

Section IV. Evidence for meeting standards

Assessment 8. Optional: Knowledge and Skill Evaluation

Professional Growth/Clinical Observation

1. Description of the assessment and its use in the program

This assessment indicates the candidates' capacity to develop a productive observation, evaluation and professional growth plan for professional staff. The skills in observation, including designing an observation instrument, and conferencing skills are emphasized. Focusing on the needs of all learners in the evaluation process and providing constructive feedback in a collegial manner are key elements.

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

This assessment evaluates the candidates' knowledge, skills and dispositions in applying best practice to student learning, developing growth plans for staff, observing and evaluating staff while acting fairly, ethically and with integrity.

3. A brief analysis of data findings

The data from two different groups indicated that the candidates who were in the internship, and therefore in proximity of completing the program, were more confident in their writing, analysis and summary of the evaluation cycle. Also, the interns perceived that they were more competent in developing professional growth plans with professional staff. These data help us to continue to refine, give the latest research about and continue to provide opportunities for experience with these skills.

4. Interpretation of how data provide evidence for meeting standards

The data illustrate that the candidates perceived that they all either met or exceeded the skills in each category. The data from table 8b reinforces the strength of the Interns in supervisory, evaluation and professional growth knowledge and skills toward the completion of the program. Table 8a informs us that the candidates who have taken the specific course in these areas form a solid foundation to build upon during the rest of their coursework.

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of the Assignment

Professional Growth Plan/Clinical Observation Project

Each candidate is to make at least two staff/teacher observations and conduct a follow-up conference on each observation. Each candidate is to read and critique 7 articles related to recruitment, the supervision/evaluation process, professional development, instructional improvement or contract issues. Students will complete a project related to recruitment, supervision, evaluation, professional development, instructional improvement or contract issues.

**Scoring Guide for Assessment
ATTACHMENT B**

Professional Growth Plan/Clinical Observation Project

Name: _____

Assessment 8

Strategic Plan

Professional Growth Plan/Clinical Observation Project Rubric

Professional Growth Plan	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 point
Holds Pre- observation conference (ELCC 2.4a)	The candidate demonstrated the ability to plan and initiate professional development process by holding a pre-observation conference. The reason, purpose, and focus of the observation were determined. The method and observation format were discussed. The time of the observation and the post-conference were determined. Candidate's conference was based on their own reflective practice and research on student learning.	The candidate demonstrated the ability to plan and initiate professional development process by holding a pre-observation conference. The reason, purpose and focus of the observation were included but unclear. The method and observation format were discussed. The time of the observation and the post-conference were not included.	The candidate did not demonstrate the ability to plan and initiate a professional development process by holding a pre-observation conference.
Designs an Observation tool	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. The observation tool included an information key, including the beginning and ending time of the observation and procedure/explanation for use of the tool.	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. The observation tool did not include an explanation for how it was used and key for interpretation.	Observational tool was not designed to meet the pre-determined observation focus and purpose.

Completes observation in a professional manner. (ELCC 2.4b)	The candidate used the observation tool to complete a minimum of a 30 minute classroom observation.	The candidate used the observation tool to complete a minimum of a 20 minute classroom observation.	The candidate did not spend sufficient time in the classroom to complete a meaningful observation.
	The candidate demonstrated the ability to take notes and describe classroom events as they related to the purpose of the observation.	The candidate's notes and description of classroom events were not detailed and descriptive but did relate to the purpose of the observation.	The candidate's notes were not descriptive and did not relate sufficiently to the purpose of the observation
Completes Observation in a professional manner. (ELCC 5.1)	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. Candidate was able to identify issues related to classroom climate, and/or diversity, management and instructional practices.	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. Candidate was able to identify one issue related to classroom climate, and/or diversity, management and instructional practices.	A lack of concern for teacher's rights and dignity nor was confidentiality displayed in the descriptions.
Written analysis and summary.	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.	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.	The candidate did not collect sufficient data to make an analysis and draw conclusions.
Written analysis and summary. (ELCC 2.3a)	The candidate's summary was well written but made only one recommendation on research into best practice.	The candidate's summary was well-written and provided constructive feedback with no clear tie to research on best practice.	The summary was not well written and provided no feedback tied to research on best practice.
Written analysis and summary.	The summary was well written in a manner that eliminated concerns of personal bias, impartiality, and was sensitive to	The summary was well-written and provided some feedback but had overtones of personal	The summary was not well-written and contained strong personal biases and overt display of insensitivity

(ELCC 5.2)	the needs and feelings of the teacher.	bias and insensitivity.	to the feelings of others.
Post-conference: professional conduct (ELCC 5.3)	Candidate was able to hold the post conference and provided feedback and explanation to the teacher and incorporated two legal and ethical principles.	Candidate was able to hold the post-conference and provide feedback to the teacher based on legal and ethical principles.	Candidate did not hold the post conference and provided no feedback to the teacher.
Post-conference: develops professional growth plan (ELCC 2.4c)	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. 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.	There was no evidence of the teacher response to feedback. The candidate demonstrated the ability to develop professional growth plan without the collaboration of the teacher. The Professional growth plan identified the observation and some activities to be undertaken to address the area of weakness.	The professional growth plan did not identify an observation or activities to be undertaken to address areas of weakness.

**Assessment 8a
Strategic Plan
Professional Growth Plan/Clinical Observation Project**

Standard:	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
ELCC 2.4 a Pre-Observation Conference	0	0	5
Designs and Observation Tool	0	0	5
ELCC 2.4b Observation	0	0	5
ELCC 5.1 Observation	0	0	5
Written Analysis & Summary	0	1	4
ELCC 2.3a Written Analysis & Summary	0	1	4
ELCC 5.2 Written Analysis & Summary	0	0	5
ELCC 5.3 Post-Conference: Professional Conduct	0	2	3
ELCC 2.4c Post Conference: Professional Growth Plan	0	0	5

Assessment 8b
Strategic Plan
Professional Growth Plan/Clinical Observation Project

Standard:	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
ELCC 2.4 a Pre-Observation Conference	0	1	7
Designs and Observation Tool	0	1	7
ELCC 2.4b Observation	0	0	8
ELCC 5.1 Observation	0	0	8
Written Analysis & Summary	0	2	6
ELCC 2.3a Written Analysis & Summary	0	3	5
ELCC 5.2 Written Analysis & Summary	0	0	8
ELCC 5.3 Post-Conference: Professional Conduct	0	3	5
ELCC 2.4c Post Conference: Professional Growth Plan	0	2	6