

IRA Assessment #8 – Professional Development In-Service (IRA Standards 5.3, 5.4)

Description of the Assessment:

The final course in the M.Ed. in Reading Program at is ELED 641: Administration of Reading Programs. As a course requirement, all candidates are required to develop a Staff Development Design that addresses the needs of a school or school district. It must be a design that is not a one-shot in-service day but a plan that covers a considerable amount of time and involves several sessions where participants come together to learn and work to improve reading instruction. The plan must be based upon a mission statement and a set of goals/objectives. It is a course where all three intensity levels of coaching occur.

The first ingredient in this plan is to develop and implement a needs assessment. Once the needs assessment is administered, the results must be analyzed. Planning of the elements that will be included in the overall plan follows this analysis. The content of each element must be thoroughly thought out and a timeline for delivering the program must be established. Next, an evaluation instrument is developed to and used with the in-service participants. Finally, the results of the data collect are shared with other colleagues in their building/district.

Alignment of the Assessment with the 2003 IRA Standards:

This assessment aligns with IRA Standard 5 and focuses on professional development.

Analysis of the Findings:

A total of more than 150 candidates have been assessed with Assessment #8. Since this is the last course in the M.Ed. in Reading sequence, one would expect that a high percentage of candidates would score in the “Acceptable” or higher range. In the Spring 2007, a third category, “Exemplary,” was added to the Scoring Guide. Between 60%-80% of the candidates scored in the “Exemplary” category.

Data Interpretation:

Candidates appear to do an excellent job of meeting the two IRA Standards addressed by this assessment. Additional efforts have been undertaken to be sure that candidates understand the required tasks and then are able to be effective communicators of their newly acquired knowledge with other educators. Since this is the last course in the M.Ed. in Reading sequence of courses, candidates are expected to demonstrate a high degree of professionalism and to be able to serve in leadership roles. Data indicates that candidates are able to plan, implement, and evaluate professional development efforts. This is the course where coaching reaches its highest level.

SECTION IV - Assessment #8
Revised – Fall 2009

Staff Development Workshop
Scoring Guide

Name _____ Date _____

Element	Unacceptable – 1	Acceptable – 2	Exemplary – 3	Score
<p>IRA Standard 5.3</p> <p>Candidates positively and constructively provide an evaluation of their own or other’s teaching practices. They assist classroom teachers and paraprofessionals as they strive to improve their practices.</p>	<p>Does not adequately demonstrate the ability to actively engage in collaboration with other teachers and reading specialists to obtain advice on teaching practices and ideas. Does not adequately demonstrate ability to positively and constructively provide an evaluation of his or her own or others’ teaching practices. Does not demonstrate an ability to assist classroom teachers and paraprofessionals improve their own practice.</p>	<p>Adequately demonstrates the ability to actively engage in collaboration with other teachers and reading specialists to obtain advice on teaching practices and ideas. Adequately demonstrates an ability to positively and constructively provide an evaluation of his or her own teaching practices. Adequately demonstrates an ability to assist classroom teachers and paraprofessionals improve their practice.</p>	<p>Demonstrates the ability to actively engage in collaboration with other teachers and reading specialists to obtain advice on teaching practices and ideas at an advanced level and constructively provide an evaluation of their own or others’ teaching practices at an advanced level. Demonstrates an ability to assist classroom teachers and paraprofessionals improve their own practices at an advanced level.</p>	
<p>IRA Standard 5.4</p> <p>Candidates exhibit leadership skills in professional</p>	<p>Does not adequately demonstrate participation individually and with colleagues in professional development experiences. Does not adequately exhibit leadership</p>	<p>Adequately demonstrates participation individually and with colleagues in professional development experiences. Adequately exhibits leadership</p>	<p>Demonstrates participation individually and with colleagues in professional development experiences and exhibits leadership</p>	

development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence based that grounds their practice.	skills in professional development.	skills in professional development.	skills in professional development at an advanced level.	
Clear, concise, error-free written work	Unclear writing style that is disorganized and contains numerous errors or conventions	Clear writing style that is organized and contains a limited number of errors or conventions	Exemplary writing style that is organized and contains a limited number of errors or conventions	
American Psychological Association (APA) format	Considerable number of errors in APA format	Only minor errors in APA format	Virtually error-free APA format	
Followed assignment requirements: Collaborative Work Presentation of Theory Needs Assessment Goals and Objectives Format Plan Responsibilities Resources, Budget &	Assignment does not contain all requirements	Assignment adequately contains most requirements (no more than one minor issue)	Assignment carefully contains all assignment requirements	

Schedule Evaluation Instruments				
Presentation Process	Does not adequately present in-service. Problems with one of more of the following: goals, audience, timing, learning needs of audience, handout, approach to adult instruction, technology, poster	Adequately presents in-service. In terms of goals, timing, learning needs of audience, approach to adult instruction, handout, technology, poster	Present in-service at an advanced level. Excellent goals, timing, understanding of the learning needs of audience, handout, approach to adult instruction, use of technology, development of poster content	
			Total Score	

Overall Performance

Assessment:

_____ ≤ 5
Unacceptable

_____ 6 - 12
Acceptable

_____ 13 - 18
Exemplary

Recommendation:

REVISION

PASS

PASS

Faculty member signature(s)_____

**SECTION IV Assessment #8
Rhode Island College
M. Ed. Reading Program
Professional Development In-service
Data Chart**

IRA Standard Element	Semester/Year	% Unacceptable	% Acceptable	% Exemplary	Number of Candidates
Standard 5.3. Work with colleagues to observe, evaluate, and provide feedback on each other's practice.	Spring 2009	16%	24%	60%	25
	Spring 2008	7%	15%	68%	29
	Spring 2007	5%	15%	80%	20
	Spring 2006	4%	96%		23
	Spring 2005	0%	100%		29
	Spring 2004	0%	100%		30
Standard 5.4. Participate in, initiate, implement, and evaluate professional development programs.	Spring 2009	16%	24%	60%	25
	Spring 2008	10%	24%	83%	29
	Spring 2007	5%	35%	60%	20
	Spring 2006	4%	96%		23
	Spring 2005	0%	100%		29
	Spring 2004	0%	100%		30
Clear, concise, accurate, error-free writing	Spring 2009	8%	28%	64%	25
	Spring 2008	3%	34%	62%	29
	Spring 2007	0%	10%	90%	20
	Spring 2006	0%	100%		23
	Spring 2005	13%	87%		29
	Spring 2004	10%	90%		30
APA format	Spring 2009	20%	24%	56%	25
	Spring 2008	7%	24%	69%	21
	Spring 2007	0%	0%	100%	20
	Spring 2006	0%	100%		23

	Spring 2005	5%	95%		29
	Spring 2004	15%	85%		30
Followed assignment requirements	Spring 2009	0%	20%	80%	25
	Spring 2008	10%	76%	17%	29
	Spring 2007	0%	45%	50%	20
	Spring 2006	5%	100%		23
	Spring 2005	0%	99%		29
	Spring 2004	0%	99%		30
Presentation Process	Spring 2009	0%	8%	92%	25
	Spring 2008	0%	24%	76%	29
	Spring 2007	5%	70%	25%	20
	Spring 2006	0%	100%		23
	Spring 2005	0%	100%		29
	Spring 2004	0%	100%		30