

A. ASSESSMENT TITLE:

Professional Action Plan

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) | |
| 2 | Professional Dispositions | |
| 3 | Data and Research driven decision making | X |
| 4 | Integration of Technology in the discipline | |
| 5 | Clinical Practice (integrated practices of diversity) | |

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

The candidate will use textbooks and associated readings to select an area of research for your project, the Professional Action Plan that aligns with the Advanced Professional Development Plan and Advanced Professional Portfolio. The candidate created research questions will have practical value to their current position and be of aligned interest to the program as a whole. The provided procedures will be used to form a research method and to develop a data collection process. The literature reviewed will be related to the area prescribed for addressing by the Professional Action Plan. Citations must be in APA format and include the citation of the database you used.

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

Middle of Program

3. Purpose: This assessment provides candidates the opportunity to demonstrate their capacity to (describe knowledge, skills, or dispositions assessment measures).

| Kentucky Teacher Performance Standards (KTPS) | Course Standard Alignment |
|--|---------------------------|
| | EDU 604 |
| Standard 1. Learner development | |
| Standard 2. Learning differences | X |
| Standard 3. Learning environments | X |
| Standard 4. Content knowledge | |
| Standard 5. Application of content | |
| Standard 6. Assessment | |
| Standard 7. Planning for instruction | |
| Standard 8. Instructional strategies | |
| Standard 9. Professional learning and ethical practice | |
| Standard 10. Leadership and collaboration | |

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”).

E. ALIGNMENT TO STANDARDS: Note that no standard should be listed that is not also “tagged” with in a rubric indicator.

| Kentucky Teacher Performance Standards (KTPS) | Course Standard Alignment |
|---|---------------------------|
| | EDU 604 |
| Standard 1. Learner development | |
| Standard 2. Learning differences | X |
| Standard 3. Learning environments | X |
| Standard 4. Content knowledge | |
| Standard 5. Application of content | |
| Standard 6. Assessment | |
| Standard 7. Planning for instruction | |
| Standard 8. Instructional strategies | |

| | |
|--|--|
| Standard 9. Professional learning and ethical practice | |
| Standard 10. Leadership and collaboration | |

F. ASSESSMENT DEVELOPMENT: Describe the following elements:

- 1) how the assessment was developed, piloted, refined—be sure to discuss the role that faculty (including clinical faculty) as well as key P-12 partners played in instrument development;

The Professional Action Plan was developed as a part of our Rank 1 series of classes to address the research component. The research tool was developed to bridge the Advanced Professional Development Plan to the Advanced Professional Portfolio. Program faculty held focus groups to engage community partners in the overall program revision and asked targeted questions regarding the research tool.

- 2) Who uses the assessment and how are they trained to use the assessment?

Program faculty developed, implemented and now use the Professional Action Plan.

- 3) How the assessment is integrated into the preparation curriculum and what stage of candidate progression the assessment assesses.

The Professional Action Plan assessment is integrated into our EDU 604 class and this course is designed to be in the midpoint range of candidate preparation.

G. CANDIDATE INSTRUCTIONS: Step-by-step description of what the candidate must do to complete and submit the assessment. As appropriate, remind candidates how certain portions of their work (and related assessment) are tied to particular KTPS.

Instructions:

1. To identify problems in the learning environment, develop strategies to address those problems in positive ways, and design an action research project and implementation that includes:

Problem identification

Problem clarification

Problem diagnosis/analysis

Problem diagnosis/analysis

Development of action plans

Selection of feasible alternatives

Development of an evaluation design

Design of an implementation plan

2. To develop teaming/collaborative skills supportive of group problem solving.

3. To expand ability with new classroom/educational strategies, approaches and techniques.

H. 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 Problem in the Learning Environment – 100 pts

- Target - All elements of the process are complete. Required sections or required revisions are completed on time. All statements are in complete sentences and are relevant to the study. All citations follow APA format
- Developing - All elements of the process are complete. Required sections or required revisions are completed on time All statements are in complete sentences and are relevant to the study. Most citations follow APA format
- Not on Target - Not all elements of the process 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 Group Problem Solving – 200 pts

- Target - All elements of the process were developed and executed thoroughly and thoughtfully, with each step representing an understanding of the research question and the methods used to ascertain the solution to the problem. The results and conclusion provide insights into the problem relevant to the process.
- Developing - All elements of the process were developed and executed, with most steps representing an understanding of the problem and the methods used to solve the problem. The results and conclusion provide information on problem relevant to the process.
- Not on Target - Not all elements of the process were developed and executed. Many of the elements did not communicate an understanding of the problem and the methods used to solve the problem. The results and conclusion fail to provide information on problem relevant to the solution of the problem.

Implement/Expand Ability - 100 pts

- Target - The implementation was effective and made use of the materials and knowledge developed during the problem-solving phase of the project.
- Developing - The implementation was partially effective and made use of some of the materials and knowledge developed during the problem-solving phase of the project.
- Not on Target - The implementation was ineffective and did not make use of the materials and knowledge developed during the problem-solving phase of the project.

I. ASSESSMENT QUALITY ASSURANCE:

All advanced programs follow the validity and reliability procedures outlined in the WKU Advanced Program Quality Assurance System Plan (QASP).

Validity of each advanced program assessment was established during the original creation of the assessment. Assessment validity will be revisited periodically based on changes to the assessment/rubric or changes to the program. The WKU QASP procedures will be followed and include the use of the Lawshe method of analysis to support the validity process.

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.