

Competency Assessment
UCAPP 3.0



Talent Management

Task: Observation Cycle

In the teacher observation and supervision portion of the talent management assessment, interns lead an observation and supervision cycle for a teacher, visiting the classroom regularly, gathering and interpreting evidence, providing targeted and actionable feedback, identifying resources to support teacher growth and improvement, and assessing practice against established teacher standards (RA 1.1 - lead collaborative activity). Effective teachers are among the most important school level factor in student learning, and effective leadership is an essential component in fostering growth and a positive learning environment. Classroom observations allow leaders to better understand the status of instructional practices, to identify instructional problems, to investigate instructional inequalities, and to inform individualized professional learning opportunities for improving teacher practice (RA 1.1 – data analysis for supportive environment). The purpose of the observation and supervision assessment is to support the development of knowledge and skill, to collect objective observation data, to provide effective instructional feedback to educators, and to hold teachers accountable for implementing feedback to improve student academic performance (RA 1.1 – application of disposition/ethics).

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NELP Standards Assessed:

1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult

3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources and services that support student and adult learning.

6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

7.3 Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, personal growth, cultural responsiveness, distributed leadership, digital literacy and citizenship, school improvement and student success.

7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support and evaluation designed to promote school improvement and student success.

CAEP Standard RA.1 Assessed: Content and Pedagogical Knowledge

RA 1.1 – Candidate Knowledge, Skills, and Professional Dispositions

- Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization

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Cycle Step	What You Need to Do	Evidence to Submit
1: Investigate	<ul style="list-style-type: none"> ● Review Teacher Performance Data ● Review SLO/IAGD (i.e., SMART goal) and other information about teacher goals and evaluative history ● Review of the school/district improvement goals that align to school vision, mission, and/or strategic plan. 	<p>Artifact #1: Observation Calendar and Pre Conference Materials</p> <p>Submit materials used and information gathered to plan for the observation process including school improvement goals, teacher professional goals, lesson plans, or other materials associated with the preconference.</p>
2: Plan	<ul style="list-style-type: none"> ● Plan to conduct a formal observation process with a teacher to include a pre- and post-observation process. ● Conduct teacher pre-conference 	<p>Artifact #2: Observation report</p> <p>Submit documents pertaining to the evaluation process and a report summarizing current teacher instructional performance levels, and recommendations for the teacher for instructional improvement.</p>
3: Act	<ul style="list-style-type: none"> ● Conduct teacher observation 	
4: Assess	<ul style="list-style-type: none"> ● Analyze collected evidence from teacher observation using district teacher evaluation rubric(s) and related materials ● Write a report that includes evidence and ratings for teacher performance, and clear, specific, actionable, and timely recommendations (feedback) for instructional improvement 	<p>Artifact #3: Leadership Reflection:</p> <p>What are your leadership learnings and reflection on the observation process after conducting this task? How has this work confirmed your ToA/LDP and/or impacted revisions/edits?</p>
5: Reflect	<p>Reflect on the observation process.</p> <ul style="list-style-type: none"> ● How did this experience advance your knowledge, skill, or ability for school leadership? ● How was your leadership thinking affirmed, broadened, challenged, or changed as a result of this experience? ● What priorities for your own growth do you have as a result of this experience? 	