

DRAFT

DRAFT

*This assessment is currently under development for use in the
redesigned Educational Leadership Program
Implemented Spring 2010*

**Assessment 3 (required) – Assessment of Ability to Develop Supervisory Plan for Classroom-Based
Instruction**

Section IV – Evidence for Meeting Standards
Supervisory Plan for Classroom-Based Instruction

1. Description of the assessment and use in the program

Description of the Assessment

Each candidate is to demonstrate the ability to implement a vision that all students can be successful, to use data-based research strategies and strategic planning processes, to facilitate activities that apply the principles of effective instructional practice and curricular materials that focus on student learning, to demonstrate the ability to make recommendations regarding the design, implementation and evaluation of a curriculum that fully accommodates learners' diverse needs, to design and implement appropriate professional development growth plans based on reflective practice and research consistent with the school vision and goals, and to use strategies such as observations, collective reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel in a culture of ethics, dignity and honest interaction with complete regard to confidentiality. The assessment measures the candidate's ability to develop a systematic strategy for professional growth plans, planning strategies and execution for pre-conferences and post-conferences; to develop and utilize data collection tools; to perform data-driven observation and evaluation; and to practice collaboration and reflection in a confidential and ethical manner. Through this project, the candidate is able to reference principles of effective instruction to improve instructional practices and curricular material for all learners. A vital part of this process is the reflection of both the candidate and the classroom teacher.

The assessment is comprised of six parts; (1) Supervisory philosophy and cycle; (2) Planning for the pre-observation conference; (3) Conducting the observation using data collection tool(s); (4) Reflection and strategic planning; (5) Post-observation conference; and (6) Formative and summative evaluations connected to the professional growth plan. The context for this assessment is the relationship between the Professional Growth Plan, the Observation/Evaluation cycle and student achievement.

Use in the Program

This assessment is used in the program in EDUCEL 631: Staff Selection, Supervision & Evaluation during the third semester of the program. The assessment is central to measuring the candidate's ability to implementing the vision of student learning. This assessment is used in the program to develop, strengthen, apply and evaluate the candidate's knowledge and skills in data-based research strategies; to develop plans and processes for articulating challenging standards; to communicate clearly; to

promote positive school culture; to design well-planned professional development plans based on reflective practice; and to exhibit ethical sensitivity and legal practices in the context of formative and summative evaluation. It is an opportunity to connect and refine the school's vision of instruction, trends and issues in student achievement, classroom practices and methods of student assessment.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The assessment has been created in direct alignment to **ELCC standards 1, 2, & 5.**

Standard 1

Students are assessed on their ability to demonstrate the appropriate use of data-based research strategies and strategic planning processes that focus on student learning. Students are assessed on their ability to use data-based strategies to regularly monitor, evaluate and revise the vision of success for all learners.

Standard 2

Students are assessed on their ability to facilitate activities that apply the principles of effective instruction and to improve instructional practices and curricular materials. Students are assessed on their ability to design and implement well-planned professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

Standard 5

Students are assessed on their ability to demonstrate a respect for others with regard to confidentiality and dignity and to engage in honest communication. Students are also assessed on their ability to combine impartiality, sensitivity to student diversity and ethical considerations in their interactions with others.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the summer 2009 in the Tk20 system and reported in June 2010.

5. ATTACHMENT (A)
Assessment 3 (required) – Assessment of Ability to Develop Supervisory Plan for Classroom-Based Instruction
Assessment Tool or Description of the Assignment
Supervisory Plan for Classroom-Based Instruction

Instructions for Students

SUPERVISORY PLAN
ASSIGNMENT GUIDELINES

Each candidate is to demonstrate the ability to develop a vision that all students can be successful, to use data-based research strategies and strategic planning processes, to facilitate activities that apply the principles of effective instructional practice and curricular materials that focus on student learning, to demonstrate the ability to make recommendations regarding the design, implementation and evaluation of a curriculum that fully accommodates learners' diverse needs, to design and implement appropriate professional development growth plans based on reflective practice and research consistent with the school vision and goals, and to use strategies such as observations, collective reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel in a culture of ethics, dignity and honest interaction with complete regard to confidentiality.

Each candidate is to develop a comprehensive growth plan with the following elements:

Part I. Develop a supervisory cycle including your philosophy of instruction and supervision. (2-3 pages)
(ELCC Standard 1)

Part II. Plan for the pre-observation conference. (ELCC Standard 2)

Each observation entails a pre-observation conference in which the objectives for the students, the teacher and the candidate are determined. During the conference, the candidate will discuss the method in which data will be collected during the observation. After the observation, the candidate is to reflect on the data and prepare for the post-observation conference.

- A. Develop a list of questions that you will discuss during the conference.
- B. Collaborate with the teacher on the approach to data collection during the observation.
- C. Design an observation (data) tool.
- D. Write a summary of the conference and include the questions and data-collection tool(s).

Part III. Conduct the observation using the data tool(s). (ELCC Standards 2, 5)

Prepare a written report on the data-collection during the observation including the actual tool(s).

Part IV. Reflection and strategic planning. (ELCC Standards 2, 5)

- A. Using information gathered from the observation and mining the data gathered during the class visitation, the candidate will reflect on the principles of effective instruction and student learning to develop an agenda and questions for the post-observation conference.
- B. Prepare a written summary of your analysis, reflections, questions and suggestions for improvement.

Part V. Post-observation conference. (ELCC Standards 2, 5)

- A. Following the planned agenda of the conference and utilizing the data from the observation, conduct the conference in a confidential setting. After the conference, write a formative report discussing the strengths and weaknesses of the teacher in the observation process. Discuss plans for the second observation. The post-conference is to be video-taped and reviewed by the candidate's college cohort and the college professor. During the post-observation conference, the candidate will guide the teacher through the data in the framework of best educational practices, the school's vision and student achievement and assessment.
- B. Write the report of the post-observation conference.

Part VI. Summative evaluation and Professional Growth Plan. (ELCC Standard 1, 2)

- A. Each candidate is to make a second classroom observation and follow the process again. At the end of the second post-observation conference, the candidate is to write a summative evaluation including recommendations for individual growth for the teacher as outlined in the School Professional Development Plan. The summative evaluation should include principles of effective instruction, curricular design and implementation, curricular materials and recommendations for staff improvement.
- B. Using all the previous data, including the first and second observations, write a summative evaluation including recommendations for the Professional Growth Plan as outlined by the school.

The candidate may use the observation/evaluation instruments provided by the school or district in which they are employed or they may use the Danielson Framework as provided by the college professor.

The college professor will grade:

1. Supervisory cycle and approach to instruction
2. Pre-observation planning and questions
3. Data collection tool(s)
4. Post observation conference including questions and interactions with the teacher
5. Formative written evaluation
6. Summative evaluation and recommendations for Professional Growth Plan

ATTACHMENT B
Assessment 3 (required) – Assessment of Ability to Develop Supervisory Plan for Classroom-Based Instruction
Scoring Guides for the Assessment
Supervisory Plan for Classroom-Based Instruction

SUPERVISORY PLAN FOR CLASSROOM-BASED INSTRUCTION
DRAFT SCORING GUIDE

DRAFT RUBRIC –TO BE IMPLEMENTED IN SPRING 2010.

Component	Does Not Meet Expectations 1 point	Meets Expectations 2 points	Exceeds Expectations 3 points
Develop a Vision (ELCC 1)	The candidate failed to demonstrate the ability to explain the vision and philosophy of instruction and supervision with less than two references to the literature.	The candidate demonstrated the ability to explain vision and philosophy of instruction and supervision from two perspectives with at least two references to the literature.	The candidate demonstrated the ability to explain vision and philosophy of instruction and supervision from multiple perspectives with at least three references to the literature.
Holds Pre-observation conference (ELCC 2.4)	The candidate did not demonstrate the ability to plan and initiate a professional development process by holding a pre-observation conference.	<p>The candidate demonstrated the ability to plan and initiate professional development process by holding a pre-observation conference.</p> <p>The reason, purpose and focus of the observation were included but unclear.</p> <p>The method and observation format were discussed.</p> <p>The time of the observation and the post-conference were not included.</p>	<p>The candidate demonstrated the ability to plan and initiate professional development process by holding a pre-observation conference.</p> <p>The reason, purpose, and focus of the observation were determined.</p> <p>The method and observation format were discussed.</p> <p>The time of the observation and the post-conference were determined.</p> <p>Candidate's conference was based on their own reflective practice and research on student learning.</p>

<p>Designs an Observation tool</p>	<p>Observational tool was not designed to meet the pre-determined observation focus and purpose.</p>	<p>Based on the pre-observation conference, the candidate was able to design and observation tool that addressed pre-conference focus and was tailored to the needs and interest of the teacher.</p> <p>The observation tool did not include an explanation for how it was used and key for interpretation.</p>	<p>Based on pre-observation conference, the candidate was able to design an observation tool that addressed pre-conference focus and was tailored to the needs and interest of the teacher.</p> <p>The observation tool included an information key, including the beginning and ending time of the observation and procedure/explanation for use of the tool.</p>
<p>Completes observation in a professional manner.</p> <p>(ELCC 2.4)</p>	<p>The candidate did not spend sufficient time in the classroom to complete a meaningful observation.</p>	<p>The candidate used the observation tool to complete a minimum of a 20 minute classroom observation.</p>	<p>The candidate used the observation tool to complete a minimum of a 30 minute classroom observation.</p>
	<p>The candidate's notes were not descriptive and did not relate sufficiently to the purpose of the observation</p>	<p>The candidate's notes and description of classroom events were not detailed and descriptive but did relate to the purpose of the observation.</p>	<p>The candidate demonstrated the ability to take notes and describe classroom events as they related to the purpose of the observation.</p>
<p>Completes Observation in a professional manner.</p> <p>(ELCC 5.1)</p>	<p>A lack of concern for teacher's rights and dignity nor was confidentiality displayed in the descriptions.</p>	<p>The descriptions and details were presented in a manner that showed a little respect for the teacher's classroom and personal rights, but did not show a concern for confidentiality.</p> <p>Candidate was able to identify one issue related to classroom climate, and/or diversity, management and instructional practices.</p>	<p>The descriptions and details were presented in a manner that showed some respect for the teacher's classroom and personal rights, and showed a concern for confidentiality.</p> <p>Candidate was able to identify issues related to classroom climate, and/or diversity, management and instructional practices.</p>
<p>Written analysis and summary.</p>	<p>The candidate did not collect sufficient data to make an analysis and draw conclusions.</p>	<p>Candidate was able to reflect on, review, analyze and identify the strengths and weaknesses, but was unable to narrow and categorize them into issues of instructional practices, classroom management or other issues based on observation data.</p>	<p>Candidate was able to reflect on, review, analyze and identify and categorize the strengths and weaknesses of instructional practices, classroom management or other issues based on observation data.</p>
<p>Written analysis and summary.</p> <p>(ELCC 2.3)</p>	<p>The summary was not well written and provided no feedback tied to research on best practice.</p>	<p>The candidate's summary was well-written and provided constructive feedback with no clear tie to research on best practice.</p>	<p>The candidate's summary was well written but made only one recommendation on research into best practice.</p>

<p>Written analysis and summary.</p> <p>(ELCC 5.2)</p>	<p>The summary was not well-written and contained strong personal biases and overt display of insensitivity to the feelings of others.</p>	<p>The summary was well-written and provided some feedback but had overtones of personal bias and insensitivity.</p>	<p>The summary was well written in a manner that eliminated concerns of personal bias, impartiality, and was sensitive to the needs and feelings of the teacher.</p>
<p>Post-conference: professional conduct</p> <p>(ELCC 5.3)</p>	<p>Candidate did not hold the post conference and provided no feedback to the teacher.</p>	<p>Candidate was able to hold the post-conference and provide feedback to the teacher based on legal and ethical principles.</p>	<p>Candidate was able to hold the post conference and provided feedback and explanation to the teacher and incorporated two legal and ethical principles.</p>
<p>Post-conference: develops professional growth plan</p> <p>(ELCC 2.4)</p>	<p>The professional growth plan did not identify an observation or activities to be undertaken to address areas of weakness.</p>	<p>There was no evidence of the teacher response to feedback.</p> <p>The candidate demonstrated the ability to develop professional growth plan without the collaboration of the teacher.</p> <p>The Professional growth plan identified the observation and some activities to be undertaken to address the area of weakness.</p>	<p>The candidate demonstrated the ability to collaborate with teacher by allowing he/she to respond to the feedback and participate in the development of a professional growth plan.</p> <p>The professional growth plan reflected a commitment to long-term learning and included goal/s and objective/s for professional growth as identified in the observation, activities and strategies to be undertaken to address the area of weakness, a timeline for start and completion of the activities and resources needed for implementation.</p>

SUPERVISORY PLAN FOR CLASSROOM-BASED INSTRUCTION

SCORING GUIDE

Assessment 3

Professional Growth Plan/Clinical Observation Project

<i>Standard:</i>	<i>Does Not Meet Expectations (1)</i>	<i>Meets Expectations (2)</i>	<i>Exceeds Expectations (3)</i>
<i>ELCC 1 Vision</i>			
<i>ELCC 2.4 a Pre-Observation Conference</i>			
<i>Designs an Observation Tool</i>			
<i>ELCC 2.4b Observation</i>			
<i>ELCC 5.1 Observation</i>			
<i>Written Analysis & Summary</i>			
<i>ELCC 2.3a Written Analysis & Summary</i>			
<i>ELCC 5.2 Written Analysis & Summary</i>			
<i>ELCC 5.3 Post-Conference: Professional Conduct</i>			
<i>ELCC 2.c4 Post Conference: Professional Growth Plan</i>			

Overall Score: _____ /

Needs Improvement () ; Meets Expectations () ; Exceeds Expectations ()

ATTACHMENT C

**Assessment 2 (required) – Assessment of Content Knowledge in Educational Leadership
Data Derived from Assessment**
Educational Leadership Case Study Summary Report

Data will be collected in Spring 2010 academic year and reported in June 2010.