

A. ASSESSMENT TITLE:

Instructional Design and Effectiveness

B. ASSESSMENT TYPE:

Key Assessment

C. ASSESSMENT AREA(S): Key Assessment areas that are used to gather data for program feedback and accreditation measures

Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Place an X if Assessment is used as a measure of this area
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	X
2	Professional Dispositions	
3	Data and Research driven decision making	
4	Integration of Technology in the discipline	X
5	Clinical Practice (integrated practices of diversity)	X

D. PURPOSE & USE:**1. Description:** Brief description of assessment

The Instructional Design and Effectiveness is a Key Assessment in the TCHL program. The description is as follows:

Using the curriculum standards, design a standards-based unit that incorporates Models of Teaching from the course text. Use the contextual information to select one of the three lessons/models to fully develop into a Model Lesson Plan to be taught in current teaching context. Concurrently design a behavioral management plan to be implemented during the lesson. Once the lesson is taught, reflect on the effectiveness of the lesson/model and behavioral management plan. Define and evaluate current practices to involve parent/family and other stakeholders in the educational process in order to increase P-12 learning.

2. Administration Point or Transition Point: This assessment is administered (choose all that apply)

Middle of Program

3. Purpose:

Studies indicate that family engagement in education increases student success. Additionally, it is essential for Teacher Leaders to have command of effective classroom instruction and behavior management and to improve P-12 student learning. This course requires graduate students (i.e., teacher leaders) to define and evaluate current practices and develop a plan to increase effective involvement of parent/families and other stakeholders. Graduate students must also critically evaluate instructional strategies and classroom management techniques to design effective instruction and behavioral management plan for a specific group of learners. These skills are critical elements of instructional improvement.

4. Use:

Assessment results will be used to satisfy the research requirement to support candidate matriculation. Candidates receiving a holistic score of “Not Target” or “Developing” will be required to revise the assessment until successful (scoring at least “Target”). See **H. Scoring Rubric** for description)

E. ALIGNMENT TO STANDARDS:**1. CAEP Standards**

<i>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.</i>	X
<i>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.</i>	x
<i>Standard A.3 The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.</i>	x
<i>Standard A. 4 - The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.</i>	
<i>Standard A. 5 – The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completer’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.</i>	X
<i>CAEP Crosscutting Theme – Diversity (D)</i>	x
<i>CAEP Crosscutting Theme – Technology (T)</i>	X

2. Kentucky Teacher Performance Standards:

Kentucky Teacher Performance Standards (KTPS)	
	TCHL 545
Standard 1. Learner development	X
Standard 2. Learning differences	X
Standard 3. Learning environments	X
Standard 4. Content knowledge	X
Standard 5. Application of content	X
Standard 6. Assessment	X
Standard 7. Planning for instruction	X
Standard 8. Instructional strategies	

Standard 9. Professional learning and ethical practice	X
Standard 10. Leadership and collaboration	

Teacher Leader Standards

Teacher Leader Standards	
	TCHL 545
Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.	
Standard 2. Access and Use Research to Improve Practice and Student Learning.	X
Standard 3. Promote Professional Learning for Continuous Improvement.	X
Standard 4. Facilitate Improvements in Instruction and Student Learning	X
Standard 5: Promote the Use of Assessments and Data for School and District Improvement.	X
Standard 6: Improving Outreach and Collaboration with Families and Community	
Standard 7: Advocate for Student Learning and the Profession.	

F. ASSESSMENT DEVELOPMENT: Describe the following elements:

The key assessment, Instructional Design and Effectiveness, was developed to align with the Teacher Leader standards. The assignment is present in TCHL 545. The TCHL faculty developed the assignment and refined it with input from P-12 partners.

- 1) who uses the assessment and how are they trained to use the assessment?

The assessment is used by TCHL faculty. The TCHL faculty who teach TCHL 545 review and score the project.

- 2) how integrated into the preparation curriculum and what stage of candidate progression the assessment assesses.

This assessment occurs in the middle of the program when the candidates take the TCHL 545 course.

G. CANDIDATE INSTRUCTIONS:**Course Key Assessment: *Instructional Design and Effectiveness Analysis***

- H.** Part I: Three Day Unit of Instruction Overview – 75 points
- I.** Part II: Model Lesson Plan – 30 points
- J.** Part III: Behavior Management Plan – 50 points
- K.** Part IV: Family Engagement: Planned Activities – 50 points
- L.** Part V: Reflection – 20 points
- M.** Upload to Electronic Portfolio - 5 points

- N. SCORING RUBRIC:** Most key assessments use the following performance levels and descriptions (as appropriate for the teaching standards assessed). If different performance levels are used, they must be clearly defined and included in the rubric as outlined below.

Grading Rubric:**Identification of the Three Day Unit of Instruction – 100 pts**

- Target - All elements of the Three Day Unit of Instruction are complete. Required sections or required revisions are completed on time. All statements are in complete sentences and are relevant. All citations follow APA format
- Developing - All elements of the Three Day Unit of Instruction are complete. Required sections or required revisions are completed on time some statements are in complete sentences and are relevant to the study. Most citations follow APA format
- Not on Target - Not all elements of the Three Day Unit of Instruction are complete. Required sections or required revisions are not completed on time All statements in the are not in complete sentences and/or are relevant to the study. The citations contained APA format errors

Quality of Model, Behavior and Family Plan – 200 pts

- Target - All elements of the Model, Behavior and Family Plan were developed and executed thoroughly and thoughtfully, with each step representing an understanding of the Standard Alignment with cognitive complexity.
- Developing - All elements of the Model, Behavior and Family Plan were developed and executed, with most steps representing an understanding of the Standard Alignment with cognitive complexity.
- Not on Target - Not all elements of Model, Behavior and Family Plan were developed and executed. Many of the elements did not communicate an understanding of the Standard Alignment with cognitive complexity. .

Reflection of Implement - 100 pts

- Target - The reflection of implementation was effective and made use of the materials and knowledge developed during the Assessment Analysis.
- Developing - The reflection of implementation was partially effective and made use of some of the materials and knowledge developed during the Assessment Analysis . .
- Not on Target - The reflection of implementation was ineffective and did not make use of the materials and knowledge developed during the Assessment Analysis.

O. ASSESSMENT QUALITY ASSURANCE:

The TCHL program will follow the validity and reliability procedures outlined in the WKU Advanced Program QASP. This process will be done annually and include school partners and program faculty members.

1. Establishing Validity:

All advanced program assessments were developed around specific content standards. Existing Key Assessments will have their validity re-established by following the WKU QAS. Content faculty, area experts and partners will evaluate the instruments using the Lawshe method in Fall 2020. Based on these data and results, Key Assessments may be modified.

Any new Key Assessments will fulfill the validity requirements by following the WKU QAS steps to establish validity and reliability.

a. Type of Validity Evidence:

WKU will follow the procedures outlined in the WKU QAS to establish content validity for all Key Assessments. Validity evidence will be supported by the Lawshe method based on expert review.

b. Results Analysis and Interpretation: The results of the ePortfolio rubrics assessed by at least two faculty members are confirmed by a qualtrics survey completed by the cooperating Library Media Specialist.

Results analysis and interpretation of the validity evidence will be provided by the CAEP Assessment Coordinator and the program faculty. This analysis will be done after the evidence is collected in Fall 2020.

Validity coefficient information will be provided after the above data collection and analysis.

2. Establishing Reliability

The reliability process will be done annually and include school partners and program faculty members. The process, also included in the QASP, shall include training for all assessors, calibration based on previous implementations of the assessment, and periodic multiple scoring sessions to verify scoring consistencies.