



University of Idaho

EDAD 595 – Administration and Supervision of Personnel

A Required Core Course for Advanced Degrees
and Certification in Educational Leadership
3 Graduate Level Credits

[Semester and Date]

[Instructor Name]

Educational Leadership

College of Education, Health and Human Sciences (EHHS)

[Address]

[Instructor Email and Phone Number]

Educational Leadership Program Information

Course Syllabus

Course Assignment Schedule and Grading Rubric

College of EHHS Vision, Mission, and Statement of Goals:

College Vision:

The University of Idaho College of Education, Health and Human Sciences (EHHS) seeks teaching, learning and living that transforms, invigorates and nurtures. We expand lasting knowledge centered in local and global communities.

College Mission:

The University of Idaho's College of Education, Health and Human Sciences is the state's land-grant research college focused on the preparation of professionals for schools, the movement sciences and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time, strengthen our teaching, scholarly and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through resident instruction and extended delivery. Our scholarly and creative activities promote K-12 academic achievement, human development and wellness, global awareness and progress in professional practice.

College Goals:

1. Teaching and Learning: Enable student success in a rapidly changing world.
2. Scholarly and Creative Activity: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.
3. Outreach and Engagement: Meet society's critical needs by engaging in mutually beneficial partnerships.
4. Community, Culture and Climate: Be a purposeful, ethical, vibrant and open community.

College Conceptual Framework:

University of Idaho educators CARE. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency
Assessment, Teaching, and Learning
Reflective Scholarship & Practice
Engagement in Community Building & Partnerships

Department of Leadership and Counseling Vision, Mission, and Guiding Principles:

Leadership and Counseling Department Mission:

We exist to advance leadership and counseling through scholarship, teaching, and service.

Leadership and Counseling Department Vision:

We are Idaho's premier leadership and counseling department producing nationally recognized research and modeling innovative teaching. Through service and outreach we engage individuals, communities, agencies, and organizations for the mutually beneficial exchange of knowledge and resources.

Leadership and Counseling Department Guiding Principles:

- Focus its research agendas, individually and programmatically, grounded on justice, equality, freedom, and human dignity in peer reviewed and practitioner venues.
- Provide service leadership that promotes collaborative leadership, stewardship, justice and organizational health.
- Be responsive to the educational needs of the communities and educators it serves with professional development, public service and scholarship that advances justice, leadership, and organizational health.

Academic Integrity / Academic Honesty

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Proscribed Conduct. <https://www.webpages.uidaho.edu/fsh/2300.html>

University of Idaho Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

University of Idaho (UI) Nondiscrimination Policy

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Library Resources (On-Campus Classes)

As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1 to 9, 208-885-6584, or visit <http://www.lib.uidaho.edu> for email or IM assistance.

Library Resources (Distance Education/Centers Classes)

The library's catalog, designed to let you search for books and some articles, is located on the library's homepage at <http://www.lib.uidaho.edu>. More specialized articles and databases can be found at <https://www.lib.uidaho.edu/find/articles.html>. To learn more about library from off-campus, visit the Distance Education Library Guide at http://libguides.uidaho.edu/Distance_Education. Live reference/research assistance is available Monday through Friday 1 p.m. to 4 p.m. You can call 208-885-6584, email libref@uidaho.edu, text 208-856-0814, or IM from the homepage.

University of Idaho Accommodations

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources, located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course. Contact DSS at 208-885-6307, email cdar@uidaho.edu or go to www.uidaho.edu/current-students/cdar.

Healthy Vandals Policies

It is a longstanding tradition that Vandals take care of Vandals, and we all do our best to look out for the Vandal Family. These simple precautions go a long way in reducing the impact of coronavirus on our campuses and in our communities. With everyone engaging in these small actions, we can continue to participate in our vibrant campus culture where we are able to learn, live, and grow. Please bookmark the [University of Idaho Covid-19 webpage](#) and visit it often for the most up-to-date information about the U of I's response to Covid-19.

1. **Daily Symptom Monitoring and In-Person Class Attendance.** Evaluate your own health status before attending in-person classes and **refrain from attending class in-person if you are ill, if you are experiencing any of the [known symptoms of coronavirus](#), or if you have tested positive for COVID-19 or have been potentially exposed to someone with COVID-19.**
 - If you display symptoms and/or test positive, you should quarantine following the [CDC's recommendations](#). Do not return to class until you meet the [CDC's requirements](#).
 - If you have been exposed but are asymptomatic, you should stay home for 14 days from last exposure if you remain asymptomatic, adhering to the [CDC's requirements](#).

If you miss an in-person class session, you may be able to attend via Zoom and access course materials on BbLearn. Documentation (a doctor's note) for medical excuses is not required; instead, email me to make arrangements to submit any missed work and make plans to use Zoom and/or online course materials to stay current with the course schedule.

2. **Face Coverings.** All faculty, staff, students and visitors across all U of I locations must use face coverings whenever in any U of I buildings. **You are required to wear a face covering over your nose and mouth in this classroom at all times.**
 - a. If you have a medical condition that you believe affects your ability to comply with the face covering policy, please contact [the Center for Disability Access and Resources \(CDAR\)](#) to request a reasonable accommodation.
 - b. If you have other reasons you believe make you exempt from wearing face coverings, please contact the Covid-19 Coordinator at covid19questions@uidaho.edu.
 - c. Failure to wear a face covering means you will be required to leave the classroom. If a disruption to the learning experience occurs due to repeated offence and/or egregious behavior, it will be referred to the Dean of Students Office for potential code violation.

A convenient link to the University of Idaho [Date] Academic Calendar:

<https://www.uidaho.edu/events/academic-calender>

Words of Welcome

Hello everyone! Welcome to EDAD 595 – Administration and Supervision of Personnel. As you can see from this course syllabus, we will cover a substantial amount of material throughout this course. For best results, be sure to access Blackboard Learn and participate in the course on a routine if not a daily basis.

As your facilitator for the class, I encourage you to take charge of gathering and evaluating materials, forms, and information that may be new to you. I will also encourage you to pose questions to superintendents, directors of human resources, and/or school level administrators to gain deeper understanding of how these plans are being implemented.

For the first few weeks, reading and responding to the postings and questions may seem overwhelming. Like most activities, the more we are engaged and the more we practice, the stronger our confidence becomes, and our skills improve. If you have questions or need coaching, please feel free to contact me. Together, I trust we will have a rewarding learning experience.

If you are having technical problems using Blackboard Learn contact the Help Desk at ITS Help Desk (E-mail helpdesk@uidaho.edu, Phone 208-885-HELP).

Instructor Availability

Always feel free to call / leave a message at [Instructor Phone Number] or e-mail me at [Instructor Email]

Course Connection to CARE Conceptual Framework

As scholar practitioners who value, professionally apply, and advance **Cultural Proficiency, Assessment, Teaching and Learning, Reflective Scholarship and Practice, and Engaging in Community Building and Partnerships**, candidates completing this course will make informed decisions regarding administration and supervision of personnel to meet educational goals.

Course Description

This course is designed to prepare school administrators for effective hiring, professional development, supervision and evaluation of certificated and non-certificated personnel. Emphasis is placed on supervision and evaluation processes for improving employee performance. Application of Idaho statutes, case law, and school district policies will bridge theory and practice. This course includes a laboratory component pertaining to the scoring of teachers' performance using the state's approved evaluation framework.

Course Learning Objectives

EDAD 595 is designed for enabling candidates to:

- Practice gathering evidence for each of the four Domains in the "Framework for Teaching" that include: Domain 1 - Planning and Preparation, Domain 2 - Classroom Environment, Domain 3 - Instruction and Domain 4 - Professional Responsibilities.
- Collect reliable evidence from observations, gather appropriate artifacts of teacher practice and performance for each Domain and provide effective feedback for teacher growth.
 - Participants will be able to check for opinion, bias and interpretations when gathering

- evidence.
 - Participants will gather evidence through direct observation and be able to rate the teacher's performance against the Danielson rubric; participants will justify overall ratings by way of the supporting evidence for each Domain.
 - Participants will calibrate capacities to collect evidence in support of accurate evaluations of teacher effectiveness. Inter-rater reliability will be sought in development of these capacities.
- Provide effective feedback in assisting teachers to formulate the required Individualized Professional Learning Plan (IPLP) and gather artifacts that support meeting the requirements of Idaho Code 33-1004I. Master Teacher Premiums (Effective July 1, 2019)
 - Participants will understand how to use assessment appropriately as part of the teacher evaluation process to monitor student growth and achievement as required by the IPLP.
 - Participants will be able to assist teachers in setting appropriate achievement goals as part of the required Individualized Professional Learning Plan (IPLP) and be able to justify how the goal supports academic achievement for all students.
 - Participants will be able to analyze growth data from a variety of measures and provide guidance to teachers to improve classroom instruction based on their analysis.
- Participants will increase awareness of Assessment Literacy Standards (Michigan Assessment Consortium) and their own district's comprehensive assessment plan.
- Distinguish between formative and summative supervisory processes and apply the distinction to the supervisor's / evaluator's role and responsibilities with both classified and certificated staff.
- Demonstrate ability to describe and discuss a district level personnel program from a systems perspective and show understanding of the process for reviewing and implementing related policies and procedures.
- Demonstrate ability to review and describe pertinent case law, codes of ethics, and foundation principles for school administrators and show understanding of the implications regarding legal and ethical issues relating to personnel.
- Demonstrate ability to review and analyze state statutes, district policy, and district guidelines for evaluating and supervising personnel, and show ability to apply fundamental concepts of related case law, state law, district policy, and local guidelines or procedures.
- Understand how student achievement affects teacher evaluations as described in IDAPA 08.02.02 and Idaho Code, Section 33-1001.

Guidelines Used in Developing Course Objectives

The state ISSP standards include the following 10 domains:

1. Mission, Vision, and Beliefs
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. Continuous School Improvement

The national PSEL standards include the following 10 domains:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

This course is aligned most closely to ISSP Standards: 2,6,7,10 and PSEL Standards: 2,6,7,10

Standards for School Administrators / TaskStream

As part of the University of Idaho's state and national accreditation process, all school administrators must meet the Idaho Standards for School Principals, as well as applicable School Administrator Endorsement Standards for Superintendent and Special Education Director endorsement areas. These standards are recognized by the Professional Standards Commission (PSC) and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Education Administration.

State Standards (ISSP, Page 227): <http://www.sde.idaho.gov/cert-psc/psc/standards/files/standards-initial/Standards-for-Initial-Certification-for-Program-Reviews-after-July-1-2020.pdf>

National Standards (PSEL): http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

To be in compliance with this policy, you may be required to submit your Final Paper / Signature Assignment for this course to our web-based, assessment management and standards-based instructional tool, known as TaskStream. Additional information about TaskStream is provided in the course.

Required Texts and Materials:

Danielson, C. (2007). *Enhancing professional practice: A Framework for Teaching*, (2nd Ed.). Alexandria, VA; ASCD.

Archer, J., Cantrell, S., Holtzman, S.L., Joe, J.N., Tocci, C.M, & Wood, J. (2016). *Better feedback for better teaching: A practical guide to improving classroom observations*. San Francisco, CA.

You may purchase the Archer et al. book listed above from your favorite bookseller or download it as a pdf for free from the Bill and Melinda Gates Foundation at this link:

<http://k12education.gatesfoundation.org/resource/better-feedback-for-better-teaching-a-practical-guide-to-improving-classroom-observations/>

Additional Resources and Materials

Danielson, C. (2013). *The framework for teaching evaluation instrument*. The Danielson Group. This publication is available free in pdf format from The Danielson Group website:

<https://danielsongroup.org/downloads/2013-framework-teaching-evaluation-instrument>

Candidates are expected to gather and save the following types of materials (from their district or from a district of their choice) to be used as resources for weekly discussions, Mini Papers and for the Final Paper / Signature Assignment.

- District and/or Building Personnel Handbooks
- Board Policies and Procedures pertaining to: Supervision and Evaluation
- District Collective Bargaining Agreements: Certified
- District Supervision and Evaluation Forms: Certified, Classified, Administrator and Supplemental positions
- District Job Descriptions: Samples of Certified, Classified, Administrator and Supplemental
- District Contracts: Samples of Certified, Classified, Administrator and Supplemental
- District Mentoring Plan, District Professional Development Plan, District Individual Professional Learning Plan (IPLP), if available and other Related Forms
- District Assessment Schedule and/or Comprehensive Assessment Plan, if available
- Idaho Code - Personnel Laws/Statutes
- Idaho State Board of Education rules and regulations related to Personnel
- Code of Ethics for Idaho Professional Educators (SDE)



American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: American Psychological Association.

This manual is recommended, but not required: [American Psychological Association](#)

Helpful Online APA Formatting Guides:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://apastyle.org>

TaskStream Information

As part of the University of Idaho's, College of Education, Health and Human Sciences, state and national accreditation process, this course requires the purchase and use of TaskStream. **TaskStream** is a web-based system used to capture and connect University data while supporting student success, with a holistic view of student performance and progress toward core requirements. Please follow the directions below to gain access to your TaskStream account:

1. Select which TaskStream Keycode option to purchase from the VandalStore. There are two purchasing options, both of which give you access to ALL TaskStream courses, you are currently enrolled in. There is NO need to purchase multiple codes for multiple courses.
 - **One Year: \$50** To save money, purchase this option if you have less than two years remaining in the program.
 - This single Keycode will allow you access to ALL TaskStream courses you are enrolled in for 365 days, from your date of purchase. This Keycode purchase may need to be renewed after your one-year subscription expires, during your enrollment in the program.
 - **Seven Year: \$139** To save money, purchase this option if you have more than two years remaining in the program.
 - This single Keycode will allow you access to ALL TaskStream courses you are enrolled in for the entirety of your enrollment in the program. This one-time Keycode will not expire during your enrollment in the program, as long as you are enrolled for less than seven years.
 - Please note that this keycode is specific to you and cannot be shared between classmates. As this keycode is billed as a Required Textbook Fee, Financial Aid can be used when purchasing this TaskStream Keycode.
2. General TaskStream support can be found at: <https://www.uidaho.edu/ed/resources/taskstream>, all other questions can be directed to taskstream@uidaho.edu.

Submitting Assignments

Please submit all Mini Papers and your Final Paper / Signature Assignment to the Blackboard Learn Assignment Link located at the bottom of each unit. If you are unable to attach your work via the tool, please send your attached paper to [Instructor Email]

Please save your documents with your LAST NAME first.

Weekly Schedule for Class Discussions

To better facilitate your busy work schedules, I release an entire unit at one time. This will provide advanced notice for you to view the Discussion Questions (DQs) and plan your work. Feel free to work ahead, but please keep in mind that my priority is to be available to assist and provide feedback for the *current* week. For this reason, I may be unable to respond to your questions beyond the current week's session.

The following schedule will be used to facilitate the ongoing flow of discussion. The remaining days of each week are reserved for reviewing and reflecting on materials provided and replying to discussion questions. On the Monday following the close of each unit, I post one grade for all responses posted during that unit.

Day 1 – Monday

Day 2 – Tuesday

Day 3 – Wednesday

Day 4 – Thursday (All initial responses to DQs are due by midnight Thursday.)

Day 5 – Friday

Day 6 – Saturday

Day 7 - Sunday (All required Replies to others are due by midnight Sunday.)

Class Procedures and Policies

The study of school administration will often engage you in controversial topics and “what if” scenarios that may illustrate current events at schools—all of these examples demand high levels of sensitivity and confidentiality. Statements made by candidates and the instructor in online sessions are confidential and are not appropriate for sharing in other venues or courses. Failure to maintain confidentiality will result in reductions in participation and grades and possibly, removal from the course.

While class participants are encouraged to express and present differences of opinion, they cannot defame student or instructor opinions. Failure to observe these standards will result in reductions in participation and grades and possible removal from the course. Be sure to submit only your original writing, and when quoting, be sure to cite and reference appropriate resources. Plagiarism is a violation of Academic Integrity standards and may result in academic discipline. See: <https://www.webpages.uidaho.edu/fsh/2300.html>

Attendance and Participation

It is important that you actively participate in discussions and demonstrate that you are engaging with the subject materials in each unit for full participation credit. Active participation is essential to learning, and classroom discussions are intended to provide formative opportunities for reflection and deeper understanding. The purpose of discussion questions is to generate informative, practical, and interesting discussions relevant to the topic(s) we are studying. Some questions may have no absolute correct or incorrect answer. Others may have relatively clear answers.

Online classes at the University of Idaho emphasize group interaction on the **Discussion Boards within each unit**. If you are absent or not engaged, you do not gain the benefit of class involvement and you are not contributing to the learning of others in the class. In order to achieve maximum points for class discussions, I expect you to complete your responses and post them in a timely manner.

Confidentiality Agreement

All statements shared with the entire class/work groups and posted in online discussions/blog entries/journals/etc. **MUST** be considered confidential and within the context of academic freedom. Class participants are expected to respect the opinions of others, of guest speakers, and of faculty on controversial issues.

Expectations for Posting in Classroom Discussions

Initial responses to classroom discussion questions should be ideally between 150 - 200 words.

While class discussions are not as formal as your written assignments (i.e. Mini papers must be written in APA Style Format), please be sure to proofread carefully. Inability to demonstrate correct grammar and spelling may impact your participation points.

Your initial responses and your replies to others should reflect both your understanding and practical application of the assigned readings and theoretical constructs presented in the course materials. Please post messages demonstrating your understanding and/or appreciation of the ideas of others, *adding value to the collective learning experience*.

You will be asked to post one quality initial response each week, and then post at least two (2) and sometimes 3 substantive replies to others. This means you should be prepared to provide at least 2 substantive replies to others in one week.

Substantive replies reflect critical thought on your part and build on others' comments, suggesting alternative solutions, pointing out problems, and even at times, constructively disagreeing. A one-sentence reply is not considered to be a substantive reply.

Deadlines: *Unless otherwise specified, day of the week deadlines means by midnight in the Pacific Time Zone. For example, "Thursday" means by midnight on Thursday.*

Required Projects

Please refer to **Appendix B** of this syllabus for detailed information on the required projects for this course.

Grades/Assessment

EDAD 595 - Administration and Supervision of Personnel is a graduate level course. Therefore, it is expected all of the work required be conducted and presented in a scholarly manner. Written assignments and posts will reflect the individual's original work and the Mini Papers and Final Paper / Signature Assignment will follow the American Psychological Association (APA) style. All references to works by other authors must be properly cited. Class discussions and assignments are intended to elicit critical and creative thinking.

- **An "A" is an indication of excellence.** Excellent work is complete, original, technically sound, and fully supported with scholarly citations.
- **A "B" is an indication of good work.** It is complete, technically sound, has some scholarly citations and adequately addresses the subject of the assignment.
- **A "C" is an indication of average work.** It covers the assignment and little else and lacks an adequate amount of scholarly citations.

Wikipedia is never an acceptable reference at the graduate level.

Use a Formal Writing Style - APA style format is a must for writing at this graduate level. Use a 12-point font size - no smaller, no larger. Correct spelling, proper grammar, and clear expression are imperative. Be sure to organize your paper well and write formally and in the third person (unless you are describing your own philosophy). Still, refrain from using phrases like, "I think" or "It is my opinion".

Your Title Page should look somewhat like this:

Name of the Assignment

The Title of Your Final Paper / Signature Assignment will be:
A Framework for Administration and Supervision of Personnel

by

Your Name

Submitted to

[Instructor Name]

In Partial Fulfillment of the Requirements of
EDAD 595: Supervision and Evaluation of Personnel
University of Idaho
[Semester and Date]

Unacceptable projects/papers are those that do not meet the requirements of the course assignment. They are often papers or parts of papers from other classes or consist of research the writer finds more interesting than the assigned topic. Papers that are plagiarized - both by direct copying or a lack of adequate citation - are unacceptable, and will be rejected and graded accordingly.

Late Assignments

At the graduate level, it is expected all written assignments and projects are submitted on time. If for any reason, you anticipate not being able to meet any of the required deadlines, please notify me ahead of time. Late assignments without prior consent of the instructor may not be accepted.

My focus will be on gathering a formative assessment of your work in your Mini Paper assignments and providing feedback for consideration and recommendations for improvement. A quick turnaround on assessing your formative work is of great importance to me. This way, you will have an opportunity to incorporate your best work into your summative, Final Paper / Signature Assignment.

Incompletes

A candidate must be earning at least a B in all graded work to request a grade of Incomplete. The decision is made by the instructor. Incompletes will not be given, except in extenuating circumstances such as serious illness, injury, or a death in the family. Issues relating to busy schedules, procrastination, or computer problems do not typically qualify as extenuating circumstances.

University of Idaho Library

As a UI student, you have access to valuable electronic and print resources from the university's library. The library's catalog, designed to let you search for books and some articles, is front and center on the library's homepage at <http://www.lib.uidaho.edu>. More specialized article databases can be found by using the "Find Articles" link, also on the homepage. Live reference/research assistance is available Monday through Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m., and Sunday 1 p.m. to 9 p.m. You can call 208-885-6584, email libref@uidaho.edu, text 208-856-0814, or IM from the homepage.

EDAD 595 – References & Websites

Archer, J., Cantrell, S., Holtzman, S.L., Joe, J.N., Tocci, C.M., & Wood, J. (2016). *Better feedback for better teaching: A practical guide to improving classroom observations*. San Francisco, CA. Available at: <http://k12education.gatesfoundation.org/resource/better-feedback-for-better-teaching-a-practical-guide-to-improving-classroom-observations/>

Bambrick-Santoyo, P. (2012). *Leverage Leadership: A practical guide to building exceptional schools*. Hoboken, NJ: John Wiley & Sons, Inc.

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- Danielson, C. (2013). *The framework for teaching evaluation instrument*. The Danielson Group. Available at: <https://danielsongroup.org/downloads/2013-framework-teaching-evaluation-instrument>
- Danielson, C. (2007). *Enhancing Professional Practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Döş, I. & Savaş, A. C. (2015). Elementary school administrators and their roles in the context of effective schools. SAGE Open, 1-11, doi: 10.1177/2158244014567400 Available: <http://sgo.sagepub.com/content/5/1/2158244014567400>
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- Duignan, P. (2012). *Educational Leadership: Together creating ethical learning environments* (2nd Ed.). New York, Cambridge University Press.
- Fullan, M. & Hargreaves, A. (2012). *Professional capital: Transforming teaching in every school*. New York: Routledge.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C.D., Gordon, S.P. and Ross-Gordon, J.M. (2007). *Supervision and instructional leadership: A developmental approach* (7th ed.). Boston: Allyn and Bacon.
- Herbers, M. S., Antelo, A. Ettlign, D. & Buck, A. (2011). Improving teaching through a community of practice. *Journal of Transformative Education*, 9(2), 89-108. doi: 10.1177/1541344611430688
- Houston, P. D. & Sokolow, S. L. (2006). *The spiritual dimension of leadership: 8 key principles to leading more effectively*. Thousand Oaks, CA: Corwin Press.
- Idaho Education Association: Idaho Career Ladder: What you need to know.
<http://idahoea.org/hotline/career-ladder-teacher-pay-system-what-you-need-to-know/>
- Idaho State Department of Education**, <http://sde.idaho.gov/>
- Idaho State Board of Education**, <https://boardofed.idaho.gov/>
- Idaho Title 33 Education Statutes**, <https://legislature.idaho.gov/statutesrules/idstat/Title33/>
- Leithwood, K. & Louis, K. S. (2012). *Linking leadership to student learning*. San Francisco, CA: John Wiley & Sons, Inc.
- Marshall, K. (2013). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap* (2nd ed.). San Francisco, CA: Jossey-Bass.

- McCann, T. M., Jones, A. C. & Aronoff, G. A. (2012). *Teaching matters most: A school leader's guide to improving classroom instruction*. Thousand Oaks, CA: Corwin.
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Appendix A

List of Reading Assignments

EDAD 595 – Administration and Supervision of Personnel

GETTING STARTED:

Please be sure to introduce yourself to others in class and review the entire course syllabus and guidelines for Mini Papers and for the Final Paper / Signature Assignment.

Begin now to create a folder of the following resources or artifacts from your district or a district of your choice, either electronic or hard copy:

- District and/or Building Personnel Handbooks
- Board Policies and Procedures pertaining to: Supervision and Evaluation
- District Collective Bargaining Agreements: Certified
- District Supervision and Evaluation Forms: Certified, Classified, Administrator and Supplemental positions
- District Job Descriptions: Samples of Certified, Classified, Administrator and Supplemental
- District Contracts: Samples of Certified, Classified, Administrator and Supplemental
- District Mentoring Plan, District Professional Development Plan, District Individual Professional Learning Plan (IPLP), if available and other Related Forms
- District Assessment Schedule and/or Comprehensive Assessment Plan, if available
- Idaho Code - Personnel Laws/Statutes
- Idaho State Board of Education rules and regulations related to Personnel
- Code of Ethics for Idaho Professional Educators (SDE)

This link will take you to the Idaho Statutes – Education is Title 33:

<https://legislature.idaho.gov/statutesrules/idstat/Title33/>

UNIT ONE TOPICS FOR DISCUSSION:

- **What is Assessment Literacy? (Includes Professional Standards for Educators and Professional and Board of Trustee Personnel Duties and Powers)**
- **Using a Model for Teacher Evaluation – Introduction to Danielson Framework for Evaluation**
- **A Review / Analysis of Domains 1 and 4**

- **Preparing for Observation: Knowing the Rubric, Gathering Evidence, and Understanding Observer Bias**
- **Mini Paper #1 – Overview of Assessment Literacy and Introduction to the Danielson Framework for Evaluation**

Unit 1: Beginning [Date]

Questions regarding activities and assigned Mini Papers are encouraged.

Required discussions and activities will begin Monday, the week of August 23rd. You may access all Unit 1 activities by clicking the “Unit 1” link on the left side of the Blackboard Learn interface.

If you have not done so already, please gather and review online and district resources and familiarize yourself with upcoming discussion questions for Unit #1. In this course, we will discuss the Danielson evaluation system, case studies, district policies, and Idaho Code associated with administration and supervision of school personnel.

Mini Paper #1: Please submit your Mini Paper #1 to the Assignment Link located at the bottom of Unit #1 in Blackboard Learn. See Assignment / Assessment Schedule located on final page of course syllabus for due date.

UNIT TWO TOPICS FOR DISCUSSION:

- **Applying the Danielson Framework for Evaluation**
- **Observation Practice Session for Domain 3**
- **Collaborative Session for Domain 2: Gather Evidence, Rate, and Justify**
- **Collaborative Session for Domain 3: Gather Evidence, Rate, and Justify**
- **Observation Activity - Individual Exercise for Domains 2 and 3 Combined: Gather Evidence, Rate, and Justify**
- **Mini Paper #2 – Applying the Danielson Framework for Evaluation: Gathering Evidence, Rating, and Justifying**

UNIT #2 begins [Date]

Go to Unit #2 on Blackboard Learn and continue to gather information from district personnel, review online and district resources, and participate online to discuss personnel theories, practices, case studies, district policies, and Idaho Code associated with administration and supervision of school personnel.

Mini Paper #2: Please submit your Mini Paper #2 to the Assignment Link located at the bottom of Unit #2 in Blackboard Learn. See Assignment / Assessment Schedule located on final page of course syllabus for due date.

UNIT THREE TOPICS FOR DISCUSSION:

- **Statutory and Due Process Requirements: Non-Certificated Employees, Certificated Employees, and Supplemental Employee Contract Law**
- **Fair Interviewing and Hiring Practices**
- **Idaho Teacher Career Ladder and Individualized Professional Learning Plan (IPLP)**
- **Mini Paper #3 – Statutory Requirements, Policy and Procedures, and Due Process**

UNIT #3 begins [Date]

Go to Unit #3 on Blackboard Learn and continue to gather information from district personnel, review online and district resources, and participate online to discuss personnel theories, practices, case studies, district policies, and Idaho Code associated with administration and supervision of school personnel.

Mini Paper #3: Please submit your Mini Paper #3 to the Assignment Link located at the bottom of Unit #1 in Blackboard Learn. See Assignment / Assessment Schedule located on final page of course syllabus for due date.

UNIT FOUR TOPICS FOR DISCUSSION:

- **Disciplinary Policy and Procedures**
- **Leadership Philosophy for Supervision and Evaluation of Personnel**
- **Final Paper / Signature Assignment: A Framework for Administration and Supervision of Personnel.**

UNIT #4 opens for discussion [Date]

This final unit provides an opportunity for you to work on your leadership philosophy for supervising and evaluating personnel and assembling your Final Paper / Signature Assignment, a framework for administration and supervision of personnel. Please see Appendix B for details on completing this assignment.

Go to Unit #4 on Blackboard Learn and continue to gather and review online and district resources and participate online to discuss personnel theories, practice, case studies, district policies, and Idaho Code associated with administration and supervision of school personnel.

Final Paper / Signature Assignment:

For assessment and accreditation purposes, you may be required to submit your Final Paper / Signature Assignment to two locations: TaskStream and Blackboard Learn. Please be prepared to:

- **Submit to TaskStream by [Date]**
- **Submit to Blackboard Learn by [Date]**

Appendix B

Expectations and Guidelines for Final Paper / Signature Assignment

EDAD 595 – Administration and Supervision of Personnel

REQUIRED COURSE PROJECTS:

Three (3) Mini Papers: Please submit to Blackboard Learn by dates on assignment schedule:

Three (3) Mini Papers are required for this course. **The body of each paper must be no longer than 3 pages, double spaced.** Please stay on topic and use your most clear, concise, concrete, and formal writing style. Each Mini Paper should be in APA style format with a minimum of two cited works with referenced sources. In addition to textbooks used in this course, you are encouraged to use electronic materials supplied in class as referenced sources. Instructions for using APA style format can be found at:

- APA Style: <http://www.apastyle.org/>
- The Owl at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>

Mini Papers are graded as follows:

- **APA style formatting, formal style of writing at graduate level, and grammar (spelling, sentence structure, etc.) 25% of grade**
- **Content (What you said and how you said it.) 75% of grade**

The content grade reflects my assessment of how well you demonstrated depth of thinking and ability to draw conclusions. I look for correct application of course materials and concepts learned in class, analytical thinking, and organization of thought.

Actual names of all people, organizations, and places MUST BE SUBSTITUTED with fictional names and places. PLEASE DO NOT REVEAL actual names of people, organizations, and places. To provide confidentiality, please replace real names with fictional names and places.

Be sure to OMIT all information in online sources that you list in references that may reveal the identity of any person, place, or organization related to your district artifacts or documents. Since this in-class assignment is not intended for publication, you may omit information in references and replace your district name with XXXs. Example: <http://XXXXXX.edu>

MINI PAPER #1

The body of this paper must be no longer than 3 pages, double spaced. Your paper should include a full-page title page, a 3-page written discussion, and a full-page references page. It should be in APA style format with a minimum of two cited works. The paper addresses the following questions:

1. **According to Idaho Code, what powers and/or responsibilities are granted to the Board of Trustees in personnel matters?**

2. **What is Assessment Literacy and how can Assessment Literacy Standards be applied to bring about professional growth for improving the overall quality of teaching and learning?**
3. **Please explain / discuss the following three tips for preparing for observation: (1) knowing the rubric, (2) gathering evidence, and (3) understanding observer bias. How will you prepare yourself to effectively observe and evaluate others?**

The paper includes:

- a. Discussion of professional standards for educators and what these standards mean to you, as an administrator.
- b. Reference Page: References may include course readings, recommended websites, and independent research. If you cite a source provided in the course, please claim the author as "Unknown Author" if the presentation or text does not indicate an author.

Actual names of all people, organizations, and places MUST BE SUBSTITUTED with fictional names and places. PLEASE DO NOT REVEAL actual names of people, organizations, and places. To provide confidentiality, please replace real names with fictional names and places.

Be sure to OMIT all information in online sources that you list in references that may reveal the identity of any person, place, or organization related to your district artifacts or documents. Since this in-class assignment is not intended for publication, you may omit information in references and replace your district name with XXXs. Example: <http://XXXXXX.edu>

MINI PAPER #2

The narrative discussion part of this paper must be no longer than 3 pages. In addition to your 3-page discussion, please be sure to include a copy of your completed rating form from the **Individual Observation Activity** for Domains 2 and 3. This form is considered additional pages and it should be attached as part of your Mini Paper #2. Your mini paper should be in APA style format with a minimum of two cited works. This paper addresses the following questions:

1. **How are the Danielson Framework for Teaching (2007) and the Danielson Evaluation Instrument (2013) related? How are they different?**
2. **How can the Danielson Framework for Teaching (2007) and the Danielson Evaluation Instrument (2013) be used to effectively supervise and evaluate teachers? Feel free to discuss pros and cons. Discuss any suggestions you may have for successful implementation.**
3. **How can the Danielson Framework for Teaching (2007) and the Danielson Evaluation Instrument (2013) be applied to mentoring teachers or supporting teachers' professional growth and development?**

The paper includes:

- a. Reflection on the relationship of supervision and evaluation to the Danielson framework
- b. Implications for implementation of the Danielson framework to mentor, supervise, and evaluate teachers.
- c. Your completed rating form for Domains 2 and 3 combined to demonstrate application of the Danielson framework for supervision and evaluation of personnel.

- c. Reference Page: References may include course readings, recommended websites, and independent research. If you cite a source provided in the course, please claim the author as “Unknown Author” if the presentation or text does not indicate an author.

Actual names of all people, organizations, and places MUST BE SUBSTITUTED with fictional names and places. PLEASE DO NOT REVEAL actual names of people, organizations, and places. To provide confidentiality, please replace real names with fictional names and places.

Be sure to OMIT all information in online sources that you list in references that may reveal the identity of any person, place, or organization related to your district artifacts or documents. Since this in-class assignment is not intended for publication, you may omit information in references and replace your district name with XXXs. Example: <http://XXXXXX.edu>

MINI PAPER #3

The narrative or discussion part of this paper must be no longer than 3 pages. Your mini paper should be in APA style format with a minimum of two cited works. This paper addresses the following questions:

- 1. Demonstrate your ability to apply education employment law and recommended practices related to the hiring process. Please describe a standard district protocol for interviewing and hiring potential employees / school personnel.**
- 2. Discuss the relationship(s) between the Danielson Framework for Enhancing Teaching (2007), the Danielson Evaluation Instrument (2013), the Individualized Professional Learning Plan (IPLP), and the Idaho Teacher Career Ladder. What are the implications? What are the benefits and/or drawbacks? What relationship, if any, do these frameworks have with mentoring and/or improving the overall quality of teaching and learning?**
- 3. Be sure to include your chart that depicts personnel categories.**

In addition to your 3 pages of discussion, please be sure to incorporate your completed chart that depicts personnel categories and compares statutory and due process requirements for each category. This chart should be attached as an appendix or inserted as part of your Mini Paper #3. (Any extra pages used for your chart do not count toward your 3-page narrative or discussion.) Be sure that your chart demonstrates your understanding of the following information:

- 1. As a personnel leader, what is your supervision and evaluation duty to non-certificated employees? For example: What are their rights and expectations.**
- 2. What are the statutory and Due Process requirements for non-certificated employees?**
- 3. What are the statutory and Due Process requirements for certificated employees? For example: What are their rights and expectations? Please depict the differences between a teacher on a non-renewable/annual contract vs. a renewable contract.**
 - a. What are the rights and expectations for certificated employees on a non-renewable/annual contract?**
 - b. What are the rights and expectations for certificated employees on a renewable**

contract?

- 4. What are the statutory and Due Process requirements for a non-certificated employee who is facing a disciplinary issue? What are their rights and expectations?**
- 5. What are the statutory and Due Process requirements for a certificated employee who is facing a disciplinary or probationary issue? What are their rights and expectations?**
 - a. What are the rights and expectations for certificated employees on a non-renewable/annual contract who are facing a disciplinary or probationary issue?**
 - b. What are the rights and expectations for certificated employees on a renewable contract who are facing a disciplinary or probationary issue?**
- 6. What are the statutory and Due Process requirements for supplemental contract employees? What is the difference between “extra duty” and “extra day”? Please discuss their rights and expectations.**

The paper includes:

- a. Discussion of statutes, rights, and expectations for non-certificated employees, certificated employees, and employees with supplemental contracts.
- b. Discussion of administrators’ supervision and evaluation duty regarding non-certificated employees, certificated employees, and employees with supplemental contracts.
- c. Discussion of key statutes regarding employee disciplinary and/or probationary procedures.
- d. Reference Page: References may include course readings, recommended websites, and independent research. If you cite a source provided in the course, please claim the author as “Unknown Author” if the presentation or text does not indicate an author.

MINI PAPER #4 and FINAL PAPER / SIGNATURE ASSIGNMENT

The purpose of Mini Paper #4 is to allow you an opportunity to demonstrate your knowledge and understanding of disciplinary policy and procedures presented in Unit #4. Additionally, please share your leadership philosophy for administration and supervision of personnel. The narrative part of this paper addresses the following questions:

- 1. What are the rights and expectations of certificated and non-certificated employees who are facing disciplinary action?**
- 2. As an administrator, what are your responsibilities and duties regarding employees who are facing disciplinary action?**
- 3. Are these responsibilities and duties related to hiring, mentoring, supervision, and evaluation? How or why not? Explain.**
- 4. What is your philosophy regarding the interrelationship between the school administrator’s role as a supervisor and evaluator of personnel and 5 of the 10 Idaho Standards for School Principals (ISSP)?**

Final Project / Signature Assignment: A Framework for Administration and Supervision of Personnel – Due by [Date]. Please submit to Unit #4 Assignment Link.

This Final Paper / Signature Assignment involves revising and compiling work from your mini papers to create a more comprehensive discussion or overview of administration and supervision of personnel. You will use your notebook of artifacts gathered from your district or a district of your choice to help support your work.

Please submit your Final Paper / Signature Assignment as one continuous paper, formatted in APA style. *Please be sure to incorporate your work from your MINI PAPERS into this Final Paper.*

The body of the completed paper should be 12 - 16 pages. The paper should include a separate title page, a separate references page, and appendices if applicable. The building-level plan you describe may be aligned to a plan that already exists in your school district (keep it confidential by using pseudonyms) or you may create your own plan using ideas you learned in class. Either way, be sure to cite and reference concepts learned in this course.

Your Final Paper / Signature Assignment must include a full-page title page, a references page, and four distinct sections with section titles. The following titles are recommended:

- 1. Overview of Professional Standards and Introduction to the Danielson Framework for Evaluation**
- 2. Applying the Danielson Framework for Evaluation: Gather Evidence, Rate, and Justify. Be sure to include your completed rating form for the Individual Observation Activity as part of this section.**
- 3. Statutory Requirements, Policy and Procedures, and Due Process. Be sure to include your completed chart depicting personnel categories as part of this section.**
- 4. Leadership Philosophy for Supervision and Evaluation of Personnel. Please write your philosophy as it relates to at least 5 relevant Idaho Standards for School Principals (ISSP, Adopted 2017)**

Actual names of all people, organizations, and places **MUST BE SUBSTITUTED** with fictional names and places. **PLEASE DO NOT REVEAL** actual names of people, organizations, and places. To provide confidentiality, please replace real names with fictional names and places.

Be sure to **OMIT** all information in online sources that you list in references that may reveal the identity of any person, place, or organization related to your district artifacts or documents. Since this in-class assignment is not intended for publication, you may omit information in references and replace your district name with XXXs. Example: <http://XXXXXX.edu>

Final Paper / Signature Assignment:

For assessment and accreditation purposes, you are required to submit your Final Paper / Signature Assignment to two locations: TaskStream and Blackboard Learn.

- Submit to TaskStream by [Date]**
- Submit to Blackboard Learn by [Date]**

Appendix C

EDAD 595 - Administration and Supervision of Personnel Assessment Rubric for Final Paper / Signature Assignment This course is aligned most closely to ISSP Standards: 2, 6, 7, 10

	Activity	Met with Distinction	Met	Minimally Met	Below Expectations
	Mini Paper #1 Topic: Introduction to Assessment Literacy and Danielson Framework for Evaluation ISSP: 6(e), 6(j) 6(l), 10(j), 10(l)	Exhibits applicable knowledge and understanding of the management of assessment / evaluation systems, plus includes information from additional resources, including artifacts, professional journals, and/or interviews of key personnel at the district or school level.	Demonstrates sufficient knowledge and abilities at the Emerging Level, plus exhibits knowledge for implementing such models. Shows effort in discussing implications and/or drawing conclusions.	Demonstrates evidence of having researched related models and shows ability to make connections to practical application.	Candidate work shows little to no consideration for management of personnel systems.
	Mini Paper #2 Topic: Applying the Danielson Framework for Evaluation: Gather Evidence, Rate, and Justify ISSP: 6(e - g), 10(j), 10(l)	Exhibits applicable knowledge and understanding of observation and evaluation, plus includes information from additional resources, including artifacts, professional journals, and/or interviews of key personnel at the district or school level.	Demonstrates sufficient knowledge and abilities at the Emerging Level, plus shows understanding of responsibilities and applicable knowledge relating to observation and evaluation of personnel.	Demonstrates ability to describe, discuss, and apply a state board adopted evaluation framework from a systems perspective.	Candidate work shows little to no evidence of having reviewed or applied pertinent framework(s) for observation and evaluation.
	Mini Paper #3 Topic: Statutory Requirements, Policy and Procedures, and Due Process ISSP: 2(a - h)	Exhibits applicable knowledge and understanding of the importance of adherence to laws and governance, plus includes information from additional resources, including artifacts, professional journals, and/or interviews of key personnel at the district or school level.	Demonstrates sufficient knowledge and abilities at the Emerging Level, plus demonstrates ability to apply fundamental concepts of related case law, state law, district policy, and local guidelines or procedures.	Demonstrates ability to review and describe state statutes, district policy, and district guidelines for administration of personnel.	Candidate work shows little to no evidence of recognizing local governance, state laws, administrative responsibilities, and employee rights.
	Mini Paper #4 Topic: Leadership Philosophy for Supervision and Evaluation of Personnel ISSP: 7(a - d)	Exhibits applicable knowledge and understanding of legal and ethical issues, plus includes information about Assessment Literacy Standards and relates to at least 5 relevant Idaho Standards for School Principals (ISSP, 2017).	Demonstrates sufficient knowledge and abilities at the Emerging Level, plus shows understanding of responsibilities regarding legal and ethical issues relating to personnel.	Demonstrates ability to review and describe pertinent case law, codes of ethics, and foundation principles for school administrators.	Candidate work shows little to no evidence of having researched and reviewed legal and ethical dimensions of personnel.
	Presentation and Writing Style:	Demonstrates formal writing and basic skills in APA style format. Includes a references	Demonstrates solid skills in APA style format. Writing style is formal	Appropriately cited and referenced works add	Candidate work shows little to no evidence of

Good effort practicing APA style formatting is expected.	page and cited works are included in body of paper.	and organized. References and cited works are correctly formatted.	formality, interest, and depth. Writing is clear, concise, and well-organized.	practicing skills in formal writing.
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Appendix D
EDAD 595 - Administration and Supervision of Personnel
Assessment Rubric for Class Activities / Discussions

	Descriptor	Pass	Fail	
	Civility	Written, online, and face-to-face communications adhere to the University of Idaho Classroom Learning Civility Clause located in Part One Page 3 of the Course Syllabus.	Written, online, and face-to-face communications do not meet standards set forth in the University of Idaho Classroom Learning Civility Clause located in Part One Page 3 of the Course Syllabus.	
	Class Participation and Engagement	Meets minimum requirement of posting one initial response and three responses to other candidates' responses for each assigned Discussion Question.	Does not meet minimum requirement of posting one initial response and three responses to other candidates' responses for each assigned Discussion Question.	
	Quality of Content	Responses are comprehensive, on topic, and references are made to materials and concepts introduced in class to support ideas.	Responses are not comprehensive, off topic, and/or do not include references to materials and concepts introduced in class.	

EDAD 595: Administration and Supervision of Personnel

[Semester and Date] • Assignment / Assessment Schedule

Discussion/Assignment	Type	Date Due	Points	% of Grade
Unit #1 Discussions / Activities	Formative	Begins [Date]	50	10%
Unit #1 Mini Paper	Summative	Midnight, [Date]	50	10%
Unit #2 Discussions / Activities	Formative	Begins [Date]	50	10%
Unit #2 Individual Observation Activity	Summative	Midnight, [Date]	50	10%
Unit #2 Mini Paper	Summative	Midnight, [Date]	50	10%
Unit #3 Discussions / Activities	Formative	Begins [Date]	50	10%
Unit #3 Mini Paper	Summative	Midnight, [Date]	50	10%
Unit #4 Discussions / Activities	Formative	Begins [Date]	50	10%
Final Project / Signature Assignment (Please include Mini Paper #4 as Part 4 of Final Paper)	Summative	Midnight, [Date]	100	20%
Total Points			500	100%

Description of Assigned Activity	Breakdown of Points	Points Possible
Classroom Discussions - Pass/Fail: Includes initial responses and replies to others.	4 Units @ 50 pts. each	200
Mini Paper #1: Overview of Assessment Literacy and Introduction to Danielson Framework for Evaluation	50	50
Individual Observation Activity: Gather Evidence, Rate, and Justify Mini Paper #2: Applying the Danielson Framework for Evaluation: Gathering Evidence, Rating, and Justifying	Activity = 50 Mini Paper = 50	100
Mini Paper #3: Policy and Procedures: Statutory and due Process Requirements	50	50
Mini Paper #4 + Final Paper / Signature Assignment: Please incorporate your Mini Paper #4 and your Philosophy for Leading Supervision and Evaluation as Part 4 of your Final Paper – A Framework for Administration and Supervision of Personnel	100	100
Total Points Possible		500

Grading Scale: A = 90% -100% total points, B = 80% - 89%, C = 70 - 79%, F = 0% - 69%