learn more about using Canvas through the tutorials gathered for students at [Introduction to Canvas](#).

Emergencies. In the event of an emergency, please call the Department of Campus Safety at 630-637-5911 and/or 911. Students may also submit an [Early Alert](#) referral if you or another member of our campus community needs assistance.

Dyson Wellness Center. The Dyson Wellness Center focuses on the physical and emotional well-being of members of the North Central College community by offering confidential medical services, counseling services, guidance in health choices, and educational programming. Call 630-637-5550 to schedule an appointment.

<http://cardinalnet.northcentralcollege.edu/student-life/dyson-wellness-center>

Career Development Center. Visit our office at Oesterle Library or visit the website:

<http://cardinalnet.northcentralcollege.edu/student-life/career-development>

You can also sign up on handshake for access to all opportunities: <https://noctrl.joinhandshake.com/login>

Oesterle Library

<https://library.noctrl.edu/>

Build Belonging Among Staff & Students

1. **Connection.** Really meet one another, prioritize relationship-building, and show an interest.
2. **Safety.** Set standards for discourse, assuring voice, respect, and fairness while dismantling bias.
3. **Modeling.** Model vulnerability and resilience in creating a caring community.
4. **Sensitivity.** Be sensitive to others' needs/emotions, communication preferences, & lived experiences.

“A sense of belonging is important in our diverse classrooms where students come from all walks of life, backgrounds, and experiences--while we are different, we are also equal and deserving of inclusion and respect. We want to give students a safe and supportive space that enables learning.”

—C. Lee. Adapted from *7 Ways to Give Your Students a Sense of Belonging* (Lee, 2019).

Brief Bibliography: Supervision & Evaluation

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Brief Bibliography: Instruction & Student Learning

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Brief Bibliography: Character Development

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Week	Date	Content Focus And/or Activities	Assignment due this session
Week One H I R I N G	8/25 Monday <i>Synchronous Via Zoom</i>	Welcome - Introduction - Syllabus - Look over book selections to choose your “favorites” for Book Club selection - Big 4 Planning Hiring - Intro Hiring Module - Hiring Assignment Group Work	None
	Remote work to complete before Week Two’s class	On Your Own • Hiring Module in Canvas Includes reading at least one article in each of the following areas (your choice on Canvas): - reducing bias in hiring processes - recruiting teachers - hiring the best teacher - sample Interview questions • Determine Big 4: who you will mentor, who you will observe, who you will coach, and what five people you will interview. • Complete readings due Week 2	
Week Two Recruit Retain Mentor	9/1 Labor Day No Class		Modules: Hiring Module completed Reflection: Virtue log /week one completed Submit Big 4 Plan Readings due: - Chapter 1 <i>Instructional Supervision: Leadership</i> Give particular attention to sections on coherence, culture, norms, collegiality, trust, & beliefs/values (20 pp) - Chapter 2 <i>Instructional Supervision</i> Give particular attention to supervision at best/worst, developmental supervision & p. 31 bullets regarding roles of instructional supervisors (10 pp) - Chapter 12 <i>Instructional Supervision: Mentoring & Induction</i> (15 pp)
	Remote Work to complete before Week Three’s class	On Your Own Recruiting/Induction/Mentoring Module - Reducing Bias in Hiring - Induction/Mentoring - Discussion post on assigned readings due this week Evaluation & Conferencing Module - Complete readings for Week 3 - Set-up observation of colleague which will involve completing an observation form. Pre-conference optional. No post-conference with observed teacher required. Hiring Assignment Group Work (Hiring Assignment due next Friday)	

Week	Date	Content Focus And/or Activities	Assignment due this session
Week Three Instructional Supervision	9/8 Monday	Instructional Supervision ○ Observation focus ○ Hiring Project sharing ○ Supervision Assignment ○ Reading Discussion	Modules: Recruiting/Induction/Mentoring Module due Evaluation & Conferencing Module due <i>Reflection:</i> Virtue log /week two completed <i>Readings due:</i> ● Chapter 3: <i>Instructional Supervision: Teacher Evaluations</i> (20 pp) ● Chapter 9: <i>Instructional Supervision: Pre-Conference</i> (13 pp) ● Chapter 10: <i>Instructional Supervision: Observation</i> (60 pp)
	Remote work for this week	On Your Own ○ PD & Instructional Coaching Module ○ Readings for Week 4 ○ Big Four: Assure observation of teacher is completed	<i>In Class & Group Projects:</i> Hiring Assignment due Friday, 9/13/25 (group assignment) 50 pts
Week Four Evaluation	9/15 Monday <i>Synchronous Via Zoom</i>	Observations ○ Hiring Project sharing ○ Observation focus ○ Role Play Conferences in class ○ Reading Discussion ○ Supervision in-class Assignment Review	PD & Instructional Coaching Module due <i>Big Four #1:</i> Observation form due in Canvas / Observation Role Play in class <i>In Class & Group Projects:</i> Supervision Assignment in class <i>Reflection:</i> Virtue log /week three completed <i>Readings due:</i> ● Chapter 6: <i>Instructional Supervision: Goal-setting & Adult Learners</i> (20 pp) ● Chapter 7: <i>Instructional Supervision: Motivation</i> (13 pp) ● Chapter 13: <i>Instructional Supervision: Peer Coaching</i> (10 pp)
	Remote work for this week	On Your Own PERA & Development Module ○ Read Prep for PD Planning ○ Book Club reading (& Chap 4) ○ Complete Interviews & Write-up Reflection	

Week	Date	Content Focus And/or Activities	Assignment due this session
Week Five Professional Development	9/22 Monday <i>Synchronous Via Zoom</i>	PD Planning Group Work - Professional Development Activity (In-Class) - Last Text Discussion - Book Club Discussion #1	PERA & Development Module due <u>Big Four 1 & 2:</u> Teacher Observation Follow-up: short leadership reflection video due Field Experience Personnel Interviews due <i>Reflection:</i> Virtue log /week four completed <i>Readings due:</i> - Chapter 4: <i>Instructional Supervision: Job-embedded PD</i> (25 pp) Book Club 1
	Remote work for this week	Group Work On Your Own Retaining & Dismissing Teachers Module - Big Four: - Mentoring Check: 3 of 4 sessions completed - Make sure coaching session is completed - Role play reflection video on leadership styles	
Week Six Marginal Teachers	9/29 Monday <i>Synchronous Via Zoom</i>	Marginal Teachers - Strategies that Work Intro - Marginal Teacher review - Critical Conversation Role Play Group Work - Book Club Discussion - PK-12 Assignment Work Time	Modules due: Retaining & Dismissing Teachers <u>In-Class & Group Projects:</u> PD Plan due 25 pts <u>Big Four #3:</u> Coaching due 25 pts <i>Reflection:</i> Virtue log /week five completed <i>Readings due:</i> - Chapter 16: <i>Instructional Supervision: Marginal Teachers</i> (25 pp) Book Club 2
	Remote work for this week	Group Work Book Club Discussion - PK-12 Assignment Work Independent Work Strategies That Work Module - Mentor Assignment Write-up	

Week	Date	Content Focus And/or Activities	Assignment due this session
Week Seven Teacher Development	10/6 Monday <i>Synchronous Via Zoom</i>	Teacher Development - Book Club Discussion - Critical Conversation Role Play <i>(if needed)</i> - Strategies That Work review Group Work - Ethical Dilemma Case Study	Modules due: Strategies That Work <u>Big Four #4:</u> Mentor Assignment due 50 pts <i>In-Class & Group Work:</i> PK-12 Presentations due 50 pts <i>Readings due:</i> Book Club 3 / In-class share
	Remote work for this week	Independent Work - PK-12 Assignment observed/completed 1:1 Conference w. Instructor (if not already done last week) - Portfolio Reflections uploaded; link submitted in Canvas	
Week Eight	10/13 Monday <i>Fall Break No Class</i>		Artifact Reflections & Upload due 50 pts PK-12 Sessions completed 1:1 Conference completed PLC Points 50 pts Virtue Log 25 pts
TL			500 points

Target Virtues

Curiosity
 Courage
 Service
 Stewardship

Virtue Target

Consider the virtue table and others not listed.
 Adopt a virtue that you consider a bit
 challenging to target for your development over
 the weeks in this course.

Ex: Courage

**Weekly Reflection Log**

Target Virtue: -----	How has this virtue been exemplified in your work or experiences this week?	What virtue opportunities do you recognize as underutilized this week?	What is one way you can aim to embody this virtue in the week ahead?
Week One			
Week Two			
Week Three			
Week Four			
Week Five			
Week Six <i>optional</i>			

Another Virtue

You are never “done” developing virtues. What is another virtue you would like to target for development, particularly as infused in your professional decision-making as an instructional leader?

Hiring Project

50 pts

Working collectively, each Learning Team will develop the details for an effective hiring process, guarding against implicit bias, demonstrating attentiveness to diverse hiring recruitment/onboarding practices, and adopting best practice for hiring candidates of character. Candidates of character/ethics and skill/expertise should be assured through the devised process. This assignment will aid in preparation of Project #2 of the Educational Leadership Internship. Requirements include the following:

- create a teaching position job description that will benefit the school and/or the district including minimum qualifications. This may be an elementary school, middle school or high school teaching position. *Note: A well-written posting impacts the suitability of the hiring pool.*
- develop a hiring process including whether rounds will be used (&, if so, how),
- determine who will be a part of the hiring process with rationale & an explanation of how they will be oriented to the process for alignment/reliability, confidentiality, nondiscriminatory attitudes, etc.
- develop interview questions and a rubric to assess the qualifications of the candidate (If several rounds, a description of question foci and/or examples for other rounds will suffice in addition to the one fully developed round with questions and rubric.) Consider probing the candidate's knowledge of the philosophy/history of the school/ district, SIPs, student learning needs, teaching philosophy, and suitability to the position
- detail a schedule for the applicant that demonstrates they have an adequate opportunity to get a sense of the school environment and the suitability of the match,
- compose a letter of refusal or outline for a phone call to inform candidates not selected,
- explain targeted recruitment practices that will be employed to encourage diverse applicants,
- create a rationale on how the process guards against implicit bias,
- explain what aspects of the process help assure the hiring of a candidates of character
- provide a mechanism for reviewing the hiring process so the process can be further honed/improved

	Inadequate 0-1	Developing 2-3	Proficient 4-5	Score
Hiring Process <i>Explain the process/ rounds/ scoring or other system for narrowing to the selected candidate; how does it get to a final decision?</i>				
Job description <i>Create qualifications with clarity & without biased language/descriptors</i>				
Interview Team & Orientation <i>Provide who will be part of the process, why, and the <u>orientation</u> process emphasizing confidentiality, anti-bias practice, & professionalism</i>				
Interview questions & rubric <i>Questions & rubric with descriptors (to aid interrater reliability) which include critical thinking, pertinent school issues, & screening of character</i>				
Applicant Schedule/ Opportunities for Applicant to Assess Suitability <i>Reflects opportunities for the candidate's discernment of a good match</i>				
Letter, E-mail, or Script of Refusal <i>Communicates clearly & directly with positive tone that's open-ended</i>				
Recruitment Practices promoting diverse pool <i>Explain targeted recruitment efforts to assure a pool of diverse applicants</i>				
Bias Considerations <i>Detail what steps have been taken to guard against bias.</i>				
Character/Expertise Analysis <i>Detail how an ethical candidate of character is assured in the process.</i>				
Process Evaluation <i>Include what tool/process will assure input to improve the hiring process.</i>				
PORTFOLIO: Describe how this assignment meets these indicators in your e-Portfolio & upload the assignment: NELP 7.1, COC 2, CTRL 8	Part of the Artifact assignment due at the end of the semester.			

Supervision Platform Assignment (25 pts)

After examining practices related to supervision and professional development tied to supervision in your district, in course materials, in your research, in your experiences, or more broadly, the student will formulate a product (slides, paper, videocast, etc) that reflects conclusions about instructional supervision in each of the prescribed areas. Each area must have positions supported by cited research/scholars. These areas have been modified/adapted from *Supervision and Instructional Leadership* (Glickman, Gordon, and Ross-Gordon, 2010):

- I. Brief overview of **current status** of supervision and evaluation: *consider the national & district-level state of supervision including current challenges*
- II. **Impact of supervision on student achievement:** *draw a connection between the role of supervision & its impact on student achievement (in any area: academic, social, emotional, etc)*
- III. Detailing of **core knowledge** a proficient supervisor must possess: *what must they know*
- IV. Detailing of **core interpersonal skills** a proficient supervisor must possess: *what people skills are needed*
- V. Detailing of **technical tasks/skills** involved in effective supervision: *what must a supervisor be able to do to effectively supervise*
- VI. Description of **cultural tasks** of effective supervision: *how does the supervisor create/build a productive culture of belonging, respect, character, anti-bias, and care*
- VII. Description of **character strengths/ ethical principles** an effective supervisor must model: *what virtues must be modeled by a leader & how*
- VIII. Your **personal conclusion:** *provide your belief statement (values, critical conclusions, commitment) re: effective supervision*
- IX. Appropriate **Works Cited/Bibliography page** and appropriate citations throughout the paper.

				Score
Overview of current status of supervision and evaluation/ challenges	Inadequate 0-1	Developing 2	Proficient 3	
Impact of supervision on student achievement	Inadequate 0-1	Developing 2	Proficient 3	
Knowledge a proficient supervisor must possess	Inadequate 0-1	Developing 2	Proficient 3	
Interpersonal skills a proficient supervisor must possess	Inadequate 0-1	Developing 2	Proficient 3	
Technical tasks/skills of effective supervision	Inadequate 0-1	Developing 2	Proficient 3	
Cultural tasks of effective supervision	Inadequate 0-1	Developing 2	Proficient 3	
Character Strengths/ Ethical Principles a supervisor must model	Inadequate 0-1	Developing 2	Proficient 3	
Your personal conclusion, belief statement (values, critical conclusions, commitment) re: effective supervision	Inadequate 0-1	Developing 2	Proficient 2	
Appropriate Works Cited/Bibliography page (and citations throughout the paper) as well as integration of research	Inadequate 0-1	Developing 2	Proficient 2	
PORTFOLIO: Describe how this assignment meets this indicator in your e-Portfolio & upload the assignment: NELP 7.4				
TOTAL				

Teacher Observation Evaluation/ Role Play Conference

MEDU 535 50 points

Assignment:

The MEDU 535 student will observe a teacher during instruction (online or face-to-face). No write up of the observation needs to be shared with the observed teacher or anyone else in the school, but a completed observation form with both developmental feedback and positive reinforcement will be submitted to the MEDU 535 instructor in Canvas. Note: If unable to get permission to observe a colleague at the school or a teacher at a local school, the MEDU 535 student can make arrangements through the course instructor to observe a teacher.

The student will complete an observation form of the teacher, preferably using the Danielson format and/or the observation tool for their own district (or a district where they aspire to work).

In class, the student will role play an observation conference with a peer student role playing the role of the observed teacher so the student can practice conferencing skills. The student will also be able to observe/comment on classmate conferences as part of the assignment.

Rationale:

Teacher observations and evaluations are essential tools for an administrator to develop their faculty's competencies and provide appropriate feedback. Faculty need this vital communication tool to recognize strengths and garner ideas for constructive development. An effective leader must be able to fully utilize this vehicle for communication and development.

Practice simulating this experience is bound to enhance the leader's effectiveness. This assignment provides an experiential tool to develop skills in recognizing competencies, areas for improvement, and communication techniques—both written and oral—to foster teacher development.

Assignment Requirements:

- ☑ Each student will submit a completed observation form noting strengths and ideas for development based on an observation of a teacher's instruction. Ideally, a complete lesson of at least thirty minutes should be observed. The choice of observation form is flexible and may be student-created, but must include an adequate opportunity to note the lesson focus and development along with specific feedback. A version of the Danielson observation form is recommended. Copies of observation forms will be on Canvas if needed.
- ☑ Each student will participate in role playing a conference in which appropriate feedback is provided to the "observed teacher" (role played by a fellow classmate). This role played session must be interactive, include genuine positive feedback, provide ideas for development or future consideration, and an end with an appropriate conclusion such as a summary, request for teacher feedback, articulation of mutual goals, etc.
- ☑ Each student will participate in constructive conversation regarding the role-played conferences they observe in class. This feedback and/or participation in role playing an observed teacher is essential to the success of the simulation in developing effective conferencing skills.
- ☑ Following the in-class role play, each student will reflect on the encounters related to the assignment, in their school and in their in-class role play exchanges, considering what leadership styles were evident and how were they manifested for impact. The reflection will be recorded as a video and submitted in Flip or the video format designated by the instructor.

Standard Alignment:

This assignment should encourage development in NELP 7, NELP 4, NELP 7, and COC 4.

EIGHT. Comprehensive Performance. *Conducting teacher hiring, evaluation, induction, mentoring of new teachers and professional development for all teachers*

MEDU 535 Evaluation/ Role Play Conference (50 pts)

		0-1 Lacking	2-3 Developing	4-5 Proficient
Observation Evaluation (20 pts)	Lesson focus and content is evident from observation report			
	Remarks are coherent, appropriate, and professional			
	A breadth of teaching aspects is reviewed, whether enabled by the utilized form or not			
	Specific feedback on strengths is provided			
	Specific feedback for development is provided			
Conference Role Play (20 pts)	Interactive, with evidence of active listening			
	Positive Feedback is provided in an appropriate and constructive manner			
	Development Ideas are provided in an appropriate, diplomatic and constructive manner			
	Conclusion is evident and purposeful with clear future direction			
Peer Participation (5 pts)	Provides conference feedback and/or participation by role playing an observed teacher			
Video Reflection: Leadership Styles (5 pts)	Reflect on leadership styles observed in activities surrounding the assignment and record as a video (Flip).			
Portfolio	Describe how this assignment meets this indicator in your e-Portfolio & upload the assignment for NELP 7.3, NELP 4.2, NELP 7.4, and COC 4 Video Reflection: COC PLO 4:	Included in Artifact grade at the end of the semester.		
Total				

Guidelines for Mentorship (50 pts)

Each student will be asked to establish a mentoring relationship with a colleague, beginning teacher, school leader, student teacher, undergraduate, or other approved advisee. At least **four** meetings will need to take place before the end of the course. A log and reflection paper on the experience will need to be submitted.

Each student will be asked to establish a mentoring/coaching relationship and experience using the following guidelines:

A. Who can be mentoring partners?

Almost any combination of partners can be considered. Choices include a colleague, beginning teacher, school leader, student teacher, undergraduate, or other options approved by the instructor. This is an opportunity for you to develop skills of influence and encouragement particularly as pertaining to curriculum and/or instructional leadership. Be sure to identify goals for the mentoring experience. Minimally, one goal should be the mentee's guided reflection on how an educator reflects character and inspires character development. A mentoring agreement is provided in case that is useful in determining meetings, goals, etc.

B. What commitments will be needed between partners?

Set up a schedule of mentoring/coaching meetings. A minimum of four meetings is required over at least four weeks, though a time requirement is not designated. Sessions should be designed to meet the objectives established at the beginning of the experience. These can be very informal for the brief period of time of this experience. You are encouraged to write some notes and a brief reflection following each session. Utilize part of the final meeting session as a chance to identify the benefits and challenges of your mentoring experience.

C. What are the results and /or products of the mentoring experience?

At the conclusion of the experience, you will need to give the advisee the opportunity to provide feedback on the relationship. Likewise, you will want to reflect on the outcomes of the experience. You will submit to the instructor the following:

- ☒ Documentation of contacts in a log which includes goals
- ☒ Your analysis/reflection regarding these contacts
- ☒ The outcomes of the experience (good/bad/indifferent)
- ☒ Feedback from the mentee on the experience (which can be integrated into the reflection or attached).

Log & Description of Sessions	0 <i>Log is missing or description is missing</i>	8 Log is incomplete or in need of clarification. Description is vague.	15 Log is clear and each session is clearly described.
Reflection: Analysis & Outcomes	0 <i>Reflection is missing or woefully inadequate</i>	12 Reflection is adequate but lacks insights or impressive depth.	25 Substantive reflection on the overall mentoring experience, including impressive insights gained.
Mentee Feedback & Response	0 <i>Evidence is not provided from the mentee.</i>	5 Minimal mentee feedback is provided or is not reflected upon.	10 Perspective of the mentee is included and clearly considered.
PORTFOLIO: Describe how this assignment meets this indicator in your e-Portfolio & upload the assignment: NELP 7.2			

MEDU 535: Coaching Experience / 25 pts

Purpose: To practice the art of coaching through the facilitation of a reflective conversation that helps the teacher recognize the beliefs and behaviors that affect their classroom practice and encourages their adoption of practice to improve their efficacy.

What instructional coaching is required?

In the course of the mentoring, you likely will identify a practice, skill, or strategy that the mentee could benefit from explicit coaching on. Or perhaps there is a person you work with who has an identified need for a coaching session. Work in concert with the individual to create one focus for an instructional coaching session. In this session, you will apply some of the principles learned from the Instructional Coaching module. The purpose of this coaching session is to encourage the teacher's adoption of practice to improve their efficacy. Unlike mentoring, there should be a discernible outcome achieved from the session.

What is the result or product of the coaching session?

Students will complete the instructional coaching template provided.

Task: Have an instructional coaching conversation with your mentee or other teacher. You do not need to identify that you are doing an assignment or “instructionally coaching” them. The conversation(s) should achieve the stated purpose of the assignment. Complete the following template:

Coaching Description 5 pts		
Your current position	Position of the teacher you coached	Why did you identify this person for coaching (and or mentoring)?
Qualification 5 pts How did you qualify to coach the candidate in these three ways: <i>See explanation on the next page for clarification.</i>		
Pedagogical Knowledge	Content Expertise	Interpersonal Capabilities
Coached Teacher Perceptions (5 pts)		
How did you facilitate the teacher's reflection on practice? Be specific (ie helpful questions, etc).		
What did the teacher identify as an area of concern regarding beliefs or practice?	Did you agree with this as an area of concern? Explain.	
What did the teacher identify as an effort to <u>improve</u> practice related to this concern?	What additional considerations would you like the teacher to consider in addition or instead? Explain.	

Outcomes (3 pts)
Did the coaching have the impact desired? How were you able to assess this?
Learning Outcomes (2 pts)
Indicate how the coaching related to a leadership standard.
Leadership Reflection (5 pts)
What did you learn about instructional coaching from this activity?
What additional comments/conclusions can you share?

Instructional Coaches should possess the following qualities:

- **Pedagogical knowledge.** Experienced teachers with demonstrated success in the classroom and are skilled in developing and implementing instructional strategies — from questioning strategies to classroom management — to improve student learning.
- **Content expertise.** A thorough understanding of the subject curriculum they are coaching. Process-oriented coaches who improve classroom strategies such as data analysis or differentiated instruction must have experience in critical instructional strategies and methods.
- **Interpersonal capabilities.** Strong interpersonal skills and competencies or "people skills," building relationships, establishing trust/credibility, and tailoring assistance to individual educator needs. The ability to encourage and inspire teachers to improve their practices was rated highest.

Programs with instructional coaches should assess teacher perception, instructional practice, and improved student learning.

- **Do teachers value their coaches?** Ask the teachers themselves.
- **Are teachers changing their practices?** Examine teachers' practices/strategies. Do the teachers with coaches use new methods of instruction? Observe & interview.
- **Is student achievement increasing?** Linking coaching to student outcomes is complex, but the effect of coaching on student performance, schools and districts should be considered.

Content from Kowal, J. and Steiner, L. (September, 2007). Issue Brief 'Instructional Coaching. Washington, DC: The Center for Comprehensive School Reform and Improvement.

PK-12 Literacy/Numeracy/SEL/Character Development In-Service

Rationale:

In order to encourage best practices in teacher instruction and effectively supervise positive school growth, school leaders must have competency in best practices related to PK-12 literacy and numeracy across all grade levels and content areas. These skills are foundational to student success and must be appropriately fostered through teacher instruction at all levels. This assignment is intended to foster a deeper understanding of best practices related to literacy and numeracy, while providing an opportunity to hone skills in effective peer collaboration.

Points: **50 pts**

Assignment:

Conduct initial research on the PK-12 scaffolding of an assigned content area (literacy, numeracy, SEL/character development) including related skills, instructional strategies, and assessment approaches. Some resources will be shared on Canvas to aid the research efforts.

Each group will then identify what key outcomes they hope to achieve from the in-service for the class related to this research. These outcomes should be centered on what a future leader generally most needs to know to assure success related to the content area.

A short in-service will then be designed by the group that is in a dynamic, interactive, engaging, and outcomes-driven session that assures participants gain an understanding of the scaffolding of the content area across grade levels.

Working collaboratively as a team, students will conduct a 30-35 minute in-service workshop on the scaffolding of the assigned subject area (literacy, numeracy, or character/SEL), including the following:

- **Literacy Skills:** literacy through the grade levels: including assessment for literacy, developing strategies to address reading problems, reading in the content areas, and scientific literacy.
- **Numeracy Skills:** numeracy through the grade levels including working collaboratively to improve problem solving and number sense in all grade levels and across content areas
- **Socio-emotional Learning:** SEL standards and implementation recommendations across grade levels and content areas including content area infusion; the scaffolding of PK-12 social-emotional instruction (skills, strategies and assessments) including its role in a culture of character
- **Character Development:** character/moral development stages through the grade levels including the Jubilee Framework of character education, implementation models, and asset-based strategies. (This area is usually combined with SEL)

--Section 30.30. d.3 of Illinois State Leadership Redesign (Teacher Leader Model Standard 3e)

Please note: Common Core standards & SEL standards should be an aid in this process, but this assignment needs to be far more fully developed than a listing of standards per grade level.

ARTIFACT: Describe alignment to NELP 7.3 & upload to your e-portfolio

PK-12 Instructional Literacy/Numeracy/SEL/Character Development Overview (50 pts)

	Lacking	Developing	Proficient
Group #1			
Literacy Skills: Appropriate literacy skills are noted from early literacy through adolescence and upper levels.	0-4	5-7	8-10
Literacy Assessment: Developmentally appropriate assessments for literacy are noted.	0-4	5-7	8-10
Literacy Strategies: Specific strategies to support reading development and address reading problems across grade levels are noted.	0-4	5-7	8-10
Content Reading/ Scientific Literacy: Specific strategies for development of literacy in the content areas and scientific literacy are addressed.	0-4	5-7	8-10
Professionalism/Functionality: Materials are functional and enlightening. Presentation: Engaging, professional; coherent & free of errors. Teamwork: Contributions from all group members w comprehensive knowledge.	0-4	5-7	8-10
Group #2			
Numeracy Skills: appropriate numeracy skills from early numeracy through upper levels are noted	0-4	5-7	8-10
Numeracy Assessment: developmentally appropriate assessments for numeracy are noted	0-4	5-7	8-10
Numeracy Strategies: Specific strategies to support problem solving and number sense across grade levels	0-4	5-7	8-10
Content Connections: Specific strategies for development of numeracy in the content areas is addressed.	0-4	5-7	8-10
Professionalism/Functionality: Materials are functional and enlightening. Presentation: Engaging, professional; coherent & free of errors. Teamwork: Contributions from all group members w comprehensive knowledge.	0-4	5-7	8-10
Group #3			
Socio-Emotional Skills: appropriate SEL skills are identified at all levels	0-4	5-7	8-10
SEL Assessments: developmentally appropriate assessments for SEL are noted	0-4	5-7	8-10
SEL Strategies: Specific strategies for development of SEL in the content areas is addressed	0-4	5-7	8-10
Content Connections: Specific strategies for development of SEL in content areas is addressed and as well as its role in an infused, school-wide culture of character.	0-4	5-7	8-10
Professionalism/Functionality: Materials are functional and enlightening. Presentation: Engaging, professional; coherent & free of errors. Teamwork: Contributions from all group members w comprehensive knowledge.	0-4	5-7	8-10
Group #4			
Character Development: character education across levels is identified	0-4	5-7	8-10
Character Frameworks: developmentally appropriate frameworks for character education are provided	0-4	5-7	8-10
Character Strategies: Specific strategies for character development in schools are outlined.	0-4	5-7	8-10
Content Connections: Specific approaches to fostering character in an infused, school-wide manner that impacts school culture.	0-4	5-7	8-10
Professionalism/Functionality: Materials are functional and enlightening. Presentation: Engaging, professional; coherent & free of errors. Teamwork: Contributions from all group members w comprehensive knowledge.	0-4	5-7	8-10
ARTIFACT: Describe alignment to NELP 7.3 & upload to your e-portfolio			

Professional Development Planning Assignment /In-class (25 points)

Working collectively, each student group will develop a professional development plan for an academic **school year** that employs a variety of professional development vehicles to inform, engage, challenge, encourage, & support school community members in enacting change to achieve an identified outcome and a tool to subsequently evaluate professional development efficacy. The plan will incorporate best practices of the professional development Learning Forward standards, identifying the alignment as part of the plan.

SIP Goal Focus of PD: To foster faculty and/or student character development that positively impacts school culture, social emotional competencies, and ethical decision-making.

	Novice 0-1	Competent 2-3	Proficient 4-5
Outcome. Clearly identified outcomes: SIP goal related to character education/ developing a culture of character & how it will be achieved	Outcome(s) of the plan is missing or unclear.	Outcome is identified but not developed into measurable goals for implementation.	Outcome is clear with precise and measurable goals.
PD Formats. A <u>variety</u> of PD approaches are employed beyond simply in-service days (mentors, site visits, book studies, action research, peer PLC exploratory, pilots, etc)	Provides only one or two formats of PD delivery or is unclear on format.	Includes at least three or more formats but with very similar approaches to development.	Provides a variety of PD approaches that assures multiple avenues of development & efficacy in a manner that compliment one another.
PD Integration. Plans are reasonable, inclusive, and well-integrated with one another to achieve the goal. Responsible parties, timelines, & expectations are clear	The plan is not indicative of professional practice and cohesive efforts towards the same outcome.	The plan is somewhat indicative of effective and professional PD planning but in need of improvement or more specificity.	The plan integrates a variety of high-quality approaches in a professional and effective manner with clear timeline, responsible parties, & expectations.
PD Quality. PD is clearly aligned to Learning Forward standards of effective PD.	Alignment to Learning Forward standards is missing or unclear.	Alignment to Learning Forward standards is present but a bit cursory.	Alignment to Learning Forward standards is present in a thoughtful & effective manner.
Evaluation. Instruments and/or process for evaluating the PD plan's efficacy is thoughtfully developed and/or articulated.	Evaluation tool is missing, confusing, or ineffective.	An evaluative tool or process is included but is too general and will not provide effective analysis of the PD plan.	An evaluative tool or process is included that will provide valuable, measurable, feedback for ongoing development.
PORTFOLIO: Describe how this assignment meets these indicators in your e-Portfolio & upload the assignment: NELP 7 and COC 2			

Personnel Interviews/ Field Experience Point Summary (50 pts)

Please assure your field experience summary addresses each of the following items.

Personnel
Description of the Interviews Briefly walk the reader through each person that you interviewed and what you learned. 25 pts
Learning Outcomes Note what leadership standards this experience relates to. 5 pts
Leadership Reflection Explain how you grew as a leader through this experience. 15 pts
Accompanying Materials
Attach accompanying items or natural products that resulted from your field experience such as committee notes, agendas, flyers, summary/analysis, primary source copies, field experience log, field experience contract, e-mails, etc. 5 pts

Field Experience Log

- Record hours actively engaged in administrative tasks related to your field experience.
- Ideally, incorporate different grade levels and different racial and socioeconomic settings into experiences.

Date	Location (include school)	Activity Summary	Total Time (approx)
			Total:

MEDU 535: Portfolio Artifacts

I will review all course-aligned artifacts in your e-portfolio to assure they each have a description, explanation of alignment to the standard, and reflection on your leadership growth.

All of the following are needed for full points.

Hiring Project	NELP 7.1, COC 2, CTRL 8
Eval/Role Play/ Flip Grid	NELP 4, NELP 7, COC 4
PK-12 In-Service	NELP 7
PD Plan	NELP 7, COC 2
Supervisor Slides	NELP 7
Mentoring	NELP 7
Coaching	NELP 7
NELP 4.2: MEDU 535. Teacher Observation / Evaluation/ Role Play Conference	
NELP 7.1: MEDU 535 Hiring Project	
NELP 7.2: MEDU 535 Mentoring Project	
NELP 7.2 MEDU 535 Coaching Project	
NELP 7.3: MEDU 535 P-K12 In-Service Professional Development Assignment	
NELP 7.4: MEDU 535 Teacher Observation/Evaluation/Role Play Conference	
NELP 7.4: MEDU 535 Supervision Assignment	
COC PLO 2: MEDU 535 PD Plan for Character Development as a School Improvement Goal	
COC PLO 2: MEDU 535 Hiring Process Identifying Screeners for Hiring Individuals of Character	
COC PLO 4: MEDU 535 Video Identifying the Leadership Style	
CTRL 8: MEDU 535 Hiring Project	