Assessment 8: Professional Development Study Group
ELCC Standards 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 6.3
Professional Development Program: EDLP 604, Fall Year I

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

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
E 1 Topic selection Candidates steward a school vision of learning. ELCC 1.2, 1.4	Selected topic was researched using multiple sources i.e. four or more journal articles, three or more web sites and two or more chapters from textbooks. Candidate demonstrated clear 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 information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate demonstrated a thorough understanding of the role effective communication skills play in building a shared commitment to the vision. Candidate designed or adopted an excellent system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. Candidate clearly and effectively assumed stewardship of the vision through various methods.	Selected topic was researched using multiple sources i.e. three to four journal articles, two to three web sites and two or more chapters from textbooks. Candidate demonstrated satisfactory 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 information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate demonstrated an acceptable level of understanding of the role effective communication skills play in building a shared commitment to the vision. Candidate designed or adopted a good system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. Candidate effectively assumed stewardship of the vision through various methods.	Selected topic was researched using minimal sources i.e. less than three journal articles, less than two web sites, and less than two chapters from textbooks. Candidate demonstrated insufficient 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 information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate demonstrated an unacceptable level of understanding of the role effective communication skills play in building a shared commitment to the vision. Candidate was unable to design or adopted an acceptable system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. Candidate was ineffective in assuming stewardship of the vision through various methods.
E 2 Use of technology Candidates provide effective instructional program. ELCC 2.2	Inclusion of a software program(s) and/or WebQuest (s) in more than one session. Candidate demonstrated strong ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed	Inclusion of a software program(s) and /or Web Quest(s) in at least one of the sessions. Candidate demonstrated limited ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and	No reference to a software program and/or Web Quest in any of the sessions. Candidate failed to demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the

Assessment 8: Professional Development Study Group
ELCC Standards 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 6.3
Professional Development Program: EDLP 604, Fall Year I

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

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
	for improvement.	provide staff the assistance needed for improvement.	assistance needed for improvement.
E 3 Proposal reflects analysis of data Candidates steward a school vision of learning through application of best practice. ELCC 1.4, 2.3	Effectively integrated the content (topic) and process (transformative curriculum design and cultures of curriculum) using analysis, synthesis, application, and evaluation. Candidate clearly understood the theory and research related to organizational and educational leadership and engaged in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. Candidate demonstrated convincing evidence of the ability to assist school personnel in understanding and applying best practices for student learning.	Effectively integrated the content (topic) and process (transformative curriculum design and cultures of curriculum) using analysis, synthesis, application and evaluation. Candidate displayed satisfactory evidence of understanding the theory and research related to organizational and educational leadership and engaged in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. Candidate demonstrated acceptable evidence of the ability to assist school personnel in understanding and applying best practices for student learning.	Integration of the content (topic) and process (transformative curriculum design and cultures of curriculum was not done effectively. Candidate failed to provide evidence that he/she understood the theory and research related to organizational and educational leadership and engaged in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. Candidate was unable to provide convincing evidence of the ability to assist school personnel in understanding and applying best practices for student learning.
E 4 Professional Development Proposal Candidates design comprehensive professional growth plans. ELCC 2.4	Inclusion of five, two-hour agendas with one paragraph summary of the session and two or more SMART objectives embedded. Candidate designed and demonstrated a clear ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning.	Inclusion of five two-hour agendas with one paragraph summary of the session and two SMART objectives embedded. Candidate designed and demonstrated a satisfactory ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning.	Failure to include five two-hour agendas with the summary paragraph. SMART objectives not included. Candidate was unable to design and demonstrate the ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning.
E 5 Proposal Candidates design comprehensive	An engaging strategy was included for each session with more than two required readings for participants. Candidate designed and demonstrated	An engaging strategy was included for each session with at least two required readings for participants. Candidate designed and demonstrated	Lack of an engaging strategy and less than two required readings for participants. Candidate designed and demonstrated an ability to implement

Assessment 8: Professional Development Study Group
ELCC Standards 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 6.3
Professional Development Program: EDLP 604, Fall Year I

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

Element (E)	Target = 3	Acceptable = 2	Unacceptable = 1
professional growth plans. ELCC 2.4	an ability 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.	an ability 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	well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
E 6 Time constraints ELCC NA	Infomercial adhered to ten minute time frame.	Infomercial adhered to ten-minute time frame.	Infomercial was more than the ten minute time frame
E 7 Presentation reflects teamwork Candidates implement a school vision of learning. ELCC 1.3	Evidence of extraordinary teamwork as all members presented equally. Candidate developed plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork).	Evidence of teamwork as well as all members presented equally. Candidate developed plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and satisfactory teamwork).	Evidence of minimal teamwork as all members did not present equally. Candidate developed plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and limited teamwork).
E 8 Presentation engagement Candidates influence the larger educational context. ELCC 6.3	Candidate clearly demonstrated the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. One –three PPT slides used- audience members were completely engaged throughout the creative presentation.	Candidate satisfactorily demonstrated the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. One –three PPT slides used- audience members were engaged through most of the presentation.	Candidate failed to demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. PPT slides not included and audience members were not engaged during presentation.