

Assessment III: Alternative Assessment for Supervision
ELCC Standards 1.2, 1.3, 2.2, 2.3, 2.4, 5.1, 5.2, 5.3
Alternate Teacher Assessment: EDLP 609, Fall Year II

(The element(s) highlighted in yellow are used to assess diversity outcomes)

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
<p>E 1 Project</p> <p>Candidates apply best practice to student learning and they act with integrity.</p> <p>ELCC 2.3, 5.1</p>	<p>Demonstrates complete understanding of alternative assessment for continuous professional growth in the interest of improving student learning. This understanding reflects an awareness of the following issues:</p> <ul style="list-style-type: none"> • The ability to assist school personnel in understanding and applying best practices for student learning. • The importance of applying human development theory, proven learning and motivational theories, and concern for diversity to the learning process. • The necessity of understanding how to use appropriate research strategies to promote an environment for improved student achievement. • The importance of trust and respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions. 	<p>Demonstrates competence in the understanding of alternative assessment for continuous professional growth in the interest of improving student learning. This understanding reflects a satisfactory awareness of the following issues:</p> <ul style="list-style-type: none"> • The ability to assist school personnel in understanding and applying best practices for student learning. • The importance of applying human development theory, proven learning and motivational theories, and concern for diversity to the learning process. • The necessity of understanding how to use appropriate research strategies to promote an environment for improved student achievement. • The importance of trust and respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions. 	<p>Demonstrates partial or incomplete competence in the understanding of alternative assessment for continuous professional growth in the interest of improving student learning. This understanding reflects a limited and unacceptable level of awareness of the following issues:</p> <ul style="list-style-type: none"> • The ability to assist school personnel in understanding and applying best practices for student learning. • The importance of applying human development theory, proven learning and motivational theories, and concern for diversity to the learning process. • The necessity of understanding how to use appropriate research strategies to promote an environment for improved student achievement. • The importance of trust and respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions.
<p>#2 Project</p> <p>Candidates steward a school vision of learning and act ethically.</p>	<p>Three or more alternative assessment options were offered that reflected the candidate's facility to:</p> <ul style="list-style-type: none"> • Design and demonstrate an ability to implement well-planned, 	<p>At least two Alternative Assessment options were offered that reflect an adequate understanding of the candidates aptitude to:</p> <ul style="list-style-type: none"> • Design and demonstrate an ability 	<p>Only one Alternative Assessment option was suggested which reflects an inadequate understanding of the importance and skill to:</p> <ul style="list-style-type: none"> • Design and demonstrate an ability

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<p>ELCC 2.4, 5.2</p>	<p>context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</p> <ul style="list-style-type: none"> • Demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. • Develop and implement personal professional growth plans that reflect a commitment to life-long learning. • Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. 	<p>to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</p> <ul style="list-style-type: none"> • Demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. • Develop and implement personal professional growth plans that reflect a commitment to life-long learning. • Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. 	<p>to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</p> <ul style="list-style-type: none"> • Demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. • Develop and implement personal professional growth plans that reflect a commitment to life-long learning. • Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
<p>E 3 Supportive Essay</p> <p>Candidates implement a school vision of learning and act ethically.</p> <p>ELCC 1.3, 5.3</p>	<p>Provides a <u>comprehensive and accurate</u> analysis and interpretation of Developmental Supervision. The supportive essay clearly reflects convincing evidence that the candidate:</p> <ul style="list-style-type: none"> • Can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. • Can develop plans and processes 	<p>Provides <u>accurate</u> analysis and interpretation of the Developmental Supervision. The supportive essay reflects adequate evidence that the candidate minimally:</p> <ul style="list-style-type: none"> • Can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. • Can develop plans and processes for implementing the vision (e.g., 	<p>Provides <u>partial, incomplete or inaccurate</u> analysis and interpretation of Developmental Supervision. The supportive essay reflects inadequate evidence that the candidate:</p> <ul style="list-style-type: none"> • Can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. • Can develop plans and processes for implementing the vision (e.g.,

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	<p>for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).</p> <ul style="list-style-type: none"> • Can make and explain decisions based upon ethical and legal principles. 	<p>articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).</p> <ul style="list-style-type: none"> • Can make and explain decisions based upon ethical and legal principles. 	<p>articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).</p> <ul style="list-style-type: none"> • Can make and explain decisions based upon ethical and legal principles.
<p>E 4 Supportive Essay</p> <p>Candidates articulate a school vision.</p> <p>ELCC 1.2</p>	<p>All four models of Developmental Supervision were addressed i.e. Direct Control, Direct Informational; Collaborative; Non-directive. The school vision of teaching and learning is reflected in the supportive essay and contains evidence of the candidate's facility to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. • Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant 	<p>Three of four models of Developmental Supervision were addressed i.e. Direct Control, Direct Informational; Collaborative; Non-directive. The school vision of teaching and learning is limitedly evidenced in the supportive essay and contains nominal evidence of the candidate's facility to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. • Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a 	<p>Two or fewer of the four models of Developmental Supervision were addressed i.e. Direct Control, Direct Informational; Collaborative; Non-directive. The school vision of teaching and learning is not sufficiently evidenced in the supportive essay and contains insufficient evidence of the candidate's facility to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. • Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to

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	information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
E 5 Web Page Candidates provide effective instructional program. ELCC 2.2	Technically correct, user friendly with active hyper-links and supporting graphics and fully developed description of project. Candidates clearly demonstrated the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	Technically adequate with no more than two errors, somewhat user friendly with a supporting graphics and a partially developed description of the project. Candidates satisfactorily demonstrated the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	Technically limited with more than two errors not user friendly, no graphics and/or non-supporting graphics and partially developed description of the project containing grammatical and/or spelling errors. Candidate was unable to clearly demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.