Loyola University Chicago
School of Education

Professionalism in Service of Social Justice

ELPS 571: Seminar Current Issues in Supervision: Supervision and Evaluation
to Promote School Success for College and Career Readiness

Professor: Susan Sostak, Ed.D.  Meeting Time: Mondays: 7:00-9:30 p.m.
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Phone: 312-915-6937   Office Hours: By appointment
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Fax: 312-915-6660

Course Description:
This course is designed to examine the significance of effective school supervision. Examination of both formative and summative models will be examined as well as their role in improving teaching and learning. Specifically, this course will provide a critical examination of school supervision and instructional leadership to enable today’s 21st century principals to:

1. build principal (as well as teacher) leadership and instructional capacity;
2. provide meaningful and constructive observation and feedback for teachers and staff;
3. design and sustain meaningful curriculum planning working with teachers and building leadership teams;
4. move student and staff culture from vision to system;
5. design and implement daily, weekly, and monthly schedules to effectively manage the principal’s time to make a significant impact on teacher development, student achievement, and cultural richness;
6. reduce the amount of the during the school day (when students and teachers are in the building) devoted to managerial tasks that take away from high impact instructional leadership.
7. design meaningful and powerful professional development for their school communities based on local school data and teacher developmental needs.

Conceptual Framework:

This course is designed for candidates whose goal is to become a CPS principal building leader. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, this course will utilize the professional framework as a lens through which to examine our readings, presentations and discussions. Specifically, we will develop the understanding and practice of supervision as it honors individual and social justice for all in the improvement of teaching for improved student outcomes for every student.

In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:
Candidates will demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Candidates apply ethical principles in professional decision-making.

Course Objectives:
By applying theory to practice (Bambrick-Santoyo, 2012; Hargreaves and Fullan, 2012; Lencioni, 2002,2005; and Jentz 2007), this course is designed to scrutinize current issues in school supervision for the improvement of principal effectiveness, teacher growth and retention, as well as student engagement, achievement, and success. In addition, this course will provide the candidate an opportunity to examine the opportunities and challenges that regularly confront school/district instructional leaders, while developing the appropriate knowledge, skills, and dispositions to successfully identify and address these issues when they arise. Specifically, this course will address:

1. A theoretical basis for understanding 21st century school supervisory needs, priorities, and practices.

2. Adult learning and how this affects professional practice, principal/teacher interaction, and staff culture.

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

4. A critical examination of options in supervision including the differentiated model. How to implement a differentiated supervisory cycles (both formative and summative) for tenured and non-tenured teaching faculty to improve student outcomes and to nurture teacher growth and development (vis-a-vis PERA and Senate Bill 7).

5. The use of school-wide, as well as teacher-specific, data to determine gaps in student achievement for multiple student populations and to use this data to improve teacher effectiveness and plan targeted professional development for the teachers who require it.

6. The role of constructivism in the development of today’s reflective practitioner.

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

8. The moral imperative to develop the ability (through role play and video analysis) to have honest, specific, constructive, and meaningful conversations with teachers to assist them to develop and implement strategies to promote teacher growth/development, student engagement, a positive student culture, and to eliminate gaps in student learning and achievement.

9. Current issues and their impact on the specific teaching competencies:

   a. **technical competence**: the ability to determine in advance what is to be learned, how it is to be learned, and criteria by which success is to be measured for improved student outcomes for all students.

   b. **clinical competence**: the ability to engage in reflective decision-making, utilizing data to reconsider/modify the instructional intent and/or practice.

   c. **personal competence**: the ability to self-interpret the intended meaning of verbal and nonverbal symbols and acts; introspection relative to self-awareness.
d. **critical competence**: the ability to engage in reflective decision-making and action to form more socially just and equitable schools.

**Course Standards:**

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

**CF1:** Candidates will demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

**CF8:** Candidates apply ethical principles in professional decision-making.

**ISSLC STANDARDS (2008):**

**ISLLC Standard 1:** An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**ISLLC Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**ISLLC Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**ISLLC Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

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

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

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

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

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

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

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

**ELCC 2.4:** Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

**ELCC 5.1:** Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.

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

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

A. Champions teacher and staff excellence through a focus on continuous improvement:

Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.

B. Creates a powerful professional learning systems that guarantee learning for students:

Principal works with the school staff and community to utilize the district’s framework for effective teaching and learning to improve instruction for all students.

C. Builds a culture focused on college and career readiness:

Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.

D. Empowers and motivates families and community to become engaged:

Principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school.

E. Relentlessly pursues self-disciplined thinking and action:

Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

F. Leads school toward achieving the vision:

Principal works with the staff and community to build a shared mission and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.

CPS Principal Success Factors

The success factors are the knowledge, skills, tasks, and abilities that underpin the CPS competencies.

Accountability and Driving Results:

Establish challenging and ambitious school goals and take action to achieve them; build a culture of results-orientation, innovation, and continuous improvement; use data to assess performance and drive goals and decision making; set clear, high expectations for students and staff; align expectations with college and career readiness objectives; hold self and others accountable for meeting performance standards.

Analytical Thinking and Data Analysis:

Use data to identify and solve problems; identify and set performance improvement targets and monitor for improvement; effectively utilize multiple levels of data; put in place data systems to monitor processes, progress and results; develop systems for using data to drive performance; understand complex and conflicting data.
Building and Maintaining Collaborative Relationships:

Identify and proactively establish effective and trusting work relationships with all internal and external stakeholders; work to understand and manage the concerns, motivations, and needs of stakeholders; engage families and the community to realize the goal of college and career readiness for every student.

Developing Others:

Effectively assess individual and team developmental needs; provide prompt, actionable, targeted feedback to others; create tangible action plans that focus on improving in development areas and leveraging strength areas; hold others accountable for their development; create systems that build capacity of others and facilitate continuous improvement.

Developing Self:

Continuously identify and pursue opportunities for self-development; reflect in order to learn; prioritize personal and professional development and growth.

Impact and Influence:

Use presence and passion to motivate and engage others and drive change; apply knowledge of school and community dynamics to shape outcomes and achieve results; listen to stakeholders needs, effectively address concerns and make changes that will positively impact student achievement and school culture; align and engage stakeholders.

Instructional Leadership:

Lead teachers and other staff in developing and delivering effective, standards-based, differentiated instruction; develop strategies and systems for improvement in instruction; encourage development of professional practice; use data to evaluate and connect instructional activities and results; analyze instruction through evidence-based observation; provide direct actionable feedback and coaching; evaluate and hire teachers and staff based on instructional capabilities.

Leading Innovatively Toward the Vision:

Translate a vision of learning into specific tangible action steps; use innovative approaches to achieve vision; acquire the resources and support needed to pursue vision; clearly communicate the vision and action plans to others; build culture within the school to support the vision.

Operational Excellence:

Create a safe, organized, and student-centered environment; identify and obtain the resources and personnel required to meet objectives; organize people; programs; and activities to better meet goals; develop and maintain both operational and instructional school-wide systems, processes, plans, and procedures to support the school vision and objectives; anticipate obstacles and prepare appropriate contingency plans.

Service Leadership:

Demonstrate a belief that all students can obtain college and career readiness; exemplify commitment and service to all stakeholders; inspire trust through demonstration of ethics and integrity; put the needs of students ahead of personal and others’ agenda and make student-focused decisions; promote multicultural awareness and demonstrate respect, sensitivity, and appreciation for individual differences.
Strategic Thinking:

Identify systems-based plans for achieving school and district goals; see the big picture and identify patterns and trends from complex or conflicting data and information; translate vision into tangible actions; prioritize to spend time and resources on most critical issues.

Team Leadership:

Motivate team with a compelling vision; effectively organize team, build leadership capacity, and create a distributed and collaborative leadership system to achieve goals; remove barriers and ensure team has resources necessary to succeed.

Diversity:

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

Technology:

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

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care
For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University--a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

IDEA Objectives (objectives in bold, italic print are essential)

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers.

Required Texts:
The following books are to be ordered online at the Loyola Bookstore. The web address is www.luc-wtc.bkstr.com. You are ordering books for ELPS 571 Sostak, Section 002.


**Sakai:**

- The course syllabus and additional reading assignments can be found on Sakai for this course. *Please ensure you download these readings, read them, and bring them to class on the appropriate evening.*

**Things you need to bring to class:**

- Continue your membership on the problem-solving team you joined at your school during the fall semester (ELPS 560).

- A copy of the “Analysis of a School Improvement Plan (SIPPA/CIWP-A Case Study” you completed in ELPS 560 last semester, when required (see course calendar).

- A copy of the adopted CPS evaluation instruments consistent with the CPS *Framework for Teaching*, when required (see course calendar).

- A copy of your building schedule for the second semester, when required (see course calendar).

- A copy of your personal calendar/schedule, when required (see course calendar).

**Supporting Reference Literature**

See list of references on the last pages of this syllabus.

**Embedded Field Experiences:**

1. Create an informal observation and feedback calendar (Brambrick-Santoyo, 2012) to work with two (2) specific teachers for several consistent weeks this semester. You will be responsible for sharing the work you are doing with the instructor and other members of the class weekly, once we begin this assignment (see course calendar).

2. Conduct two (2) *formal* classroom observations consistent with PERA and CPS evaluation protocols. Each formal observation cycle will include a pre-conference, a 45-minute classroom observation, a post-conference, and a written summary. (NCATE Assessment).

3. Development and presentation of a targeted professional development plan using the “Analysis of a School Improvement Plan” assignment from ELPS 560 as a starting point.

**Evaluation:**

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<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, Participation, Professional Dispositions</td>
<td>22</td>
</tr>
<tr>
<td>Informal Observation/ Formative Feedback Schedule and Written Reflective Summary</td>
<td>25</td>
</tr>
<tr>
<td>Formal Observations and Summary:</td>
<td>25</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 POINTS</strong></td>
</tr>
</tbody>
</table>
Grading Scale:
A  93% and above
A- 90-92%
B+ 87-89%
B  86-84%
B- 83-80%
C  70-79%
F  Below 70%

Description of Assignments

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

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. All assignments are due on the date indicated. Late work is not accepted.

Attendance, Participation, Professional Dispositions 22 points

This class is designed as a workshop, therefore, candidates will participate individually and cooperatively in a variety of simulations, role-plays, case study analyses, and discussions. Our classroom will be considered a laboratory in which we develop and hone our understanding and application of instructional leadership strategies and best practice in regard to effective school supervision which foster improved teaching and learning. Your participation score will be based upon your attendance pattern, class participation, as well as your contributions to class discussions and activities.

Candidates will be required to analyze readings and cases presented in the course materials. From these materials, candidates will be required to discern key aspects of school leadership practice, particularly in relation to school supervision and apply theory and supervision models to real life problems and situations. Candidates will be asked to work through the issues, seek solutions and methods of handling the cases from the building-level administrator’s perspective.

All candidates are expected to participate in these activities each week having done the appropriate preparation prior to each class. Such classroom activities may include, but are not limited to entrance slips, in-class written reflections on the week’s readings and application of the readings to your administrative practice, exit slips, etc. Additionally, in the context of the class discussions, candidates will be required to examine preventive measures administrators can take to avoid legal liability and enhance the educational opportunities for all children and compliance with legal mandates in the school district in regard to teacher observation, feedback, and evaluation. (All Course Objectives).

Attendance for all class sessions is required. If you are going to miss a class for professional reasons (i.e., LSC meeting, report card pickup, etc.), please notify the instructor via e-mail of your intended absence at least 48 hours in advance. If you have a personal or professional emergency the night of class, you are responsible for personally notifying the instructor on her cell phone 630-269-8827. Failure to notify the instructor in a timely manner will result in an unexcused absence.

Informal Observations and Formative Feedback Sessions 25 points

Using materials presented by Paul Bambrick-Santoyo (2012) in his book, Leveraged Leadership, candidates will create and maintain an informal observation and formative feedback cycle with two (2)
cooperating teachers in their schools. These formative cycles will occur weekly over a period of several weeks during the semester. The goal of this experience is for principal candidates to learn the “concrete actions...an excellent school leader takes at each moment to make his or school exceptional” Bambrick-Santoyo, 2012, p.5). Candidates will learn how one uses his or her time during the school day has a significant impact on the quality of the student learning and achievement as well as teacher growth and development that occurs in their schools.

Additionally, principal candidates will write a reflective summary of these experiences in a formal, scholarly paper which will detail the successes and challenges of this type of principal leadership in their schools. Teacher identity is to remain confidential. Teachers will be referenced as “Teacher A” and “Teacher B.” It will, however, be helpful to know what subject(s) these teachers teach as well as grade level.

These observations will be conducted consistent with the CPS Collective Bargaining Agreement and PERA/Senate Bill 7. The principal candidate will confer with his/her building principal in regard to this assignment prior to being this work. Additionally, the instructor will provide a brief overview of this work at the Loyola CPS dinner for mentor principals and Loyola Doctoral Fellows on February 3.

**Due Dates: Various-Refer to Course Calendar.**

**Supervision/Evaluation Cycle: Formal Observations (NCATE Assessment): 25 points**

In this course, we will be developing and practicing the knowledge, skills, dispositions, and techniques of effective instructional leadership and supervision. We will study the supervision models and frameworks of Danielson, Zepeda, Bambrick-Santoyo, and Hargreaves and Fullan. We will also revisit the state-mandated Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and the CPS Framework for Teaching.

**Part One:** Using the *CPS Framework for Teaching*, the candidate will now conduct **two (2)** full cycles of clinical supervision with the two teachers he or she has been working with during the informal observation/formative feedback sessions during the semester. **A full cycle of clinical supervision includes the pre-observation conference, the formal observation, the post-observation conference, and written summative documents.** The written summative evaluation will include overall comments, timeline for follow-up discussions with the teachers, including next steps and recommendations for improving teaching and learning. This summative evaluation cycle should be consistent with all documents associated for this purpose in CPS. Be sure to include documentation pertinent to the clinical evaluation cycle, i.e. informal observation summaries, observation notes, CPS forms used, student achievement data as related to classroom observation, and the written feedback provided to your teachers. (ELCC 2.2., 2.4.)

Teacher identity is to remain confidential. Teachers will be referenced as “Teacher A” and “Teacher B.” It will, however, be helpful to know what subject(s) these teachers teach as well as grade level.

**Part One Due Date: March 31, 2014**

*All aspects of the observation cycle are to be completed and candidates are to bring copies of the full cycle of clinical supervision artifacts with them to class on this evening.*

**Part Two:** Finally, candidates will write a reflective, scholarly paper (between 8-10 pages) on the full, clinical supervision process and discuss the following:

1. Describe what you consider to be the strengths and challenges of using the *CPS Framework for Teaching* when evaluating teachers.
2. How does the *CPS Framework for Teaching* evaluation model support your school’s vision? For instance, are data-based research strategies (i.e., student assessment results, student and family demographic data, and community needs) that focus on student learning incorporated as part of the process and/or used to inform the development of the vision? (ELCC 1.1)

3. Describe professional development initiatives that could be proposed as a result of the evaluation process (which also includes the informal, formative work you have done with these teachers) that would serve to motivate staff to achieve the school’s vision. (ELCC 1.2, 2.4)

4. How might consistent informal observations and formative feedback coupled with summative evaluation and subsequent professional development nurture teacher growth and promote leadership within your school? (ELCC 1.3, 1.4)

5. How can the formative assessment and the summative evaluation process be utilized to improve staff culture at your school? What are some context-appropriate strategies you have learned through this process that capitalize on the professional growth of teachers to improve school programs and staff, as well as student, culture? (ELCC 2.1, 2.4)

Your recommendations and comments should reflect integrity (honesty and respect for the rights of others), fairness (impartiality and sensitivity to student diversity), and ethical considerations and decisions.

**Part Two Due Date: April 7, 2014**

**Professional Development Plan**

In ELPS 560, you prepared an “Analysis of A School Improvement Plan” wherein you identified one goal area to analyze which informed you as to why this goal was created for the school’s SIPPA/CIWP plan. Using this area, you will now develop a professional development plan based upon the needs you outlined in the “Analysis.” There two (2) components to this assignment: a written paper and an oral presentation.

**Written Paper:**

1. State the project goal and summarize the data you collected around this goal in ELPS 560.

2. Define the professional development needs that need to be instituted as outlined in your “Analysis of a School Improvement Plan” from ELPS 560.

3. Define the stakeholders who need to participate in this professional development. Remember, not all teachers may need this particular professional development (Hargreaves & Fullan, Bambrick-Santoyo).

4. Research, develop, and articulate in detail the actual professional development plan you would provide for these stakeholders at your school. The plan should include the steps, key activities, communication plan, and best-practice, research-based resources you will use to provide the professional development to the stakeholders. Include these resources in your reference list.

7. As part of the written portion of this assignment, articulate what CPS Principal Competencies and Principal Success Factors you addressed in the preparation and delivery of this professional development session.

8. Write a seven-to ten-page scholarly paper describing the components above. Include a reference list of materials and sources you consider for the delivery of this professional development plan. You are to provide the instructor with a hard copy of this paper on the night you are making your oral presentation (see information below).
Due Date: April 14, April 21, or April 28.

Oral Presentation:

1. Prepare the actual professional development presentation as you would deliver it to the faculty stakeholders. This presentation should include:

   a. Power Point Presentation used to engage your faculty audience in the session. You are to provide hard copies for everyone in our class.

   b. Handouts or artifacts you would provide to the faculty (with enough copies for members of this class).

   c. One activity you would do with the faculty to engage them in the session and facilitate their learning. You will do the activity as part of your oral presentation.

   d. A timeline for follow-up sessions with the faculty stakeholders, so they understand the professional development is an ongoing process and need for your school. The follow-up sessions also communicate the leadership’s commitment to the initiative and the importance of school community accountability.

   e. Clearly define what faculty need to do between this current professional development session and the next time the group reconvenes to revisit this important initiative.

Due Dates: You will present this professional development session for your colleagues either April 14, 21 or 28. We will hold a lottery for which candidates present on which dates. Note: You must submit your written paper on the night your presentation is due. You will not be allowed to present unless you have your written paper with you ready to submit to the instructor.

Rubrics for Assignments/Assessments /Field Experience

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate meets all deadlines consistently.</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner.</td>
<td>Candidate works with peers in a positive manner most of the time.</td>
<td>Candidate is unable to work with peers on assignments causing disruption to the group process.</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner.</td>
<td>Candidate works with peers in a positive manner most of the time.</td>
<td>Candidate is unable to work with peers on assignments causing disruption to the group process.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner.</td>
<td>Candidate honestly cites other’s work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other’s work as his/her own.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Target (2)</td>
<td>Acceptable (1)</td>
<td>Unacceptable (0)</td>
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<tr>
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<tr>
<td>Candidate...</td>
<td>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</td>
<td>Candidate usually communicates with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.</td>
</tr>
<tr>
<td>Candidate uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom for academic purposes with a few exceptions.</td>
<td>Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fairness</th>
<th>Target (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate is able to reflect and respect other points of view within the university setting</td>
<td>Candidate consistently reflects and respects other points of view within the university setting.</td>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.</td>
<td>Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.</td>
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</table>

<table>
<thead>
<tr>
<th>All Students Can Learn</th>
<th>Target (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates a belief that all students can learn within the university setting</td>
<td>Candidate consistently demonstrates a belief that all students can learn within the university setting.</td>
<td>Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.</td>
<td>Candidate does not demonstrate a belief that all students can learn within the university setting.</td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the university setting</td>
<td>Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.</td>
<td>Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
<td>Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence.</td>
</tr>
<tr>
<td>Candidate demonstrates social justice within the university setting</td>
<td>The candidate advocates strongly for social justice within the university setting in both word and deed.</td>
<td>The candidate supports social justice within the university setting in both word and deed.</td>
<td>The candidate's words and deeds within the university setting do not support the principles of social justice.</td>
</tr>
</tbody>
</table>
# Informal Observations and Formative Feedback Sessions Written Summary

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard/Element</th>
<th>Target (8.3)</th>
<th>Acceptable (5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CPS Competencies A, B, C, E, and F</td>
<td>Candidate maintains weekly informal observation and feedback sessions with two teachers in his/her school for the duration of the assignment.</td>
<td>With one exception, candidate maintains weekly informal observation and feedback sessions with two teachers in his/her school for the duration of the assignment.</td>
<td>Candidate has failed to maintain weekly informal observation and feedback sessions with two teachers in his/her school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate is prepared to discuss his/her work on this initiative in class <em>each</em> week for the duration of the assignment.</td>
<td>Candidate is prepared to discuss his/her work on this initiative in class <em>most</em> weeks for the duration of the assignment.</td>
<td>Candidate is not prepared to discuss his/her work on this initiative in class <em>most</em> weeks for the duration of the assignment.</td>
</tr>
<tr>
<td></td>
<td>CPS Competencies A, B, C, E, and F</td>
<td>Candidate recounts <em>in detail</em> informal observation data using techniques outlined in class and consistent with CPS informal observation protocols and submits them with written reflection.</td>
<td>Candidate <em>adequately</em> recounts informal observation data using techniques outlined in class and consistent with CPS informal observation protocols and submits them with written reflection.</td>
<td>Candidate <em>insufficiently</em> recounts informal observation data using techniques outlined in class and consistent with CPS informal observation protocols and fails to submit them with written reflection.</td>
</tr>
<tr>
<td></td>
<td>CPS Competencies A, B, C, E, and F</td>
<td>Candidate describes <em>in detail</em> in the written reflection paper the conversations held with each teacher in regard to his/her teaching strengths and areas for growth.</td>
<td>Candidate <em>adequately describes</em> in the written reflection paper the conversations held with each teacher in regard to his/her teaching strengths and areas for growth.</td>
<td>Candidate <em>insufficiently describes</em> in the written reflection paper the conversations held with each teacher in regard to his/her teaching strengths and areas for growth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate will <em>describe in detail</em> the successes and challenges of this type of principal supervision model (Bambrick-Santoyo) in his or her school.</td>
<td>Candidate will <em>adequately describes</em> the successes and challenges of this type of principal supervision model (Bambrick-Santoyo) in his or her school</td>
<td>Candidate <em>fails to describe</em> the successes and challenges of this type of principal supervision model (Bambrick-Santoyo) in his or her school</td>
</tr>
</tbody>
</table>
## Supervision/Evaluation Cycle: Formal Observations (NCATE Assessment)  

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard/Element</th>
<th>Target (2.5)</th>
<th>Acceptable (1.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
</table>
|       | ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. ISLLC Standard 1: Function A | •Paper details evidence of data-based research strategies and strategic planning processes within the clinical supervisory process which focus on student learning and are used to inform the development of a school vision.  
•Additionally, the Paper cites and describes information sources such as student assessment results, student and family demographic data, and an analysis of community needs. | •Paper details evidence of data-based research strategies and strategic planning processes within the clinical supervisory process which focus on student learning and are used to inform the development of a school vision.  
•The Paper cites and describes student assessment result: but fails to cite and describe student and family demographic data, and an analysis of community needs. | •Paper details evidence of data-based research strategies and strategic planning processes within the clinical supervisory process which focus on student learning and are used to inform the development of a school vision.  
•The Paper cites and describe student assessment result and fails to describe student and family demographic data, and an analysis of community needs. |
<p>|       | CPS Competency F | •Paper describes two or more initiatives necessary to motivate staff, students, and families to achieve the school’s vision. | •Paper describes one initiative necessary to motivate staff, students, and families to achieve the school’s vision. | •Paper does not include any initiative to motivate staff, students, and families to achieve the school’s vision. |
|       | ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organization effectiveness, create and implement plans to achieve school goals. ISLLC Standard 1: Function B | | | |
|       | CPS Competencies: A,B, and F | | | |</p>
<table>
<thead>
<tr>
<th>Score</th>
<th>Standard/Element</th>
<th>Target (2.5)</th>
<th>Acceptable (1.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.</td>
<td>•Paper fully describes an ongoing system for using data-based research strategies to regularly monitor, evaluate, and revise the supervisory process to steward a school vision of learning.</td>
<td>•Paper fully describes how regular formative feedback coupled with summative evaluation can help faculty understand how to improve their professional practice.</td>
<td>•Paper partially describes a system for using data-based research strategies to regularly monitor, evaluate, but fails to revise supervisory process to steward a school vision of learning.</td>
</tr>
<tr>
<td></td>
<td>Loyola CF 1</td>
<td>•Paper fully describes how regular formative feedback coupled with summative evaluation can help faculty understand how to improve their professional practice.</td>
<td>•Paper partially describes how regular formative feedback coupled with summative evaluation can help faculty understand how to improve their professional practice.</td>
<td>•Paper fails to describe how regular formative feedback coupled with summative evaluation can help faculty understand how to improve their professional practice.</td>
</tr>
<tr>
<td></td>
<td>CPS Competencies: A,B,C, and F</td>
<td>•Paper fully describes a comprehensive plan to communicate effectively with all stakeholders about implementation of the vision.</td>
<td>•Paper partially describes a comprehensive plan to communicate effectively with all stakeholders about implementation of the vision.</td>
<td>•Paper fails to describe a comprehensive plan to communicate effectively with all stakeholders about implementation of the vision.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•Paper fully describes how the formative feedback and summative evaluation process can promote and improve communication between faculty and administration as well as improve staff culture.</td>
<td>•Paper partially describes how the formative feedback and summative evaluation process can promote and improve communication between faculty and administration as well as improve staff culture.</td>
<td>•Paper fails to describe how the formative feedback and summative evaluation process can promote and improve communication between faculty and administration.</td>
</tr>
<tr>
<td>Score</td>
<td>Standard/Element</td>
<td>Target (2.5)</td>
<td>Acceptable (1.5)</td>
<td>Unacceptable (0)</td>
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<tr>
<td>ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ISLLC Standard 2: Function A CPS Competency C</td>
<td>•Paper includes methods and/or procedures that could be used to assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.</td>
<td>•Paper includes methods and/or procedures that could be used to assess school culture using multiple methods but fails to include in the report the implementation of context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.</td>
<td>•Paper includes methods and/or procedures that could be used to assess school culture but fails to use multiple methods and fails to include in the report the implementation of context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.</td>
<td></td>
</tr>
<tr>
<td>ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program. ISLLC Standard 2: Function B CPS Competencies: A-F</td>
<td>•Full cycle of clinical supervision is reported that applies principles of effective instruction to improve instructional practices and curricular materials.</td>
<td>•Clinical supervision report is not completed; report contains only one of the three components or omits principles of effective instruction to improve instructional practices and curricular materials.</td>
<td>•Clinical supervision report is not completed; report contains only one of the three components and/or omits principles of effective instruction to improve instructional practices and curricular materials.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Standard/Element</td>
<td>Target (2.5)</td>
<td>Acceptable (1.5)</td>
<td>Unacceptable (0)</td>
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<td>ELCC 2.4:</td>
<td>Paper includes a comprehensive proposal for professional growth for teachers linking the appropriate strategies such as observations, student achievement data, collaborative reflection, and adult learning strategies to develop the teacher’s professional practice.</td>
<td>Paper includes a proposal for professional growth for teachers linking the appropriate strategies such as observations, student achievement data; but fails to use collaborative reflection, and adult learning strategies to develop the teacher’s professional practice.</td>
<td>Paper includes a proposal for professional growth for teachers; but fails to link the appropriate strategies such as observations, student achievement data; and fails to use collaborative reflection, and adult learning strategies to develop the teacher’s professional practice.</td>
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<tr>
<td></td>
<td>ISLLC Standard 2: Function H</td>
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<td></td>
<td>CPS Competencies: A-F</td>
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<td></td>
<td>ELCC 5.1:</td>
<td>Paper includes a comprehensive proposal for professional growth plan that reflects respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions.</td>
<td>Paper includes a proposal for professional growth plan that reflects respect for the rights of others with regard to confidentiality; but fails to reflect a respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions.</td>
<td>Paper includes a proposal for professional growth plan that does not reflect a respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions.</td>
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<td></td>
<td>ISLLC Standard 5: Function A</td>
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<td></td>
<td>CPS Competency E</td>
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<tr>
<td>Score</td>
<td>Standard/Element</td>
<td>Target (2.5)</td>
<td>Acceptable (1.5)</td>
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<tr>
<td>ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ISLLC Standard 5: Function B CPS Competency E</td>
<td>•Paper includes a comprehensive proposal for professional growth plan that reflects the ability to demonstrate impartiality and sensitivity to student diversity. •Candidate correctly identifies and fully describes which CPS Principal and Success Factors were applied during the full supervision cycle.</td>
<td>•Paper includes a proposal for professional growth plan that reflects the ability to demonstrate impartiality but fails to demonstrate sensitivity to student diversity. •Candidate correctly identifies but only partially describes which CPS Principal and Success Factors were applied during the full supervision cycle.</td>
<td>•Paper includes a proposal for professional growth plan that fails to demonstrate impartiality and fails to demonstrate sensitivity to student diversity. •Candidate incorrectly identifies and fails to describe which CPS Principal and Success Factors were applied during the full supervision cycle.</td>
<td></td>
</tr>
<tr>
<td>ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. ISLLC Standard 5: Function D Loyola CF 8 CPS Competency E</td>
<td>•Paper includes a comprehensive proposal for professional growth plan that demonstrates the ability to make and explain decisions based upon ethical and legal principles.</td>
<td>•Paper includes a comprehensive proposal for professional growth plan that demonstrates the ability to make and explain decisions based upon ethical but not legal principles.</td>
<td>•Paper includes a comprehensive proposal for professional growth plan that fails to demonstrate impartiality and fails to demonstrate sensitivity to student diversity. •Candidate incorrectly identifies and fails to explain decisions with no evidence of begin based on ethical and legal principles.</td>
<td></td>
</tr>
<tr>
<td>ISLLC Standards</td>
<td>Target (3.5)</td>
<td>Acceptable (2)</td>
<td>Unacceptable (0)</td>
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</tbody>
</table>
| **ISLLC Standard 4**  
*An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*  
- Candidate *clearly* states the ELPS 560 project goal.  
- Candidate *succinctly* and *clearly* summarizes the data collected from the ELPS 560 project as a means of justifying the proposed professional development plan. |  
- Candidate states the ELPS 560 project goal.  
- Candidate summarizes the data collected from the ELPS 560 project, but the data lacks clarity and justification for the proposed professional development plan. |  
- Candidate fails to state the ELPS 560 project goal.  
- Candidate fails to summarize the data collected from the ELPS 560 project. |
| **ISLLC Standard 2:**  
*An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*  
- Candidate *clearly* defines and articulates all the professional development needs indicated by the above collected data. |  
- Candidate defines and articulates most of the professional development needs indicated by the above collected data. |  
- Candidate fails to define and articulate the professional development needs indicated by the above collected data. |
| **ISLLC Standard 1:**  
*An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*  
- Candidate *fully* describes and identifies the stakeholders who will participate in the proposed professional development plan and *why* their participation is essential to the implementation and success of the chosen change goal. |  
- Candidate describes and identifies *most of* the stakeholders who will participate in the proposed professional development plan and *attempts to explain why* their participation is essential to the implementation and success of the chosen change goal. |  
- Candidate describes and identifies *some of* the stakeholders who will participate in the proposed professional development plan, *but fails to explain why* their participation is essential to the implementation and success of the chosen change goal. |
<table>
<thead>
<tr>
<th>ISLLC Standards</th>
<th>Target (3.5)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ISLLC Standard 5:</strong> An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</td>
<td>* Candidate cites several research sources of best practice in professional development and leadership theory with accurate citations using APA format to articulate and plan the professional development experience. * Candidate justifies the selection of these research sources for the purpose of this project.</td>
<td>* Candidate cites some research sources of best practice in professional development and leadership theory with accurate citations using APA format to articulate and plan the professional development experience. * Candidate partially justifies the selection of these research sources for the purpose of this project.</td>
<td>* Candidate cites one research sources of best practice in professional development and leadership theory with and fails to accurately cite sources using APA format. * Candidate fails to justify the selection of these research sources for the purpose of this project.</td>
</tr>
<tr>
<td><strong>RELEVANT CPS PRINCIPAL COMPETENCIES</strong> As cited by the candidate for application to his/her project.</td>
<td>* Candidate articulates the 6-8 relevant CPS competencies used to prepare and fully explains how each identified competency applied to the preparation and delivery of this professional development session.</td>
<td>* Candidate articulates the 5-7 relevant CPS competencies used to prepare and partially explains how each identified competency applied to the preparation and delivery of this professional development session.</td>
<td>* Candidate articulates less than 5 relevant CPS competencies used to prepare and fails to explain how the identified competencies applied to the professional development session.</td>
</tr>
<tr>
<td><strong>ISSLLC Standard 4:</strong> An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</td>
<td>* Candidate describes how this professional development activity, and its implications for change, will be shared with the parent community.</td>
<td>* Candidate describes how this professional development activity will be shared with the parent community, but fails to explain its implication for change.</td>
<td>* Candidate fails to describe how this professional development activity will be shared with the parent community, and fails to explain how its implication for change.</td>
</tr>
</tbody>
</table>
ISLLC Standards | Target (3.5) | Acceptable (2) | Unacceptable (0)
--- | --- | --- | ---
**ISLLC Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. | • Candidate prepares a **thoughtful and engaging** Power Point Presentation which would be shared with major stakeholders in the professional development session. | • Candidate prepares a **clear** Power Point Presentation, but fails to engage the stakeholders in the professional development session. | • Candidate prepares a Power Point Presentation, but the presentation **lacks clarity and it fails** to engage the stakeholders in the professional development session. |

**ISLLC Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. | • Candidate provides **all** artifacts and handouts which would be shared with the stakeholders in the professional development activity. | • Candidate provides **some** artifacts and handouts which would be shared with the stakeholders in the professional development activity. | • Candidate **fails to provide** handouts which would be shared with the stakeholders in the professional development activity. |

### Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings to prepare prior to class session</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13, 2014  Class Session 1</td>
<td>✔ Joys and Struggles of the Principalship ✔ Course overview and syllabus, assignments, expectations ✔ Personal History Activity ✔ School/Staff Survey ✔ In-class Reflection:</td>
<td>READ, READ, READ</td>
<td>✔ Purchase your texts</td>
</tr>
<tr>
<td>January 20, 2014  MLK Holiday No Class</td>
<td><strong>READ, READ, READ</strong></td>
<td><strong>READ, READ, READ</strong></td>
<td>Be sure to begin reading for next week’s class!</td>
</tr>
<tr>
<td>January 27, 2014  Class Session 2</td>
<td>✔ Personal History Activity: Revisited ✔ Team Assessment ✔ Strategies for overcoming the 5 Dysfunctions ✔ How does Lencioni’s ideas apply to the principalship?</td>
<td>✔ <em>The Five Dysfunctions of a Team</em> by Patrick Lencioni (read the entire book)</td>
<td>✔ School/Staff Survey</td>
</tr>
<tr>
<td>Date</td>
<td>Topic(s)</td>
<td>Readings to prepare prior to class session</td>
<td>Assignments Due</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| February 3, 2014   | CPS Celebration Dinner in lieu of tonight’s class                        | - Bambrick-Santoyo, Introduction and Chapter 1 (view all videos associated with the assigned chapters)  
- Hargreaves & Fullan, Preface and Chapter 1                                                                                                                                  | Bring copies of CPS Informal Observation Instruments                                               |
| February 10, 2014  | In-class reflection: How did you spend your day today?                   | - Bambrick-Santoyo, Chapters 2 (view all videos associated with the assigned chapters)  
- Hargreaves & Fullan, Chapters 2                                                                                                                                                                                                                                           | Bring your personal calendar                                                                                                                                         |
| February 17, 2014  | Revised principal calendars Informal observations and formative feedback discussion. How is it going?   | - Bambrick-Santoyo, Chapters 5 (view all videos associated with the assigned chapters)  
- Jentz, B. *Talk Sense*, pp. vii-37 and pp. 161-174  
- Hargreaves & Fullan, Chapters 3                                                                                                                                                                                                                                           | Bring a hardcopy of your REVISED personal calendar which includes your informal observation and formative feedback schedules for two teachers |
<p>|                    | How does <em>Talk Sense</em> help me as a principal?                            |                                                                                                                                                                                                                                                                                                                                                                           | Be prepared to discuss your first week observing your two teachers and providing formative feedback                                                             |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings to prepare prior to class session</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| February 24, 2014 |✔ Staff Culture  
✔ In-class Reflection: Success and challenges of using Leveraged Leadership model  
✔ Informal observations and formative feedback discussion. How is it going?  
✔ Stereotypes of Teaching  
✔ How can Talk Sense help me improve my conversations with teachers about their professional practice? |✔ Bambrick-Santoyo, Chapters 6 (view all videos associated with the assigned chapters)  
✔ Jentz, B. Talk Sense, pp. 39-92  
✔ Hargreaves & Fullan, Chapter 4 |✔ Be prepared to discuss your first week observing your two teachers and providing formative feedback  
✔ Bring your school’s most recent 5 Essentials Survey data |
| March 3, 2014      |                                                                         |                                                                                                           |✔ Continue informal observation and feedback sessions this week                   |
| Loyola Spring Break- No Classes this week |                                                                         |                                                                                                           |                                                                                 |
| March 10, 2014     |✔ Planning  
✔ Professional Development  
✔ Investing in Capability and Commitment | • Bambrick-Santoyo, Chapters 3 and 4 (view all videos associated with the assigned chapters)  
• Jentz, B. Talk Sense, pp. 93-161  
✔ Hargreaves & Fullan, Chapter 5 |✔ Be prepared to discuss your first week observing your two teachers and providing formative feedback |
| March 17, 2014     |✔ Professional Capital  
✔ Formal Observation Cycle  
✔ Role Play using Talk Sense | • Bambrick-Santoyo, Chapters 7 and 8 (view all videos associated with the assigned chapters)  
✔ Hargreaves & Fullan, Chapter 6 |✔ Be prepared to discuss your first week observing your two teachers and providing formative feedback |
| March 24, 2014     |✔ Developing my professional development plan base on building needs  
✔ Professional Culture and Communities | ✔ Hargreaves & Fullan, Chapter 7  
✔ Bambrick-Santoyo, Chapter 9 |✔ Informal Observation  
✔ Scholarly Paper Due  
✔ Bring your School Improvement Analysis Paper from ELPS 560 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings to prepare prior to class session</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 31, 2014</td>
<td>Discussion and sharing of formal observation cycle with all artifacts.</td>
<td>Enacting Change</td>
<td>Formal observation cycle complete</td>
</tr>
<tr>
<td>Class Session 9</td>
<td></td>
<td></td>
<td>Bring copies of all artifacts pre-conference, observation notes, post conference, summative summary to class</td>
</tr>
<tr>
<td>April 7, 2014</td>
<td>Pulling it all together to improve our schools.</td>
<td></td>
<td>Formal Observation Cycle Scholarly Papers Due</td>
</tr>
<tr>
<td>Class Session 10</td>
<td></td>
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<tr>
<td>April 14, 2014</td>
<td>Professional Development Presentations (3 candidates)</td>
<td></td>
<td>Professional Development Written Papers Due</td>
</tr>
<tr>
<td>Class Session 11</td>
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<tr>
<td>April 21, 2014</td>
<td>Professional Development Presentations (2 candidates)</td>
<td></td>
<td>Professional Development Written Papers Due</td>
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<tr>
<td>Class Session 12</td>
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<tr>
<td>April 28, 2014</td>
<td>Professional Development Presentations (2 candidates)</td>
<td></td>
<td>Professional Development Written Papers Due</td>
</tr>
<tr>
<td>Class Session 13</td>
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</tr>
</tbody>
</table>

**References**


Green, T. (2009). *Your first year as a principal: Everything you need to know that they don’t teach you in school*. Ocala, FL: Atlantic Publishing Group, Inc.


