**TA Assessment & Planning Assessment (Levels 4-6)**

**Assessment Project**

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| **TA Competencies** | **AP1**: Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping.  **AP2**: Uses evidence-based tools and strategies supportive of collaborative goal setting, progression, and attainment across individual, group, and program needs.  **AP3**: Uses logical reasoning and insight to synthesize data gathered with knowledge of standards and apply knowledge gained to practice.  **AP4**: Uses data to collaboratively develop quality improvement plans based on standards and evidence-based practices.  **AP5**: Uses data to collaboratively reflect on, evaluate, affirm, and analyze progress. |

**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** | | | | | |
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| **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