

TA Assessment & Planning Assessment (Levels 4-6) 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> <p>AP4: Uses data to collaboratively develop quality improvement plans based on standards and evidence-based practices.</p> <p>AP5: Uses data to collaboratively reflect on, evaluate, affirm, and analyze progress.</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
 - Systematic evaluation of assessment and screening practices by center/school stakeholders including parents
 - Initial and on-going professional development of staff supporting school/center 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
 - Inclusion of stakeholders in the assessment and curriculum evaluation processes (partner schools, parents etc.)

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. Include in your reflection specific plans and procedures for systematic program evaluation, instrument choices that are reliable, and valid and data use, coaching and support.

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	
AP4: Uses data to collaboratively develop quality improvement plans based on standards and evidence-based practices. TA: AP3, AP4, AP5, AP6	Models the use of relevant data to collaboratively create and strategize quality improvement plans based on standards and evidence-based practices	Applies relevant data to collaboratively create quality improvement plans based on standards.	Attempts to apply relevant data to create improvement plans.	Creates shallow improvement plans which do not rely on relevant data and/or neglects constituent collaboration and/or neglects relevant standards and best practices	
AP5: Uses data to collaboratively reflect on, evaluate, affirm, and analyze progress. TA: AP2, AP7, AP8, AP9	Mentors others in the utilizing of current and relevant data in reflecting, evaluating, affirming and analyzing progress.	Utilizes current and relevant data in reflecting, evaluating, affirming and analyzing progress.	Utilizes some current data in evaluating and analyzing progress.	Ignores relevant data in the evaluation, affirmation and analysis of progress.	

Level 4—Beige

Level 5—Blue

Level 6—Purple