

## **Key Assessment #3: Observation and Conference Project (Professional Leadership)**

### **Description and Use in Program**

The Observation and Conference Project is the key instructional leadership activity of the EDAD 660 Supervision of Instruction course in the M.Ed. program. It is intended to provide practical experience with the supervision of teachers to assess candidates' content knowledge of instructional and supervision concepts contained in the NELP standards.

The candidate's overall performance on the Observation and Conference Project assesses each candidate's proficiency relative to specific NELP standards.

### **Alignment with NELP Standards**

The Observation and Conference Project is directly aligned to the following standards: NELP 3, 4, 7, and specifically indicators 3.1, 3.3, 4.1, 4.2, and 7.4.

## **Instructions to Candidate:**

A classroom observation as well as a Pre-Observation Conference and Post-Observation Conference must be completed. A four-step process is utilized: Plan and conduct a pre-observation conference; observe a lesson and collect data; analyze and interpret the data; and conduct a post-observation conference with a plan for teacher professional growth. Your school system's observational tool or another instrument may be used. This assignment is designed to assess your application of building-level leadership skills in instructional leadership (NELP 3) and building professional capacity (NELP 7).

**In PART I, candidates will plan and conduct a Pre-Observation Conference.**

**NELP: 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.**

**NELP 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.**

*Pre-Planning:*

1. Determine the reason and purpose for observation. Plan a pre-observation conference that is well-designed to help the teacher focus on the impact the lesson will have on learning for *all* students.

*Pre-Planned Questions:*

2. Design reflective questions you will discuss with the teacher in the pre-conference. Reflective questions should be created to help both the teacher and you become more skillful at understanding the lesson and its connection to the school's vision of success for *all* students. The pre-planned questions should reflect your understanding of the school's instructional program conducive to student learning as you collaborate with the teacher to accomplish school improvement goals. These questions should not only reflect your research on implications for students of equitable, culturally responsive, and inclusive practices but also provide guidance and support for the teacher's use of differentiated, content-based instructional materials and strategies (NELP 3.3). The Pre-Conference Conference questions are submitted to Chalk and Wire/Anthology.
3. Examine various instruments/observational tools. Decide which instrument would be most effective in gathering the type of data that you want to collect. Select the instrument to be used for data collection: Categorical frequency, performance indicators, visual diagramming, space utilization, verbatim, detached open-ended narratives, participant observation, focused questionnaire, or tailored observation. If your school currently has a classroom walkthrough tool for teacher observations, you may either use it or the SCTS 4.0 Rubric for this project. The strategy is to collect data that is descriptive and non-judgmental regarding the observed teacher's use of culturally responsive instructional practices that help cultivate and sustain a supportive, inclusive classroom and school culture (NELP 3.1, 3.3).

*Conducting the Pre-Observation Conference:*

4. Using your pre-planned questions, conduct a Pre-Observation Conference.
5. Select one instrument or tool to be used in the observation and unpack it with the teacher to eliminate potential inequity and bias (NELP 3.3)
6. Discuss the observation's focus, the domain agreed upon to be observed, the South Carolina Standards for Teaching Profession, and the specific Standard(s) to meet. This should reflect your understanding of the school's mission and vision to provide equitable, culturally responsive, and inclusive programming conducive to learning for *all* its students.
7. Collaborate with the teacher to select a content area to observe (ELA or mathematics) based on the specified Standard(s).
8. Audio and/or videotape the Pre-Observation Conference with the teacher's permission for review and reflection.

*Response:*

9. Write a response to submit into Chalk and Wire/Anthology that demonstrates your understanding of the importance of the Pre-Observation Conference as a component in the observation process.
  1. The Pre-Observation Conference response (2-3 pages in length) must include:
    - (a) A statement of the observational instrument/tool chosen (NELP 3.1)
    - (b) How you collaborated with the teacher to choose and unpack the observation tool to eliminate potential inequity and bias (NELP 3.3)
    - (c) How you facilitated the use of differentiated, content-based instructional materials and strategies by reviewing the teacher's evidence-based teaching plan including the prior assessment data, learning targets the teacher will use in the lesson, and the plan for assessing student learning at the conclusion of the lesson (NELP 3.1, 3.3)
    - (d) How diversity, equity, and inclusivity were incorporated into the curriculum and instructional practices (NELP 3.3)
    - (e) How the teacher plans to monitor the activities in the lesson to address the diverse needs of all students (NELP 3.1)
    - (f) The strengths and areas for improvement when conducting the Post-Observation Conference with the teacher (NELP 3.1, 3.3)

Please review the rubric below.

Your Pre-Planned Questions and Pre-Observation Conference response are submitted to Chalk and Wire/Anthology.

**In PART II, the candidate will conduct a classroom observation. The candidate will collect observational data aligned to the chosen standard using the selected observation instrument/tool and write a written response.**

**4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.**

**4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.**

**7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.**

Utilizing the observational tool agreed upon by both you and the teacher, conduct an observation of an ELA or mathematics lesson that is at least 30-60 minutes in duration.

1. Collect data that is descriptive and non-judgmental. Data collection should focus on student learning to provide objective data for the teacher. The data's purpose is to provide a foundation for analysis so that you can work with the teacher to improve teaching and learning (NELP 4.1, 4.2, 7.4). Data should incorporate culturally competent instructional practices (NELP 3.3).
2. Write a response (2-3 pages in length). This response should demonstrate your understanding of how the data will support teacher leadership capacity by working collaboratively with the teacher to improve teaching and learning and how the data is applied to the use of differentiated strategies, curriculum materials, and technologies to maximize high-quality instruction (NELP 4.1, 4.2, 7.4). The response should include the following:
  - (a) The types of differentiated instructional strategies, curriculum materials, and technologies the teacher utilized to maximize equitable, high-quality instruction (NELP 4.1, 4.2)
  - (b) How data was used to incorporate diversity and cultural competence in instructional practices (NELP 4.2)
  - (c) How your collaboration with the teacher improved the teaching and learning process (NELP 7.4)
  - (d) How to design a Professional Growth Plan (PGP) that reflects national professional development standards to build teacher capacity based on data collection (NELP 7.4)

Your response to the Use of the Observation Instrument/Tool and the Data Collection Process is submitted to Chalk and Wire/Anthology.

**In PART III, candidates will analyze and interpret data from the classroom observation to prepare for a Post-Observation Conference with the teacher and write a response.**

**7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.**

1. Decide which data should be the focus of the Post-Observation Conference that is most important in terms of teacher and student learning using evidenced-based research to interpret the information. Focus on teacher and student growth and what you know about effective teaching and learning practices and the instructional program conducive to student learning.
2. Consider the developmental levels of teachers and determine which approach (non-directive, collaborative, directive informational, or directive control) to the data analysis and conferencing will have the greatest impact on the teacher's growth and leadership capacity. Then use the professional development standards to design a Professional Growth Plan (PGP) for the teacher.

*Response:*

3. Write a response (2-3 pages in length). Based on the data, discuss the following:
  - (a) How you interpreted the data using evidence-centered research in making curricular and instructional decisions (NELP 7.4; PADEPP: 2.1, 2.5, 4.3; CF: 1.3, 2.2; EEDA 1-7; ISTE: 2a, 2c, 2d)
  - (b) The recommendations that you make are based on multiple measures of teacher performance and student outcomes and how you will provide this feedback to the teacher (NELP 7.4; PADEPP: 2.1, 2.5, 4.3; CF: 1.3, 2.2; EEDA 1-7; ISTE: 2a, 2 c, 2d)
  - (c) The recommendations you will make after interpreting the information and how you will communicate these recommendations to the teacher (NELP 7.4; PADEPP: 2.1, 2.5, 4.3; CF: 1.2, 2.2; EEDA 1-7; ISTE: 2a, 2c, 2d)
  - (d) The specific activities that you will suggest in the post-conference to improve the teacher's instructional practices and leadership capacity that reflect national professional development standards
  - (e) Recommendations and activities that include: (1) accommodating learner's diverse needs and incorporating diversity in instructional practices (2) the use of technology for improved classroom instruction, student achievement, and continuous improvement, and (3) recommendations for the teacher to monitor instructional practices and ways in which the teacher should use technology and performance management systems to monitor, analyze, and evaluate school assessment data for accountability reporting (NELP 7.4; PADEPP 2.1; CF 2.2, 5.1, 5.2; ISTE 2a-d)
  - (f) Discuss the developmental level of the teacher and indicate which approach (directive, collaborative, directive informational, or directive control) you will take in the Post-

Conference that will have the greatest impact on teacher growth and leadership capacity as you design a professional growth target for the teacher (NELP 7.4)

Your response to Interpreting and Analyzing Observation Data is submitted to Chalk and Wire/Anthology.

**In PART IV, the candidate will meet with the teacher and develop a Professional Growth Plan (PGP).**

*Pre-Planning for the Post-Conference:*

1. Develop guiding questions for the post-conference designed to support the teacher’s professional growth and leadership capacity.
2. Build relational trust with the teacher by using a collaborative approach.
3. Focus on helping the teacher analyze the data to better understand what can be done differently to have a positive impact on student learning.
4. Use the data you collected to recognize and affirm a job well done by the teacher.
5. Audio and/or videotape the post-conference with the teacher's permission for review and reflection.

*Response:*

6. Write a two-three-page response on the post-conference. The response should demonstrate your ability to have a deep understanding of the post-conference as an opportunity to support the professional growth and leadership capacity of the teacher. Attach the PGP to your response.

Please review the rubric below.

The Post-Observation response and PGP are submitted to Chalk and Wire/Anthology.

**Key Assessment #3: Observation and Conference Project**

**Rubric**

<b>Standard and Indicator</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Unsatisfactory (1)</b>
NELP: 3.1, 3.3, 4.1, 4.2, 7.4 PADEPP: 2, 8, 9 CF 1.1, 1.2, 3.2, 5.1 EEDA 5.0, 6.0, 7.0 ISTE 2cd, 3b, 4b			

<p><b>Part I – Pre-Planned Questions and Pre-Observation Conference</b></p> <p><b>NELP 3.3</b> Candidates understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices during a Pre-Observation Conference through purposeful, pre-planned questioning, collaboration, and coaching.</p>	<p>The response is <b>comprehensive and rigorous</b> in demonstrating the extent to which Part I of the Observation and Conference Project reflects the candidate’s ability to <b>cultivate and advocate for equitable, inclusive, and culturally responsive teaching and learning practices</b> during the Pre-Observation Conference through <b>purposeful, pre-planned questioning, collaboration, and coaching</b>.</p>	<p>The response is <b>sufficient</b> in demonstrating the extent to which Part I of the Observation and Conference Project reflects the candidate’s ability to <b>cultivate and advocate for equitable, inclusive, and culturally responsive teaching and learning practices</b> during the Pre-Observation Conference through <b>purposeful, pre-planned questioning</b>.</p>	<p>There is <b>little to no evidence</b> that the response demonstrates the extent to which Part I of the Observation and Conference Project reflects the candidate’s ability to <b>cultivate and advocate for equitable, inclusive, and culturally responsive teaching and learning practices</b> during the Pre-Observation Conference.</p>
<p><b>NELP 3.1</b> Candidates understand and demonstrate the capacity to select an appropriate teacher observation instrument/tool to evaluate the teacher’s use of equitable, culturally responsive practices that contribute to a supportive and inclusive classroom culture during a scheduled 30–60-minute classroom walkthrough.</p>	<p>The response is <b>comprehensive and rigorous</b> in demonstrating the extent to which <b>Part I</b> of the Observation and Conference Project reflects the candidate’s ability to <b>select, provide the rationale for, and unpack an appropriate observation instrument/tool to collect data to effectively evaluate</b> the teacher’s use of equitable, culturally responsive practices that clearly cultivate a supportive and</p>	<p>The response is <b>sufficient</b> in demonstrating the extent to which <b>Part I</b> of the Observation and Conference Project reflects the candidate’s ability to <b>select and unpack an appropriate observation instrument/tool to collect data to evaluate</b> the teacher’s use of equitable, culturally responsive practices.</p>	<p>There is <b>little or no evidence</b> that the response demonstrates the extent to which <b>Part I</b> of the Observation and Conference Project reflects the candidate’s ability to <b>select and unpack an appropriate observation instrument/tool to collect data to evaluate</b> the teacher.</p>

	inclusive classroom culture.		
<p><b>PART II – Use of the Observation Instrument/Tool and Data Collection Process</b></p> <p><b>NELP 7.4</b> Candidates understand and have the capacity to supervise, support, and evaluate instruction by conducting a teacher observation; collecting, interpreting, and analyzing observational data to identify trends and patterns in instructional practice; and collaborating with the teacher to create a Professional Growth Plan (PGP) to build capacity and increase student outcomes.</p>	<p>The response is <b>comprehensive</b> and <b>rigorous</b> in demonstrating the extent to which <b>Part II</b> of the Observation and Conference Project reflects the candidate’s ability to effectively <b>conduct an observation</b> with a <b>robust data collection</b> that <b>clearly captures evidence</b> of: (1) the types of differentiated instructional strategies, curriculum materials, and technologies the teacher utilized to maximize equitable, high-quality instruction, (2) <b>how data was used to incorporate diversity and cultural competence in instructional practice</b>, and (3) <b>how collaboration with the candidate improved the overall teaching and learning process</b> and can be used to design a <b>Professional Growth Plan (PGP)</b> that reflects <b>national professional development standards</b> to <b>strategically build</b></p>	<p>The response is <b>sufficient</b> in demonstrating the extent to which <b>Part II</b> of the Observation and Conference Project reflects the candidate’s ability <b>to conduct an observation with a data collection</b> that <b>captures evidence</b> of the types of <b>differentiated instructional strategies, curriculum materials, and technologies the teacher utilized to maximize equitable, high-quality instruction</b> and is used to design a <b>Professional Growth Plan (PGP) to build teacher capacity</b> based on this data collection.</p>	<p>There is <b>little to no evidence</b> that the response demonstrates the extent to which <b>Part II</b> of the Observation and Conference Project reflects the candidate’s ability <b>to conduct an observation with a data collection</b> that <b>captures</b> the teacher’s instructional practices and is used to design a <b>Professional Growth Plan (PGP)</b> based on this data collection.</p>



	teacher capacity based on this data collection.		
<b>NELP 4.1</b> Candidates understand and can demonstrate the capacity to evaluate a teacher’s implementation of a high-quality, technology-rich curriculum during a 30–60-minute observation.	The response is <b>comprehensive</b> and <b>rigorous</b> in demonstrating the extent to which <b>Part III</b> of the Observation and Conference Project reflects the candidate’s ability to <b>provide an exhaustive evaluation</b> of the teacher’s <b>effective</b> implementation of differentiated, content-based curriculum materials and technologies (due to collaborative efforts) to maximize equitable, high-quality instruction during the 30–60-minute observation.	The response is <b>sufficient</b> in demonstrating the extent to which <b>Part III</b> of the Observation and Conference Project reflects the candidate’s ability to <b>evaluate</b> the teacher’s implementation of <b>differentiated, content-based curriculum materials and technologies to maximize equitable, high-quality instruction</b> during the 30–60-minute observation.	There is <b>little to no evidence</b> to demonstrate the extent to which <b>Part III</b> of the Observation and Conference Project reflects the candidate’s ability to <b>evaluate</b> the teacher’s implementation of curriculum materials and/or technologies during the 30–60-minute observation.
<b>NELP 4.2</b> Candidates understand and can demonstrate the capacity to evaluate a teacher’s implementation of high-quality, equitable instructional practices during a 30–60-minute observation.	The response is <b>comprehensive</b> and <b>rigorous</b> in demonstrating the extent to which <b>Part III</b> of the Observation and Conference Project reflects the candidate’s ability to <b>provide an exhaustive evaluation</b> of the teacher’s <b>effective</b> implementation of equitable, <b>data-informed</b> instructional practices <b>that incorporate diversity and cultural competence</b> during the	The response is <b>sufficient</b> in demonstrating the extent to which <b>Part III</b> of the Observation and Conference Project reflects the candidate’s ability to <b>evaluate</b> the teacher’s implementation of <b>high-quality, equitable instructional practices</b> during the 30–60-minute observation.	There is <b>little to no evidence</b> to demonstrate the extent to which <b>Part III</b> of the Observation and Conference Project reflects the candidate’s ability to <b>evaluate</b> the teacher’s implementation of instructional practices during the 30–60-minute observation.

	30–60-minute observation.		
<p><b>PART III – Analyzing and Interpreting Observation Data</b></p> <p>NELP 7.4 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>The response is <b>comprehensive</b> and <b>rigorous</b> in demonstrating the extent to which <b>Part III</b> of the Observation and Conference Project reflects the use of <b>extensive</b> evidence-based research in: (1) making curricular and instructional decisions (2) the interpretation of information and (3) the communication of progress with the teacher toward achievement using <b>multiple measures</b> of teacher performance, student outcomes, and feedback based on evidence.</p>	<p>The response is <b>sufficient</b> in demonstrating the extent to which <b>Part III</b> of the Observation and Conference Project reflects the use of evidence-based research in: (1) making curricular and instructional decisions (2) the interpretation of information <b>and</b> (3) the communication of progress with the teacher toward achievement using <b>one to two</b> measures of teacher performance, student outcomes, and feedback based on evidence.</p>	<p>There is little to no evidence that the response demonstrates the extent to which <b>Part III</b> of the Observation and Conference Project reflects the use of <b>evidence-based</b> research in: (1) making curricular and instructional decisions (2) the interpretation of information <b>and/or</b> (3) the communication of progress with the teacher toward achievement using a <b>single</b> measure of teacher performance, student outcomes, and feedback based on evidence.</p>
<p><b>Part IV – Post-Observation Conference and PGP</b></p> <p>NELP 7.4 Candidates understand the importance of collaboration to create and promote an appropriate, highly effective Professional Growth Plan (PGP) with concrete actionable steps and strategies to support a</p>	<p>The response is <b>comprehensive</b> and <b>rigorous</b> in demonstrating the extent to which <b>Part IV</b> of the Observation and Conference Project reflects <b>comprehensive collaboration</b> to create and promote an appropriate, <b>highly effective</b> Professional Growth Plan (PGP) with <b>concrete actionable steps</b> and</p>	<p>The response is <b>sufficient</b> in demonstrating the extent to which <b>Part IV</b> of the Observation and Conference Project reflects <b>collaborative efforts</b> to create and promote an <b>appropriate</b> Professional Growth Plan (PGP) with strategies to support a teacher’s instructional improvement and</p>	<p>There is <b>little or no evidence</b> that the response demonstrates the extent to which <b>Part IV</b> of the Observation and Conference Project reflects <b>the importance of collaboration</b> to create and promote a Professional Growth Plan (PGP) with <b>at least one</b> strategy to support a teacher’s</p>

teacher's instructional improvement and student success.	strategies to support a teacher's instructional improvement and student success during the Post-Observation Conference.	student success during the Post-Observation Conference.	instructional improvement and student success during the Post-Observation Conference.
--	---	---	---