

TA Assessment & Planning Assessment (Levels 4-5) Assessment Project

TA Competencies	<p>AP1: Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping.</p> <p>AP2: Uses evidence-based tools and strategies supportive of collaborative goal setting, progression, and attainment across individual, group, and program needs.</p> <p>AP3: Uses logical reasoning and insight to synthesize data gathered with knowledge of standards and apply knowledge gained to practice.</p>
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Assessment Guidelines

For this assessment, you will conduct three case studies of the educational policies, procedures, curricula, assessment and transition policies of 3 different established centers, schools or organizations serving young children and families. Your case study should include at least three interviews with center/school staff (Director, teacher(s), curriculum coordinator, assessment coordinator, etc.) and analysis of specific assessment and program evaluation data used by the site which overview:

- Assessment
 - Center/school screening, formative and summative assessment instruments and practices by age group served
 - Instructional scheduling per age group served
 - Process and procedures for choosing and implementing center/school assessment practices
 - Inclusion of families and communication with families in assessment and screening practices
- Program Evaluation and Assessment Data Use
 - Use of curriculum and assessment evaluation data to systematically inform program design and improvement efforts
 - Use of child assessment and screening data to inform program design and improvement efforts

Provide a summary of each case study institution. Using these case study data, write a reflection which includes your recommendations for curricular and assessment choices, implementation and evaluation and a specific coaching/professional development plan (supported by the data) for professionals at the site.

Assessment Rubric (pulled from TA Master Rubrics)

TA Assessment & Planning Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
AP1: Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping. TA: CR5	Models and encourages in others integrity and ethical conduct, including confidentiality, in communication and record keeping.	Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping.	Upholds ethical conduct, including confidentiality, in communication and record keeping.	Does not protect confidentiality in communication and/or utilizes careless or unprotected record keeping practices	
AP2: Uses evidence-based tools and strategies supportive of collaborative goal setting, progression, and attainment across individual, group, and program needs. TA: AP1	Encourages peers in the selection and implementation evidence-based tools and strategies supportive of collaborative goal setting progression, and attainment across individual, group, and program needs.	Selects and implements evidence-based tools and strategies supportive of collaborative goal setting to meet program needs	Selects and attempts to implement strategies supportive of collaborative goal setting to meet program needs	Selects strategies and tools that inhibit collaboration and/or do not support program needs	
AP3: Uses logical reasoning and insight to synthesize data gathered with knowledge of standards and apply knowledge gained to practice. TA: RP5, COM5	Coaches in others in employing logical reasoning and intuitive understanding to synthesize data gathered with knowledge of standards and applies resulting understanding to decisions, practice and personal reflection	Employs logical reasoning to synthesize data gathered with knowledge of standards and applies resulting understanding to decisions, practice and personal reflection	Summarizes data gathered with knowledge of standards and applies resulting understanding to decisions	Does not synthesize data gathered and/or ignores knowledge of standards in decisions and practices	

Level 4—Beige

Level 5—Blue

Level 6—Purple