**Assessment 5: Professional Development Project**

**Part 1**

**a. Assessment**

Toward the end of the required course Staff Supervision (SUPV 520), all educational leadership candidates complete a Professional Development Project to demonstrate their ability to promote the success of all students by investigating best practices in instruction, teacher assessment, and nurturing an effective learning community among teachers by developing a data-informed plan for professional learning. SUPV 520 is typically taken by candidates toward the middle of their programs of study. Results of the assessment are shared with candidates in Canvas, the TCNJ electronic learning management system.

The rubric derives its validity from alignment to the NELP standards and agreement by a panel of five experts in the field of educational leadership.

**b. Alignment to Standards**

NELP 1.2, 3.3, 6.2, 7.2. 7.3, 7.4

CAEP Standards for Advanced Programs: A.1.1.a; A.1.1.b; A.1.1.c

This assessment has was revised to align with the NELP standards and first implemented in fall 2019.

**c. Analysis of data findings**

There is only one data point for this assessment. All candidates performed in the acceptable or target ranges for all standards. The lowest performance was on standards 3.3 and 1.2, with 62% and 69% of candidates scoring in the target range.

**d. Interpretation of evidence of meeting standards**

Candidates appear to need additional support to master the ability to design equity-focused objectives (3.3) and develop a detailed action plan for professional learning (1.2) in an authentic setting.

**Part 2**

**e. Assessment**

# The College of New Jersey

Department of Educational Administration and Secondary Education

#### Professional Development Project

**The Purpose of the Assignment:** The purpose of this assignment is for you to demonstrate the capacity to promote the current and future success of each student and adult by applying the skills necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and use data to inform improvements to systems of supervision, evaluation, support, and professional learning (NELP Standard 7: Building Professional Capacity).

**Directions:**

Specifically, the Professional Development Project requires you to **analyze** data on teacher instruction or student achievement and **develop** a program of professional learning that **cultivates** needed professional skills in a grade level, department, school, or other identified group of school professionals.

You will be assessed in six areas.

* Data supported rationale: Justify the topic of this plan using more than one data source that is related to teacher instructional needs, student achievement, or student wellness (e.g. test scores, survey responses, teacher observation/evaluation). (NELP 6.2; CAEP A.1.1.a)
* Equity-focused objective: The plan should include at least one specific and measurable objective that seeks to minimize a race, class, language, cultural, disability, gender, or other group-based disparity. (NELP, 3.3; CAEP A.1.1.c)
* Assessment: Your plan should include specific summative and formative assessments clearly related to the plan’s objectives. At least one measure must be a strategy that monitors the fidelity of teacher implementation (e.g., classroom observation, video, walkthrough tool). (NELP 7.4; CAEP A.1.1.b)
* Action plan: Provide detailed steps for an identified group of participants that outline:
	+ a reasonable timeline for sustained teacher engagement and specific resource allocations such as costs, materials, and personnel (NELP 1.2; CAEP A.1.2)
	+ a format for professional learning that is likely to engage teachers in a collaborative professional culture and incorporates at least one of the following: high levels of peer interaction, teacher inquiry, or a teacher- or student-identified focus. (NELP 7.2; CAEP A.1.1.d)
	+ activities that are explicitly connected to the stated objectives, include the application of culturally responsive practices, and provide opportunities for teachers reflect on their learning. (NELP 7.3; CAEP A.1.1.f)

**Assignment format**

The assignment includes narrative text with tables to highlight details of the plan. The assignment should be about 6 to 8 pages. Please use a 12-point font and APA style citations to support your work.

**f. Scoring Rubric**

### Professional Development Project Grading Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **Unacceptable (1)** | **Acceptable (3)** | **Target (4)** |
| Data SupportedRationaleNELP 6.2 | Little or no data informs the professional development project. Data, analysis, and interpretation are missing or inaccurate. | Includes a data-informed rationale. Analysis is based on one data source related to teacher instructional needs, student achievement, or student wellness. The interpretation is accurate.  | Includes a well-articulated and data-informed rationale. Analysis is based on more than one authentic data source related to teacher instructional needs, student achievement, or student wellness. The interpretation is accurate, comprehensive, and in-depth.  |
| Equity-focused objectiveNELP 3.3 | No objectives address group-based disparities. | At least one specific and measurable objective seeks to minimize a race, class, language, cultural, disability, gender, or other group-based disparity. | At least one specific and measurable objective seeks to minimize race, class, language, cultural, disability, gender, or other group-based disparities.Evidence indicates the plan was implemented in a school setting. |
| AssessmentNELP 7.4 | Assessments are missing or insufficiently connected to stated objectives. | The plan of action includes specific summative and formative assessments clearly related to the plan’s objectives. At least one measure is a supervisory strategy to monitor fidelity of teacher implementation. | The plan of action includes specific summative and formative assessments clearly related to the plan’s objectives. At least one measure is a supervisory strategy to monitor fidelity of teacher implementation.Evidence indicates the plan was implemented in a school setting. |
| Action planNELP 1.2 | The plan of action is missing or insufficiently clear about what is necessary to implement the project.  | A thorough and detailed plan of action includes a comprehensive timeline for sustained teacher engagement as well as specified resource allocations outlining costs, materials, outcomes, and personnel. | A thorough and detailed plan of action includes a comprehensive timeline for sustained teacher engagement as well as specified resource allocations outlining costs, materials, outcomes, and personnel.Evidence indicates the plan was implemented in a school setting. |
| Collaboration NELP 7.2 | The activities are insufficiently specified or involve only passive teacher participation. | The format for professional learning actively engages teachers in a collaborative professional culture by incorporating at least one research-supported practice, such as high levels of peer interaction, teacher inquiry, or a teacher- or student-identified focus. | The format for professional learning actively engages teachers in a collaborative professional culture by incorporating at least one research-supported practice, such as high levels of peer interaction, teacher inquiry, or a teacher- or student-identified focus.Evidence indicates the plan was implemented in a school setting. |
| Reflection and ResponsivenessNELP 7.3 | Teachers are not asked to reflect on their learning or elements of the plan are culturally inappropriate (e.g, based on stereotypes or reflect deficit thinking.) | The activities are explicitly connected to the stated objectives and provide opportunities for teachers to apply culturally responsive practices in their work and reflect on their learning. | The activities are explicitly connected to the stated objectives and provide opportunities for teachers to apply culturally responsive practices in their work and reflect on their learning.Evidence indicates the plan was implemented in a school setting. |

**Rubric Validity**

Lawshe’s Content Validity Ratio (5 panelists)

Rationale 1.0

Objective 1.0

Assessment 0.6

Collaboration -0.2 (was revised)

Reflection 0.6

Action Plan 1.0

**g. Data Tables**

Inter-Rater Reliability- NA, only one assessor contributed data

**Fall 2019**

Master’s *n* = 10 Post Masters *n* = 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Unacceptable (1) | Acceptable (2) | Target (3) |  |
| Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 6.2 | 0 | 0 | 2 | 0 | 8 | 3 | 85 |
| 3.3 | 0 | 0 | 5 | 0 | 5 | 3 | 62 |
| 7.4 | 0 | 0 | 0 | 1 | 10 | 2 | 92 |
| 1.2 | 0 | 0 | 3 | 1 | 7 | 2 | 69 |
| 7.2 | 0 | 0 | 2 | 0 | 8 | 3 | 85 |
| 7.3 | 0 | 0 | 1 | 0 | 9 | 3 | 92 |