

Credential AREA: Technical Assistance Credential (Level 4)
TOPIC: Integrated Domains Assessment Example
Professional Interview

I. Assessment Competency & Standard Alignment

Gateways Competencies Assessed
TAAL1: Demonstrates responsiveness to the unique strengths, characteristics, and life experiences of each professional.
TAAL2: Acknowledge and build on each learner’s strengths, knowledge, and experiences.
TALPS1: Identifies research-based strategies to support personal and professional development.
TALPS2: Demonstrates foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.
TACR1: Develops respectful and responsive relationships through positive interpersonal skills.
TAC1: Utilizes respectful, collaborative communication skills that foster authentic engagement within professional communication.
TARP1: Reflects on own work and critically explores own practices, biases, values, and behaviors to gain insight into one’s values, knowledge, skills, and dispositions.
TARP2: Engages in objective observation and practices and supports flexible perspective taking.
TARP3: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.
TAAP1: Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping
TAAP2: Uses evidence-based tools and strategies supportive of collaborative goal setting, progression, and attainment across individual, group, and program needs.
TACP1: Identifies central components of the change process.
TACP2: Supports professionals in their development through providing evidence-based materials and resources.

II. Assessment Task Description/ Directions

Pre-Assessment Preparation:

For this assessment, you will identify an individual that will agree to allow you to serve as mentor for them. Once you have an individual identified, you will ask that person to sign the institutional Video Release Form that the instructor will provide. Explain that you will be recording the mentoring session and uploading them to a secured video sharing site (i.e., Coaching Companion). They will be viewed only by the instructor and students in the course, and they will not be assessed or evaluated. A thorough description is provided on the release form. If they have questions, they may contact the instructor. In addition, you will be required to sign a confidentiality agreement acknowledging your commitment to maintaining confidentiality of the children, family and staff you are observing and mentoring (AP1).

Technology Option:
← Embedded

You will record the mentoring session, not the observations that you complete with the individual. The assessment is to facilitate and emphasize your practice as a mentor, not for classmates to observe and assess the mentee's skills. You will record the session and upload for reflection as well as to receive feedback from classmates. You will be required to sign a confidentiality agreement acknowledging that

Part 1 Observation:

You will observe the individual that you are mentoring (TARP2). You will specifically observe him/her just prior to the mentoring session that you will record. For the specific purpose of mentoring session, you will need to take anecdotal notes so that you will be able to refer back to them as you have your session. As you observe, consider where the individual is within the change process. How does the individual react to change? How can you assess and assist in preparing the individual for change? What barriers or challenges might you encounter in working through changes with the individual? (CP1) Be respectful of the individual: set up an observation time in advance so that they are aware and prepared for you to observe and maintain confidentiality (AP1). It is recommended that you spend approximately an hour of focused observation with the mentee just prior to the mentoring session (TACR1).

Part 2 Mentoring Session:

For this part of the project, you will set up a time to meet in a quiet and private location with the mentee. You will have a mentoring session with the individual and record it so that you may upload it to the video sharing site (TALPS2). Review the competencies for this project and consider the following as you prepare for your mentoring session:

Technology Option:
- Video/audio record options

1. How you will approach and begin the session (TAC1)?
2. How does the mentee describe the day's activities and experiences when you observed? How did the individual feel s/he did during the observation?
3. What does the mentee describe as his/her strengths? Where s/he want to improve and what types of trainings does the individual feel would assist to improve that area?
4. How will you address the individual's strengths and acknowledge their experience and build upon them (TAAL1, TAAL2)?

5. What changes may come about as a result of the mentoring process? Who will be impacted? What types of support will the individual want or need (CP1, CP2)?

In preparation for the session, consider what best practices have been addressed in the course as well as the video mentoring sessions that you have observed and practiced. After your session, you will upload the video to the video sharing site

Part 3 Reflection on Mentoring Session:

After completing the mentoring session and uploading the video, you will provide a reflection on your mentoring practice on the video sharing site utilizing the play-by-play comment section (TARP1). In your reflection, you should consider the following:

1. What were your communication techniques? What was your nonverbal communication and gestures? How was your eye contact?
2. How did you acknowledge the mentee's strengths? How did you share your observations?
3. How did you engage the mentee in authentic conversation?
4. How was the feedback received? What can you change the next time to allow for greater connection and support? (CP2)

You will provide a final reflection on the project and what changes you have observed in yourself as a mentor. Be sure to address the following:

1. Compare and contrast your sessions as they progressed throughout the semester. What did you observe as your strengths? How do you feel you have improved and become more effective as a mentor? What would you change about your mentoring process as you carried out from the first session to the final session?
2. Moving forward, how would you like to see yourself in the mentoring role? What are some strategies you would like to implement? What resources and/or professional activities would help you to improve in your mentoring skills?
3. How do you describe your competency in the following areas:
 - a. Responding to and building upon the unique strengths, characteristics and life experience of each professional
 - b. Developing respectful and responsive relationships with other professionals
 - c. Utilizing respectful and collaborative communication skills to foster authentic engagement with other professionals

Part 4 Final Mentoring Session – Professional Development Resources:

For the final mentoring session, you will spend time working with the mentee and helping them design a professional development plan. If your program has an established PD form, you will use that document. Otherwise, you will use the Gateways Professional Development Plan. At this point in time and experience, you have spent significant time observing and meeting with the individual. You will facilitate this session but the mentee should lead the discussion in regards to what types of training and resources that s/he feels would help them to be effective in their role. You will develop a plan to help the individual identify and locate research-based strategies and resources (TALPS1, TARP3, TAAP2, CP1, CP2).

Part 5 Provide Feedback on Classmate’s Mentoring Sessions:

You will be divided into Community of Reflective Practice (CORP) groups. You will upload your video to the video sharing site. You will provide feedback to two classmate’s mentoring sessions. You will provide constructive feedback in regards to the session or mannerisms of the mentor. For example if the mentee appeared somewhat uncomfortable, provide a suggestion of what you might do to put the individual more at ease. Your feedback should also reflect some of the competencies such as interpersonal skills, communication, and responsiveness to the mentee’s uniqueness and skills, As we progress to the later sessions, include in your feedback the growth and development that you have observed in your classmate in the role of mentor.

III. Assessment Rubric

Technical Assistance Adult Learning Assessment (Level 4): Professional Interview Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TAAL1: Demonstrates responsiveness to the unique strengths, characteristics, and life experiences of each professional.	Utilizes approachable and understanding communication which acknowledges the adult learner’s professional strengths and personal experiences and describes ways to link strengths to professional goals and outcomes	Describes approachable and understanding communication which acknowledges the adult learner’s professional strengths and personal experiences	Describes communication which acknowledges the adult learner’s professional strengths	Describes communication practices which ignore adult learner’s professional strengths and/or belittle or treat as insignificant personal experiences	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TAAL2: Acknowledge and build on each learner’s strengths, knowledge, and experiences.	Identifies and appreciates the adult learner’s individual strengths, knowledge, and experiences and creates connections which build on these strengths toward personal professional goals and center/school goals	Recognizes the adult learner’s individual strengths, knowledge, and experiences and builds on these strengths toward personal professional goals	Identifies some of the adult learner’s individual strengths, and experiences and attempts to build on these strengths	Ignores or diminishes the adult learner’s individual strengths, knowledge, and experiences. Cannot or does not try to make connections between strengths and personal professional goals	

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TALPS1: Identifies research-based strategies to support personal and professional development.	Chooses and contextually implements research-based strategies to support personal and professional development.	Chooses and describes research-based strategies to support personal and professional development.	Describes some strategies to support personal and professional development.	Discusses and describes strategies that hinder and/or stall personal and professional development.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TALPS2: Demonstrates foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.	Utilizes and models advanced and unique contextual knowledge and leadership skills as a leader and mentor which empower and motivate others.	Examples foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.	Attempts to use foundational leadership skills.	Demonstrates a lack of contextual knowledge and/or leadership skills to perform as a leader and mentor.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TACR1: Develops respectful and responsive relationships through positive interpersonal skills.	Cultivates and nurtures respectful and responsive relationships through positive, appropriate, consistent communication	Cultivates respectful and responsive relationships through positive, consistent communication	Tries to create relationships through positive communication	Inconsistent, negative and/or inappropriate communication hinders the cultivation and/or maintenance of relationships.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TAC1: Utilizes respectful, collaborative communication skills that foster authentic engagement within	Supports others through example and creation of replicable tools respectful, collaborative communication skills (verbal, written &	Chooses and uses respectful, collaborative communication skills (verbal, written & listening) that foster authentic engagement,	Inconsistently uses respectful communication skills (verbal, written & listening) that accurately communicate the intended message.	Uses disrespectful, communication skills (verbal, written & listening) that hinder collaboration, engagement	

professional communication.	listening) that foster authentic engagement, fit the context, and appropriately and accurately communicate the intended message.	and accurately communicate the intended message.		and/or miscommunicate the intended message.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TARP1: Reflects on own work and critically explores own practices, biases, values, and behaviors to gain insight into one's values, knowledge, skills, and dispositions.	Deeply considers personal knowledge and values and ponders own decisions and practices through a variety of contexts and lenses including, biases and values.	Considers and ponders own decisions and practices through a variety of contexts and lenses including, biases and values.	Narrowly considers own decisions and practices through a variety of contexts and lenses including, biases and values.	Ignores biases and/or personal values in reflecting on decisions and practices.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TARP2: Engages in objective observation and practices and supports flexible perspective taking.	Models objective observation and practices and encourages, in others through example, flexible perspective taking.	Utilizes objective observation and practices and encourages flexible perspective taking.	Utilizes objective observation and practices and encourages some perspective taking.	Engages biased observation and practices and/or ignores the perspective of others.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TARP3: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.	Models and uses discussion, competence building, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.	Uses discussion, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.	Attempts to use discussion and perspective taking to resolve ethical dilemmas.	Ignores opportunities to guide resolution of ethical dilemmas and/or hinders mutual understanding through lack of objectivity or inability to see other's perspectives.	

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TAAP1: Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping	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.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TAAP2: Uses evidence-based tools and strategies supportive of collaborative goal setting, progression, and attainment across individual, group, and program needs.	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 implements strategies supportive of collaborative goal setting to meet program needs.	Selects strategies and tools that inhibit collaboration and/or do not support program needs.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TACP1: Identifies central components of the change process.	Identifies central components of the change process and makes connections to changes in the field.	Identifies central components of the change process.	Attempts to identify central components of the change process.	Cannot or inaccurately identifies central components of the change process.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TACP2: Supports professionals in their development through providing evidence-based materials and resources.	Mentors others through change opportunities to promote individualized and group development and growth through	Takes advantage of change opportunities to promote individualized development and growth through evidence-based materials and resources.	Demonstrates awareness of change opportunities to promote growth.	Is unsupportive or ignores the impacts of change on individuals and groups.	

evidence-based materials and resources.				
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Level 4 – Beige

IV. Data Collection & Analysis Tool

Competency & Standards Alignment Competency	Cumulative Assessment Data				
	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
TAAL1: Demonstrates responsiveness to the unique strengths, characteristics, and life experiences of each professional.					
TAAL2: Acknowledge and build on each learner’s strengths, knowledge, and experiences.					
TALPS1: Identifies research-based strategies to support personal and professional development.					
TALPS2: Demonstrates foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.					
TACR1: Develops respectful and responsive relationships through positive interpersonal skills.					
TAC1: Utilizes respectful, collaborative communication skills that foster authentic engagement within professional communication.					
TARP1: Reflects on own work and critically explores own practices, biases, values, and behaviors to gain insight into one’s values, knowledge, skills, and dispositions.					
TARP2: Engages in objective observation and practices and supports flexible perspective taking.					
TARP3: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.					
TAAP1: Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping					

Competency & Standards Alignment	Cumulative Assessment Data				
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
TAAP2: Uses evidence-based tools and strategies supportive of collaborative goal setting, progression, and attainment across individual, group, and program needs.					
TACP1: Identifies central components of the change process.					
TACP2: Supports professionals in their development through providing evidence-based materials and resources.					