

Assessment 7: Attachment 1

Strategic Plan

**Activity 1: Professional Growth Plan/Clinical Observation Project Rubric
And Alignment with standard/elements**

Professional Growth Plan	Exemplary	Proficient	Basic	Unacceptable
	4 points	3 points	2 points	0 points
<p>Holds Pre-observation conference (ELCC 2.4a)</p>	<p>The candidate demonstrated the ability to plan and initiate a well-designed, context appropriate professional development process by holding a pre-observation conference.</p> <p>The reason, purpose and focus of the upcoming 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 reflective practice and research and included detailed description of the discussion and additional information, such as teacher background, class make-up.</p>	<p>The candidate demonstrated the ability to plan and initiate a well-designed, context appropriate 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>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 did not demonstrate the ability to plan and initiate a professional development process by holding a pre-observation conference.</p>
<p>Designs an Observation tool</p>	<p>Based on the 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 and procedure for use of the tool.</p>	<p>Based on the 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>Based on the 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 did not include an explanation for how it was used and key for interpretation.</p>	<p>Observational tool was not designed to meet the pre-determined observation focus and purpose.</p>

Professional Growth Plan	Exemplary	Proficient	Basic	Unacceptable
<p>Completes Observation in a professional manner</p> <p>(ELCC 2.4b)</p>	<p>The candidate used the observation tool to complete a minimum of 30-45 minutes classroom observation.</p> <p>The candidate took detailed notes w/ analysis, and excellent descriptions of classroom events as they related to the purpose of the observation.</p> <p>The description of classroom events included collaborative reflection and use of adult learning.</p>	<p>The candidate used the observation tool to complete a minimum of a 30 minutes classroom 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>The candidate used the observation tool to complete a minimum of a 20 minute classroom 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 did not spend sufficient time in the classroom to complete an meaningful observation.</p> <p>The candidate's notes were not descriptive and did not relate sufficiently to the purpose of the observation</p>
<p>Completes Observation in a professional manner</p> <p>(ELCC 5.1)</p>	<p>The descriptions and details were presented in a manner that showed excellent respect for the teacher's classroom and personal rights, their dignity, and showed a comprehensive knowledge and concern for maintaining the teacher's confidentiality.</p> <p>Candidate was able to identify issues related to classroom climate, and/or diversity, management and instruction.</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>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 any 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>A lack of concern for teacher's rights and dignity nor was confidentiality displayed in the descriptions.</p>
<p>Written analysis and summary</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>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>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>The candidate did not collect sufficient data to make an analysis and draw conclusion</p>
<p>Written analysis and summary</p> <p>(ELCC 2.3 a)</p>	<p>The candidate's summary was comprehensive and provided multiple recommendations on research into best practices.</p>	<p>The candidate's summary was well written but made only one recommendation on research into 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 summary was not well written and provided no feedback tied to research on best practice.</p>

Professional Growth Plan	Exemplary	Proficient	Basic	Unacceptable
Written analysis and summary (ELCC 5.2)	The summary was well written and comprehensive in scope addressing areas of concern and showing excellent impartiality, sensitivity to student diversity, and constructive feedback which eliminated issues of personal bias.	The summary was well written in a manner that eliminated concerns of personal bias, impartiality, and was sensitive to the needs and feeling of the teacher.	The summary was well-written and provided some feedback but had overtones of personal bias and insensitivity.	The summary was not well-written and contained strong personal biases and overt display of insensitivity to the feelings of others.
Post-conference: professional conduct- (ELCC 5.3)	Candidate was able to hold the post conference and provided comprehensive feedback and explanation to the teacher and referred to at least three legal and ethical principles.	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 2.4 c)	<p>The candidate demonstrated the ability to collaborate with the 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 life-long learning and included the 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> <p>A date and documentation for follow-up was established. The professional growth plan was very detailed and well-written.</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 the 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>	<p>There was no evidence of the teacher response to the 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>	The professional growth plan did not identify an observation or activities to be undertaken to address areas of weakness.
Total Score				

Comments:

Grading Scale: exemplary- 18-20 pts (A) Proficient -17 -16 pts (B) Basic 15-14 pts (C) Unacceptable-13pts and below (D)