

Supervision of Instruction

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January 16- April 30, 2018

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Additional course resources can be found at www.taylorleadership.net

Course Description

The course will consider the definition and scope of the supervisory practice, including an overview of the history, philosophy, and techniques of effective supervision. Emphasis will be placed on the practical application of supervision for the improvement of instruction, meaningful professional growth and development and evaluation of staff. Specifically, the following principles will be discussed throughout the semester:

- Adult learning
- Hunter's Direct Instruction model
- Differentiated instruction
- Constructivism
- Inquiry-based instruction
- Walk-throughs
- Legal impact of evaluations
- Leaders' responsibilities to facilitate professional development
- Mentoring plans
- Interpersonal skills
- Johari Window
- Pre and Post Observations
- Reflective questioning technique
- Empowering school personnel to create effective curricula

Texts

- Glickman, C. D., Gordon, S.P., and Ross-Gordon, J.M. (2012). *Basic Guide to Supervision and Instructional Leadership*. 3rd Edition. Boston: Allyn and Bacon (Amazon- \$118.54 to buy; \$29.91 to rent)

Archived and current articles from *Educational Leadership*, using online access granted to student subscribers. Class participants are expected to join The Association of Supervision and Curriculum Development as basic student members (see end of syllabus for registration form). It is advised that students call to register). Membership includes monthly paper issues of *Educational Leadership*, online access to archives that date back to 1943, and reduced rates to workshops and conferences.

Information from Twitter provided by my account (@TaylorEdLead). Follow these directions to begin: 1. Go to www.twitter.com 2. Sign up for an account. 3. After signing in and setting up your account, click the following link: <http://twitter.com/TaylorEdLead> and click "Follow" in the upper right corner of the screen. 4. Check your Twitter account from time to time to read my feed. 5. Download the smartphone applications if you want to pick up my tweets on your mobile device.

Coursework

Interpersonal Skills: Reflecting on History, the Current Practice of Supervision, and our Relationships With Personnel

- **Week of January 16-January 28**

- Introductions and course goal-setting
- Reflecting on the role of the educational supervisor, including an overview of Glickman's "SuperVision for Successful Schools" model

Professional Standards for Educational Leaders: 2.a-b, e-f, 3.g, 5.d, 6.a-i, 7.a-h, 9.k, 10.a-f, i-j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Readings due January 28: Glickman Chapters 1-2 (provided)

Webinar on January 18 at 3:45 (not mandatory): Class introduction

- **Week of January 29-February 4**

- Assessing personality traits, attitudes, and philosophy of leadership
- School culture and environmental factors that influence such culture
- The Johari Window
- Developmental supervision and its relationship with teacher developmental levels and behaviors
- Using different behaviors when working with teachers of varying developmental levels

Professional Standards for Educational Leaders: 2.a-b, e-f, 3.g, 5.d, 6.a-i, 7.a-h, 9.k, 10.a-f, i-j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Reading due February 4: Glickman Chapter 6

Task due February 4: Johari Window Analysis and Wordle

- **Week of February 5-February 11**

- Developmental supervision and its relationship with teacher developmental levels and behaviors
- Using different behaviors when working with teachers of varying developmental levels

Professional Standards for Educational Leaders: 2.a-b, e-f, 3.g, 5.d, 6.a-i, 7.a-h, 9.k, 10.a-f, i-j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Readings due February 11: Glickman Chapters 8-11

Knowledge and Technical Skills: Identifying Effective Evaluation Techniques, Including Walk-Throughs and Formal Evaluations

- **Week of February 12-February 18**

-The supervisor as classroom observer: what to look for and how to identify what is important in a lesson

Professional Standards for Educational Leaders: 4.c-d, 6.c-i, 7.a-f, 10.f-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Reading due February 18: Glickman Chapter 14

Task due February 18: Discussion comment (respond to prompt in Canvas)

- **Week of February 19-February 25**

-Methods and tools for documenting a lesson observation
-Quantitative and qualitative observations and tools for collecting the data

Professional Standards for Educational Leaders: 4.c-d, 6.c-i, 7.a-f, 10.f-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Reading due February 25: Glickman Chapter 15

- **Week of February 26-March 4**

-Practicing the observation process

Professional Standards for Educational Leaders: 4.c-d, 6.c-i, 7.a-f, 10.f-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Reading due March 4: Using Observation to Improve Instruction, William Powell and Susan Napoliello (Educational Leadership- February 2005)

Task due March 4: Video/Audio Discourse

Webinar on February 27 at 3:45 (not mandatory): CAEP Project overview

- **Week of March 5-March 11**

-Writing teacher evaluations
-Correlating the lesson observation with the evaluation

Professional Standards for Educational Leaders: 4.c-d, 6.c-i, 7.a-f, 10.f-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Readings due March 11: Focusing Teacher Evaluations on Student Learning, Edward F. Iwanicki (Educational Leadership- February 2001); *Evaluations That Help Teachers Learn*, Charlotte Danielson (Educational Leadership- December 2010-January 2011).

- **Week of March 12-March 18**

- Conducting effective post-observation conferences
- Using reflective questions to facilitate meaningful discussions

Professional Standards for Educational Leaders: 4.c-d, 6.c-i, 7.a-f, 10.f-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

- **Week of March 19-March 25**

- Another way to provide teachers with effective feedback: the walkthrough

Professional Standards for Educational Leaders: 4.c-d, 6.c-i, 7.a-f, 10.f-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Task due March 25: CAEP Project

Webinar on March 21 at 3:45 (not mandatory): VoiceThread Project overview

- **Week of March 26-April 1**

- Examining the reflective question again: using reflective questions to engage teachers in professional conversations

Professional Standards for Educational Leaders: 4.c-d, 6.c-i, 7.a-f, 10.f-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Readings due April 1: What Research Says About Classroom Walk-Throughs, Jane L. David (Educational Leadership- December 2007/January 2008); *Teachers as Walk-Through Partners*, James Bushman (Educational Leadership- March 2006)

Spring Recess

Knowledge and Technical Skills: Professional Development That Supports Teacher and Student Growth

- **Week of April 9-April 15**

- Federal and state guidelines for teacher professional development and New Jersey's regulations for professional development plans and new teacher support

Professional Standards for Educational Leaders: 4.c-d, 6.c-i, 7.a-f, 10.f-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Technical Skills: Supporting Curriculum Development With Professional Development

- **Week of April 16-April 22**

- Models of effective professional development
- Planning, developing, and sustaining professional learning communities

Professional Standards for Educational Leaders: 4.c-d, 6.c-i, 7.a-f, 10.f-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Readings due April 22: Glickman Chapter 4; *Looking at Student Work*, Georgea M. Langer and Amy B. Colton (Educational Leadership- February 2005); *Supporting Teacher Learning Teams*, Steve Chappuis, Jan Chappuis and Rick Stiggins (Educational Leadership- February 2009)

Task due April 22: A Leader's Vision for Professional Development (VoiceThread)

- **Week of April 23-April 29**

- Aligning professional development, including professional community learning activities with curriculum development goals
- Federal and state curriculum development policies and procedures
- New Jersey Core Curriculum Content Standards, Common Core State Standards, and PARCC update

Professional Standards for School Leaders: 1.11, 2.8, 2.15, 2.16, 2.21, 3.18, 6.6
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2: i-vi

Task due April 29: A Leader's Vision for Professional Development (VoiceThread) peer comments

Assessment of Comprehension and Application

Grades will be assigned on a point-basis. Instructor feedback will be provided on a regular basis. A determination that students in this class understood the material discussed and were able to apply this understanding practically will be based on the following:

Johari Window Analysis and Wordle- 10 points

Discussion- 10 points

Video/Audio Discourse- 10 points

CAEP Project- 40 points

A Leader's Vision for Professional Development (VoiceThread)- 30 points

Grading Scale (based on points)- A= 90-100, B+= 85-89, B= 80-84, C+= 75-79, C= 70-74 points, F= Below 70 points.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

Suggested Readings

Barth, R. (1990). *Improving schools from within*. San Francisco: Jossey-Bass.

Deal, T. & Peterson, K. (1999). *Shaping school culture*. San Francisco: Jossey-Bass.

Dewey, J. (1938). *Experience and education*. New York: Free Press.

Elias, M. J. (1994). *Promoting social and emotional learning: Guidelines for educators*. Alexandria: ASCD.

Fullan, M. (1991). *The new meaning of educational change*. New York: Teachers College Press.

Kozol, J. (1991). *Savage inequalities*. New York: Harper Collins.

Littky, D. (2004). *The big picture. Education is everyone's business*. Alexandria: ASCD.

Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom instruction that works*. Alexandria: ASCD.

Thoreau, H. D. (1999). *Uncommon learning: Thoreau on education*. New York: Houghton Mifflin.

Suggested Website Resources for Future Educational Leaders

Edutopia: <https://www.edutopia.org>

New Jersey Department of Education Broadcasts: <https://homeroom5.doe.state.nj.us/broadcasts/?p=y>

Phi Delta Kappan- <http://pdkintl.org/publications/kappan/>

Association for Supervision and Curriculum Development: <http://www.ascd.org>

Education Week: <https://www.edweek.org>

Johari Window Analysis and Wordle

Goals

1. To identify and understand personality traits that may influence a supervisor’s approach to practice.
2. To utilize the Johari Window to recognize known and unknown behaviors.

Procedures

1. Complete the Johari Window Worksheet (see Canvas for download) by referring to the class review of the Johari Window to identify aspects of the *public self*, *the blind self*, *the private self*, and *the unknown self*. The character traits you indicate can be listed in bullet or number list form (you do not need to provide a narrative).
2. Use Wordle (www.wordle.net) to visualize your work by inputting the text you provided in the worksheet. You can copy and paste all of the text into the Wordle text window.

Johari Window Analysis and Wordle Scoring Rubric

	6-7	3-5	0-2
Johari Window Worksheet	Demonstrates clear knowledge of the Johari Window by specifically identifying at least three character traits that represent each “pane” of the window. Traits are aligned to the relevant panes.	Demonstrates some knowledge of the Johari Window by identifying one character trait that represents each “pane” of the window. Traits may be loosely aligned to the relevant pane.	Does not demonstrate knowledge of the Johari Window and identifies one or fewer character traits that represents each “pane” of the window. Traits may be loosely aligned to the relevant pane.
Wordle	3		
	Wordle is used appropriately to display all of the character traits listed in the Johari Window Worksheet		

Supervision of Instruction Threaded Discussion

Goals

1. To think critically about topics related to the supervision of faculty and support staff.
2. To demonstrate and apply understanding of topical issues related to supervision by contributing to the collaborative discussion.

Procedures

Each student will be responsible for contributing to a threaded discussion. The rubric lists expectations that should frame the posts. The discussion topic will be assigned by the instructor and will focus on the readings, video lectures, and/or blog posts (<http://successfultschools.blogspot.com/>).

Supervision of Instruction Threaded Discussion Scoring Rubric

	0-10
Knowledge and Analysis	<p>Demonstrates specific knowledge about the underlying theme or idea inherent in the assigned reading, video presentation, and/or blog post for the week by including at least one detail to support the discussion point.</p> <p>Provides comment(s) that compels peers to think critically about the theme or idea presented in the assigned reading and/or video presentation. Presents an idea that may spurn more critical thought in the threaded discussion. Shares personal and/or professional experiences that relate to the topic and illustrate the practical application of theories and/or research being discussed.</p>

Video/Audio Discourse

Goals

1. To think critically about topics related to the supervision of faculty and support staff, the development of curricula, and the alignment of instruction to curricula
2. To demonstrate and apply understanding of topical issues related to supervision, curriculum development, and instructional alignment by contributing to a one-to-one video/audio discourse with the instructor.

Procedures

Students will be provided a video question and/or comment by the instructor during the semester and will be expected to reply to the prompt via video or audio within a timely manner. Any video/audio tool can be used (i.e. QuickTime, Windows Media Player, etc.).

Video/Audio Discourse Scoring Rubric

Knowledge	0-10
	Demonstrates specific knowledge about the underlying theme or idea inherent in the assigned readings and/or video lectures presented at the point of the instructor's video prompt.

Observation of Teachers and Classes (CAEP Requirement)

The Rutgers Graduate School of Education's teacher education program has been granted pre-accreditation status by the Council for the Accreditation of Educator Preparation (CAEP). The tasks described below are required to be completed as per CAEP requirements. Your work will be compiled along with other materials you will produce during your coursework in a portfolio format. I will upload your scores to a central website upon completion of my review of your work. You will have to upload your final document to this central site (instructions are provided in Canvas).

There are two steps to this assignment: 1. Observe one class of each of three different teachers. You should spend the entire period with the class. Choose teachers with three different levels of experience- one 1-4 years, one 5-10, one more than 10. You will write up these observations. Be sure to make appropriate arrangements for observation. The teachers may or may not be the same as those you observed for the first assignment. 2. Conduct an analysis of what you observe. You will write up the analysis for each teacher. *The total number of pages for this entire paper will be 6-8 pages (double-spaced).*

Below is a more detailed description of the assignment, as provided by the Graduate School of Education. The rubric for this assignment follows the description.

Step 1 "Observations"

1. Read over the Analysis expected in Step 2. below before you begin observing. Have an idea of what you will be looking for when you visit the classroom. Remember that you are observing the entire class- teachers and students.
2. Develop a plan for how you will record your observations during the class. The choice of recording format is yours. Choose what will work for you. You do not have to use the same format for all three observations. You do not have to turn in the observation notes.
3. Paper Part I: Observation Write-ups. ***This section of your paper should be one page per observation.*** For each class that you have observed, write a one-page, (double-spaced) concise description of your observations. In this assignment you are to observe all aspects of the class- teacher activities, student behaviors, teacher- student interaction, etc. Observe all those items that a supervisor would if he/she were in the class. Observation write-ups are descriptions only. Do not interpret, offer opinion, draw conclusions, judge etc. Limit yourself to describing. Be sure to cover the class from start to finish. Your writing must be even more concise than in the student observations you made for Assignment One. You need to portray the entire class, but you will be limited in use of detail. You will not be able to report each and every observation from a class. Be careful, however, to include observation details that you are going to rely upon and that will support your discussion in the second part of your paper.

Step 2 "Analysis"

1. Based upon the observations that you have reported in the three write-ups (you may not refer to anything that you observed but did not include in your write-up), individually for

each class:

- Identify the instructional activities/strategies that you believe were most effective/successful (limit three best). Provide rationale for your choices.
- Identify the aspects that you believe were least effective/successful and need to be improved (limit three most needy). Provide rationale for your choices.
- Provide specific suggestions for the teacher to improve the aspects identified above as needing improvement (limit three). Again, provide rationale.

This section of your paper should be one to two pages per observation.

2. Conclude your analysis section (and the paper) by identifying the one class of the three that you believe demonstrated the most effective student learning. Take into consideration not only the teachers' behaviors/actions but also those of the students. Do not jump to a conclusion because "A was the best teacher" or "this was a class of gifted student." Instead, focus upon actions and behaviors you observed. Provide rationale for your choice. *This section of your paper should be one page.*
3. Resist the temptation of judging the quality of the teachers or discussing "what you might have done." You are observing one class out of context. You can make professional suggestions as to what might be done to improve the learning effectiveness in the class you observed without offering judgments about the overall quality of the teacher. Concentrate on constructive actions the teacher might take, additional activities, modifications to observed activities, etc. rather than making a judgmental statement like, "the teacher could not handle the class."
4. The idea is not to label the quality of the teacher or to rate the teacher's performance as you would in a formal evaluation, but to identify what was most successful in the class period and what in your opinion might be done to make weaker elements more successful.

General Notes: Do not identify in any manner the actual classes, teachers, or students observed. Label the classes observed as Class I, Class II, and Class III. If necessary to discuss individual students, label them A, B, C etc.

Submitting Your Work

Group each section together (i.e. observations of the lessons of both teachers first, analysis of the observations for both teachers second) with the following headers: **Observations of the Lessons, Analysis of the Lessons.**

Follow these paper format specifications:

- Papers should be double-spaced
- Documents should have 1¼-inch margins on each side
- Use Times font, 12 points
- Do not include a Title Page; List your title and name on the first page of the paper.

- You should provide a header for each section of your paper so I can easily identify the different parts of your work
- You should email me one document that includes all of your work

**Demonstration Task Scoring Rubric Designed by and for
Rutgers University CAEP Requirement**

(Points will be assigned holistically, based on satisfaction of the expectations below)

<p><u>Analysis: Teacher Needs</u> <i>Areas of least effective/successful learning activities/strategies discussed. Items were cited in Observation. Rationale provided for choice.</i></p>	<input type="checkbox"/> Not Submitted; Analysis is incomplete.	<input type="checkbox"/> Elements identified as lesson needs are not well chosen. Some needs overlooked. Rationale poorly presented. Elements were not reported in Observation.	<input type="checkbox"/> Elements identified as lesson needs are appropriate. Some detail in discussion. Valid and sufficient rationale provided. Elements were reported in Observation.	<input type="checkbox"/> Clear, concise detail in discussion. Elements were reported in Observation.	<input type="checkbox"/> Critical thinking demonstrated in choice of lesson strengths and rationale for choice.
<p><u>Analysis: Improvements</u> <i>Suggestions for improving each need are presented.</i></p>	<input type="checkbox"/> Not Submitted; Analysis is incomplete.	<input type="checkbox"/> Improvement recommendations are missing or not specific. Recommendations not appropriate or valid.	<input type="checkbox"/> Specific improvement recommendations made. Recommendations are valid and appropriate.	<input type="checkbox"/> Multiple, specific, appropriate improvement recommendations made.	<input type="checkbox"/> Choice of recommendations reflects sound, well-thought-out insight.
<p><u>Conclusion</u> <i>Class with most effective student learning is identified. Rationale provided for choice.</i></p>	<input type="checkbox"/> Not Submitted; identification/rationale is incomplete.	<input type="checkbox"/> Most effective class not identified or choice inappropriate. Rationale provided is poor.	<input type="checkbox"/> Choice is well reasoned. Rationale provided for choice.	<input type="checkbox"/> Choice is well reasoned.	<input type="checkbox"/> Rationale provided for choice reflects sound, well-thought out insight.
<p><u>Writing Quality</u></p>	<input type="checkbox"/> Not Submitted; Writing is of poor quality; paper incomplete	<input type="checkbox"/> Writing is average quality. Sentences and paragraphs weakly constructed. Noticeable errors in grammar, spelling, or mechanics.	<input type="checkbox"/> Above average writing quality. No errors in grammar, spelling mechanics.	<input type="checkbox"/> Proper mechanics and presentation.	<input type="checkbox"/> Clear, concise high - quality writing.
<p>GSV Spring 2017</p>					

Name:					
Supervision: Assignment Two: Evaluation Rubric-Demonstration Task					
Component	0= Not Acceptable	1= Partially Proficient	2= Proficient	3= Advanced Proficient	4= Superior
Observation: Description <i>Provides a concise, complete description of class sessions. Activities identified. Fits within page limit.</i>	<input type="checkbox"/> Not Submitted; Description is incomplete.	<input type="checkbox"/> Descriptions are fair. Some items are vague or unclear. Exceeds page limits	<input type="checkbox"/> Descriptions are adequate. Covers all elements of class. Within page limit.	<input type="checkbox"/> Clear, concise descriptions provided. Within page limit.	<input type="checkbox"/> Covers all elements of class with selective, well-thought out detail. Within page limit.
Observation: Teacher <i>Teacher's actions/behavior described. Opening/closure described. Presentation of activities detailed. Transition methods discussed. Classroom management described.</i>	<input type="checkbox"/> Not Submitted; Description is incomplete.	<input type="checkbox"/> Minimal discussion of teacher actions/behaviors. Descriptions poorly organized and poorly expressed. Not all elements of class described.	<input type="checkbox"/> Teacher actions described in some detail. All elements of class covered. Description flows from one activity to another. Classroom management discussed.	<input type="checkbox"/> Clear, concise descriptions provided. Covers all elements of class in good detail.	<input type="checkbox"/> Discussion expressed and presented in logical progression.
Observation: Students <i>Behavior of students is described. Student reaction to teacher presentation discussed. Engagement level of students noted. Evidences of learning cited.</i>	<input type="checkbox"/> Not Submitted; Description is incomplete.	<input type="checkbox"/> Minimal discussion of student actions/behaviors. Descriptions poorly organized and poorly expressed. Not all elements of class described.	<input type="checkbox"/> Student actions and behavior described in some detail. Reaction to teacher presentation described. Engagement level and evidence of learning discussed.	<input type="checkbox"/> Clear, concise descriptions provided. Covers all elements of class in good detail.	<input type="checkbox"/> Discussion expressed and presented in logical progression.
Analysis: Teacher Strengths <i>Most effective/successful learning activities/strategies discussed. Items were cited in Observation. Rationale provided for choice.</i>	<input type="checkbox"/> Not Submitted; Analysis is incomplete.	<input type="checkbox"/> Elements identified as lesson strengths are not appropriate. Rationale limited or poorly presented. Elements were not reported in Observation	<input type="checkbox"/> Elements identified as lesson strengths are appropriate. Discussed in some detail. Valid and sufficient rationale provided. Elements were reported in Observation.	<input type="checkbox"/> Clear, concise detail in discussion. Elements were reported in Observation.	<input type="checkbox"/> Critical thinking demonstrated in choice of lesson strengths and rationale for choice.

A Leader's Vision for Professional Development

Goals

1. To understand the role professional development plays in supporting district initiatives.
2. To recognize the relationship between professional development and student achievement.

Procedures

1. Log onto <http://voicethread.com> and create a free account. A brief video tutorial that I produced can be found by going to: <https://vimeo.com/194757733>
2. Create a VoiceThread document that describes a leader's plan to develop professional development for a school district. The plan can focus on one need but should reflect support of the district's initiatives in some manner. All elements of professional development (i.e. stakeholder representation, sample experiences, funding, etc.) should be considered in the plan. I strongly recommend you sketch your plan before developing a VoiceThread presentation. You should also spend some time looking at sample VoiceThreads before embarking on creating your own.
3. According to the date listed in the syllabus, log in to Voicethread and post one comment on each of your peers' VoiceThreads. It is suggested that your comment include a reflective question that may encourage the VoiceThread artist to consider other ideas about his/her plan.

A Leader's Vision for Professional Development Scoring Rubric

	11-15	6-10	0-5
Expression	<p>Demonstrates clear understanding of the themes related to professional development presented in the works read and the video lectures. Shows the relationship among professional development activities, the role of the administration team, the LPDC, the school-based PD committees, district initiatives, and the district budget. Illustrates the vision for professional development by using at least one image, one sound item, and text.</p>	<p>Demonstrates somewhat of an understanding of the themes related to professional development presented in the works read and the video lectures. When examining professional development, shows the relationship among some but not all of the following: professional development activities, the role of the administration team, the LPDC, the school-based PD committees, district initiatives, and the district budget. Illustrates the vision for professional development by using one but not all of the following: one image, one sound item, and text.</p>	<p>Demonstrates a weak understanding of the themes presented in the works read. When examining professional development, does not adequately illustrate the relationship among the following: professional development activities, the role of the administration team, the LPDC, the school-based PD committees, district initiatives and the district budget. Illustrates the vision for professional development by using only one of the following: one image, one sound item, and text.</p>
Collaboration	<p>Provides at least one voice comment on each peer's Voicethread that poses includes a reflective question.</p>	<p>Provides comments and/or questions on some, but not all peers' VoiceThreads.</p>	<p>Provides comments and/or questions on three or fewer peers' VoiceThreads.</p>