

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 ELCC standards.

The candidate's overall performance on the Observation and Conference Project provides an assessment of each candidate's proficiency relative to specific ELCC standards measured by the exam.

Alignment with ELCC Standards

The Observation and Conference Project is directly aligned to the following standards: ELCC 2 and specifically indicators 2.1, 2.2, 2.3, and 2.4

Instructions to Candidate:

A classroom observation and a pre-conference and post-conference must be completed. A four-step process is utilized: Plan and conduct a pre-conference; observe a lesson and collect data; interpret and analyze 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 to assess your application of building-level leadership skills in instructional leadership – ELCC Standard 2.

Additional Instructions to Candidate for Part I: ELCC: 2

In PART I, candidates will plan a Pre-Observation Conference and Conduct a Pre-Observation Conference

ELCC: 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students

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 what impact the lesson will have on student learning with consideration of the diverse needs of all students.

Pre-Planned Questions:

2. Design reflective questions that you will be discussing with the teacher in the pre-conference. The reflective questions should be designed to help both the teacher and you become more skillful at understanding the lesson and its connection to the school vision of success for all students. The pre-planned questions should reflect your understanding of the instructional program conducive to student learning as you collaborate with the teacher to accomplish school improvement goals. These questions should incorporate cultural competence in development of curriculum and instructional practices and facilitate the use of appropriate content based learning materials and learning strategies. (ELCC 2.1; PADEPP 4.1; CF: 3.1). These are submitted into Livetext.
3. Examine various instrument/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, tailored observation or your school's observational tool. The strategy is to collect data which is descriptive and non-judgmental. Consider the instrument which is most appropriate for the type of data that you wish to collect.

Conducting the Pre-Observation Conference:

4. Using your pre-planned questions, conduct a pre-observation conference
5. Select one instrument to be used in the observation and thoroughly explain it to the teacher as you want to promote trust, fairness and respect with the teacher.
6. Discuss the focus of the observation, domain agreed upon to be observed, the South Carolina Standards for Teaching Profession/Common Core Standards (which S.C. Standard/Common Core Standard to be met) and the observational instrument tool to be used in the pre-conference. This should reflect your understanding of the instructional program conducive to student learning.
7. Discuss with the teacher the South Carolina Standards for Teaching Profession and Common Core Standards. Select a teaching area (language arts or math) with the teacher in which you will observe based on the Common Core Standards. This should reflect your ability to assist teachers in understanding the instructional program conducive to student learning that facilitates the use of appropriate content-based learning materials and learning strategies.
8. Audio/video tape the pre-observation conference with permission of teacher.

Response:

9. Write a two-three-page response to submit into Livetext that demonstrates your understanding of the importance of the pre-conference as a component in the observation process. Your reflection must include the following:
 1. Write a 2-3-page response of the pre-conference with the teacher including:
 - (a) A statement of the assessment tool chosen
 - (b) How you collaborated with the teacher and promoted trust, fairness and respect (ELCC 2.1; PADEPP 4.1, CF: 3.1, 3.2)
 - (c) How you facilitated the use of appropriate content-based learning materials and learning strategies by reviewing the teacher 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 (ELCC 2.1).
 - (d) How diversity and cultural competence were incorporated in the curriculum and instructional practices (ELCC 2.1)
 - (e) How the teacher will monitor the activities in the lesson to ensure personalized learning opportunities (ELCC 2.1).

- (f) Discuss the strengths and areas for improvement when conducting your next conference with the teacher. Please review the rubric attached.

Your pre-planned questions and response of Pre-Conference are submitted into LiveText.

Additional Instructions to the Candidate for PART II: ELCC

In PART II, the candidate will conduct a classroom observation. The candidate will be involved with Data Collection and will write a written Response.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff

Utilizing the observational tool agreed upon by both you and the teacher, conduct an observation of a 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 with the goal being to provide objective data for the teacher. The purpose of the data is to provide a foundation for an analysis so that you can work collaboratively with the teacher to improve teaching and learning (ELCC 2.3; PADEPP 2.4, 4.3). Data should incorporate diversity/cultural competence in instructional practices.
2. Write a two-three-page response. 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 (ELCC 2.3; PADEPP 2.4, 4.3). Please review the rubric attached.
 1. Write a two-three-page response that includes the following:
 - (a) What types of differentiated instructional strategies, curriculum materials and technologies did the teacher utilize to maximize high-quality instruction? (2.3)
 - (b) Discuss how the data incorporated diversity and cultural competence in instructional practices.
 - (c) How you worked collaboratively with the teacher to improve the teaching and learning process (2.3)

- (d) How you will design a professional growth plan reflecting national professional development standards to increase the capacity of the teacher based on the data collected? (2.3)

Response on Data Collection and observational tool are submitted into LiveText.

Additional Instructions to Candidates: ELCC: 2

In PART III, candidates will Interpret and Analyze Data from the classroom observation to prepare for a post-conference with the teacher and write a Response

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment

1. Decide which data should be the focus of the post conference that is most important in terms of teacher and student learning using evidenced-based research as you 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 to the data analysis and conferencing will have the greatest impact on teacher's growth and leadership capacity that reflects professional development standards as you will design a professional growth for the teacher: nondirective, collaborative, directive informational and directive control.

Response:

3. Write a two-three-page response. Based on the data discuss the following:
 - (a) Discuss how you interpreted the data using evidence-centered research in making curricular and instructional decisions (ELCC 2.2; PADEPP: 2.1, 2.5, 4.3; CF: 1.3, 2.2; EEDA 1-7; ISTE: 2a, 2c, 2d).
 - (b) Are the recommendations that you make based on multiple measures of teacher performance and student outcomes and how will you provide this feedback to the teacher (ELCC 2.2; PADEPP: 2.1, 2.5, 4.3; CF: 1.3, 2.2; EEDA 1-7; ISTE: 2a, 2c, 2d).
 - (c) Discuss what recommendations you will make after interpreting the information. How will you communicate these recommendations to the teacher (ELCC 2.2; PADEPP: 2.1, 2.5, 4.3; CF: 1.2, 2.2; EEDA 1-7; ISTE: 2a, 2c, 2d).

- (d) Discuss 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) These recommendations and activities must include the following: (1) accommodate learner's diverse needs and incorporate 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 how the teacher should use technology and performance management systems to monitor, analyze and evaluate school assessment data for accountability reporting (ELCC 2.4; PADEPP 2.1; CF 2.2, 5.1, 5.2; ISTE 2a-d).
- (f) Discuss the developmental levels of teachers and indicate which approach that you will take in the post-conference (directive, collaborative, directive informational or directive control) and will have the greatest impact on teacher growth and leadership capacity as you design a professional growth target for the teacher.

Response on interpreting and analyzing data is submitted via LiveText.

Additional Instructions to Candidates: ELCC 2

In PART IV, the candidate will meet with the teacher and develop a Teacher Professional Growth Plan

Pre-Planning for Post Conference

1. Develop guiding questions for the post-conference designed to support the teacher's professional growth and leadership capacity.
2. Build a trusting relationship 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 in order to have a positive impact on student learning.
4. Recognize and affirm a job well done by the teacher as supported by the data that you collected. Make reference to it. Remember this is a collaborative, trusting post-conference.
5. Video/audio post conference with teacher permission. This allows you to review the video/audio and reflect on the post conference to gain a better understanding as how to support teacher and learner growth. (ELCC 2.4)

Response:

6. Write a two-three-page response on the Post-Conference. Your response should demonstrate your ability to have a deep understanding of the post conference as an opportunity to support professional growth and leadership capacity of the teacher. Attach to your response the Professional Growth Plan for the teacher. Please review rubric attached.

Response attached with Teacher Professional Growth Plan are submitted into LiveText.

Observation and Conference Project Rubric

Standard and Indicator ELCC Standard: 2 PADEPP: 2, 8, 9 CF 1.1, 1.2, 3.2, 5.1 EEDA 5.0, 6.0. 7.0 ISTE 2cd, 3b, 4b	Expectations Met 5 pts. (9-10 points)	Expectations Minimally Met 3 pts. (7-8 points)	Expectations Unmet (0-6 points)
PART I 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students	Response is comprehensive and rigorous in demonstrating the extent to which the Observation and Conference Project reflects trust, respect and collaboration with the teacher and the use of appropriate content-based learning materials and strategies and incorporates diversity and cultural competence in curriculum and instructional practices and the monitoring of	Response is sufficient in demonstrating the extent to which the Observation and Conference Project reflects trust, respect and collaboration with the teacher and the use appropriate content-based learning materials and strategies and incorporates diversity and cultural competence in curriculum and instructional practices and the monitoring of	Little or no evidence that the response demonstrates the extent to which the Observation and Conference Project reflects trust, respect and collaboration with the teacher and the use appropriate content-based learning materials and strategies and incorporates diversity and cultural competence in curriculum and instructional practices and the monitoring of

	activities to ensure personalize learning (2.1)	activities to ensure personalized learning (2.1)	activities to ensure personalized learning (2.1)
PART II 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff	Response is comprehensive and rigorous in demonstrating the extent to which the Observation and Conference Project reflects the use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction and collaboration with the teacher to improve teaching and learning and the design of professional growth plans to increase the capacity of the teacher that reflect national professional development standards (2.3)	Response is sufficient in demonstrating the extent to which the Observation and Conference Project reflects the use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction and collaboration with the teacher to improve teaching and learning and the design of professional growth plans to increase the capacity of the teacher that reflect national professional development standards (2.3)	Little or no evidence that the response demonstrates the extent to which the Observation and Conference Project reflects the use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction and collaboration with the teacher to improve teaching and learning and the design of professional growth plans to increase the capacity of the teacher that reflect national professional development standards (2.3)
PART III			

<p>2.2 Candidates understand and can create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program</p>	<p>Response is comprehensive and rigorous in demonstrating the extent to which the Observation and Conference Project reflects the use of evidence-based research in making curricular and instructional decisions and interpretation of information and communication of progress with the teacher toward achievement and multiple measures of teacher performance and student outcomes and feedback based on evidence (2.2)</p>	<p>Response is sufficient in demonstrating the extent to which the Observation and Conference Project reflects the use of evidence-based research in making curricular and instructional decisions and interpretation of information and communication of progress with the teacher toward achievement and multiple measures of teacher performance and student outcomes and feedback based on evidence (2.2)</p>	<p>Little or no evidence that the response demonstrates the extent to which the Observation and Conference Project reflects the use of evidence-based research in making curricular and instructional decisions and interpretation of information and communication of progress with the teacher toward achievement and multiple measures of teacher performance and student outcomes and feedback based on evidence (2.2)</p>
<p>Part III</p> <p>2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment</p>	<p>The response is comprehensive and rigorous in demonstrating the extent to which the Observation and Conference Project reflects the use of effective and appropriate technologies to support teaching and learning and the monitoring of instructional practices within the school to provide assistance to teachers (2.4)</p>	<p>The response is sufficient in demonstrating the extent to which the Observation and Conference Project reflects the use of effective and appropriate technologies to support teaching and learning and the monitoring of instructional practices within the school to provide assistance to teachers (2.4)</p>	<p>Little or no evidence that the response demonstrates the extent to which the Observation and Conference Project reflects the use of effective and appropriate technologies to support teaching and learning and the monitoring of instructional practices within the school to provide assistance to teachers (2.4)</p>

Scoring Guide for Faculty

Candidate's Name:

Total Score for ELCC Standard Element 2.0

Score: /12

Directions to Reviewers: After reading the candidate's responses to Parts I-IV of the **Observation and Conference Project**, and reviewing artifacts supporting the candidate's engagement in the teacher's evaluation process, please score the candidate's professional leadership and communication skills by applying a rating of "developing," "proficient," or "accomplished," based on his or her response aligned to the four elements on the rubric. For score reporting, please note "developing" is represented by a "1," "proficient" is represented by a "2," and "accomplished" is represented by a "3." Please total a score for each candidate. A total score below "8" is a score that indicates that the candidate has not passed Key Assessment 3. A score between "8-10" represents a "B." A score between "11-12" represents an "A." A candidate may request to resubmit.

In addition, to allow Program faculty to review candidate data for Program improvement, provide a breakdown of scores by ELCC Standard 2 Elements:

From the assessment, how many of the elements (see items #1, #2, #3, #4, in rubric) in ELCC 2.0 were:

___ Developing

___ Proficient

___ Accomplished