Professional Growth Plan Based on ELCC Standards*

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Abstract

This assessment is designed as part of a graduate level principal preparation program in the area of supervision and evaluation of teachers. The assessment has been approved by NCATE as meeting all of the stipulated ELCC standards for which it is designed (ELCC 2.2, 2.3, 2.4, 3.3, 5.1, 5.2, and 5.3)

The purpose of the assessment is for students to demonstrate understanding of alternatives (from clinical supervision) methods of professional growth for teachers. The assessment is in two parts; the first part is completed in a small group setting where each group presents a proposed (district level) Professional Growth Plan that they develop to the graduate class. The second part of the assessment is an individual implementation plan to apply leadership knowledge and skills to a district they know well. Students are required to make connections between the Professional Growth Plan and the development of a learning community, to identify potential resistance to the plan, proactive measures to reduce resistance, and personal reflection upon professional skills necessary in order to successfully implement the plan.

NOTE: This module has been peer-reviewed, accepted, and sanctioned by the National Council of Professors of Educational Administration (NCPEA) as a scholarly contribution to the knowledge base in educational administration.

Professional Development is the process by which competent teachers (counselors) achieve higher professional competence and expand their understanding of self, role, context, and career (Duke & Stiggins, 1990)

Directions to Candidates:

The purpose of this assessment is for students to demonstrate understanding of alternative methods of professional growth for teachers. The assessment is in two parts; the first part is completed in a small group setting. Groups present a proposed (district level) professional development plan to the graduate class. The second part of the assessment is an individual implementation plan written by each student to demonstrate leadership skills and knowledge to apply the plan in a district they know well. Students are asked to make connections between the professional development plan and the development of a learning

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community, to identify potential problems or resistance to the plan, proactive measures to reduce resistance or non-compliance to the plan, and reflection upon professional skills the graduate student needs to develop in order to successfully implement the plan.

(ELCC 2.2, 2.3, 2.4, 3.3, 5.1, 5.2, 5.3)

INSTRUCTIONS TO STUDENTS FOR PROFESSIONAL GROWTH TRACK GROUP PROJECT

The following components should be addressed in your professional develop track group presentation:

- Purpose of the professional growth plan is clearly defined, focused on learning, professional growth and consistent with school improvement process. (ELCC 1.1 a, 1.1b, 2.2a, 2.2b, 2.3a, 2.3 b, 2.3c, 2.4a, 2.4c)
- Effective professional practice is clearly defined and based on research-based teaching and learning theory, and includes levels of performance (ELCC 1.1b, 2.2b, 2.3a, 2.3b, 2.3c, 2.4 a, 2.4b)
- Effective professional practice is sufficiently detailed to encourage dialogue (ELCC 1.3a, 2.4b)
- The definition of effective professional practice was developed by a team of educators including teachers and administrators (ELCC 1.4a, 1.5b, 3.2a)
- Use problem solving skills and knowledge of operational planning in the effective use of human resources focused on teaching and learning (ELCC 3.3a)
- Guidelines for goals (written by teachers in the professional Growth Plans) are structured to encourage teachers to work together towards common goals. There is provision to ensure goals are specific, measurable, realistic, and focused on student learning (ELCC 2.4a,3.2a, 3.3a,)
- Assessment system follows all keys to sound assessment – clear targets, focused purpose, appropriate method, adequate sample, and free of bias and distortion (ELCC 2.4c)
- Details about the process addresses who will be evaluated, when, measurement of accomplishment of goals, training for professional development options, and due process (ELCC 3.3a)
- Process provides for different levels of teacher expertise. Teachers have multiple options available to complete their plan (ELCC 2.4a, 2.4b, 2.4c)
- Includes list of necessary forms to be developed (ELCC 2.4c, 3.1c)
- Demonstrate respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions (ELCC 5.1a)
- Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others (ELCC 5.2a).
- Demonstrate understanding of the importance of making decisions based upon ethical and legal principles (ELCC 5.3a)

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PROFESSIONAL DEVELOPMENT TRACK ASSIGNMENT
ELH 670
Name:_ _Semester/Year:_ _ _ _ _ _ _ _ _ _ _

PROFESSIONAL GROWTH TRACK ASSIGNMENT				
Project Component & ELCC Element	Target	Acceptable	Unacceptable	Total
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Purpose of Professional Growth TrackELCC 1.1a.1.1b, 2.3a, 2.3b, 2.3c, 2.4c	Candidates develop a vision for learning that promotes the success of all students through the professional development track (1.1a), based on relevant theories (1.1b), best practices for student learning (2.3a), human development theory, learning and motivational theory and diversity (2.3b), using appropriate research strategies (2.3c). Professional growth plan reflects a commitment to life-long learning (2.4c)	Candidates develop a vision for learning that promotes the success of all students through the professional development track (1.1a), that has some connection to theory (1.1b), best practices for student learning (2.3a), human development theory, learning and motivational theory and diversity (2.3b), and appropriate research strategies (2.3c). The connection to theory, best practices, diversity and research requires some interpretation. Professional growth plan may or may not reflect a commitment to life-long learning (2.4c)	Candidates develop a vision for learning that fails promotes the success of all students through the professional development track (1.1a), based on relevant theories (1.1b), best practices for student learning (2.3a), human development theory, learning and motivational theory and diversity (2.3b), using appropriate research strategies (2.3c). Professional growth plan does not reflect a commitment to life-long learning (2.4c)	

Definition of effective professional practiceELCC 1.1b, 2.2b, 2.3a, 2.3b, 2.3c, 2.4b	Candidates definition of effective professional practice is based upon relevant knowledge and theories (1.1b), design of professional growth plan is made on basis of effective professional practice (2.2b), used as basis to assist school personnel in understanding and applying best practices (2.3a), applies human development theory, learning and motivational theory and diversity (2.3b), uses research strategies to promote student learning (2.3c) and definition includes levels of performance (2.4b)	Candidates definition of effective professional practice is based to some extent upon relevant knowledge and theories (1.1b), design of professional growth plan is made on basis of effective professional practice (2.2b), used as basis to assist school personnel in understanding and applying best practices (2.3a), applies human development theory, learning and motivational theory and diversity (2.3b), uses research strategies to promote student learning (2.3c) and definition includes levels of performance (2.4b). Connections between theory, best practices, diversity and research to the definition of professional practice require some interpretation.	Candidates definition of effective professional practice is not based upon relevant knowledge and theories (1.1b), design of professional growth plan is made on basis of effective professional practice (2.2b), used as basis to assist school personnel in understanding and applying best practices (2.3a), applies human development theory, learning and motivational theory and diversity (2.3b), uses research strategies to promote student learning (2.3c) and definition includes levels of performance (2.4b). Connections between theory, best practices, diversity and research to the definition of professional practice are not evident.	

Design of evaluation process through professional growth plan that includes guidelines for goals (as to be written by teachers), measure of accomplishment of goals, and process. ELCC Standards: 2.4a, 2.4c,3.1c, 3.2a, 3.3a	Candidates design a plan that is context-appropriate based upon reflective practice (2.4a), lifelong learning (2.4c), deploys human resources in ways that promote student achievement (3.1c), development of plan involved teachers and administrators in ways that align human resources with school vision (3.2a), problem-solving skills are used to establish effective, legal, and equitable use of human resources in ways that are focused on teaching and learning (3.3a)	Candidates design a plan that has some characteristics of being context-appropriate based upon reflective practice (2.4a), lifelong learning (2.4c), deploys human resources in ways that promote student achievement (3.1c), development of plan involved teachers and administrators in ways that align human resources with school vision (3.2a), problem-solving skills are used to establish effective, legal, and equitable use of human resources in ways that are focused on teaching and learning (3.3a)	Candidates design a plan that is not context-appropriate based upon reflective practice (2.4a), lifelong learning (2.4c), deploys human resources in ways that promote student achievement (3.1c), development of plan involved teachers and administrators in ways that align human resources with school vision (3.2a), problem-solving skills are used to establish effective, legal, and equitable use of human resources in ways that are focused on teaching and learning (3.3a)	
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Assessment of Professional Growth PlanELCC 2.4c, 3.3a	Candidates use sound assessment prinipcles to implement a professional growth plan (2.4c) and employ problem solving skills to plan an effective growth plan process 3.3a).	Candidates use some assessment principles to implement a professional growth plan (2.4c) and employ some problem solving skills to plan an effective growth plan process 3.3a).	Candidates fail to use assessment principles to implement a professional growth plan (2.4c) and employ little or no effective problem solving skills to plan an effective growth plan process 3.3a).	
Process for Professional Growth Plan ELCC 2.4c, 3.1c)	Candidates develop processes for an effective professional growth plan that is focused on student learning and the school vision (2.4c) and demonstrate the ability to manage and deploy human resources effectively (3.1c).	Candidates develop processes for an effective professional growth plan that is focused on student learning and the school vision (2.4c) and demonstrate some ability to manage and deploy human resources effectively (3.1c).	Candidates fail to develop processes for an effective professional growth plan that is focused on student learning and the school vision (2.4c) and fail to demonstrate the ability to manage and deploy human resources effectively (3.1c).	
Ethical considerations of the Professional Growth Plan(ELCC 5.1a, 5.2a, 5.3a)	Candidates demonstrate the ability to respect the rights of professionals through confidentiality and respect (5.1a), combine impartiality, sensitivity to student diversity, and ethical considerations (5.2a), and explain decisions involved in the creation of the plan on the basis of ethical and legal principles (5.3a).	Candidates demonstrate the ability to respect the rights of professionals through confidentiality and respect (5.1a), combine impartiality, sensitivity to student diversity, and ethical considerations (5.2a), and explain decisions involved in the creation of the plan on the basis of ethical and legal principles (5.3a).	Candidates fail to demonstrate the ability to respect the rights of professionals through confidentiality and respect (5.1a), combine impartiality, sensitivity to student diversity, and ethical considerations (5.2a), and explain decisions involved in the creation of the plan on the basis of ethical and legal principles (5.3a).	

Table 1

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