

## **Standard 2: Assessment System and Professional Education Unit Evaluation**

*The professional education unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and completer performance, and professional education unit operations to evaluate and improve the professional education unit and its operations.*

### **2 a.: Assessment System**

The North GA RESA Professional Learning Unit has developed an assessment system that demonstrates its philosophy and goals, which reflects professional and state standards. All instruments used in the assessment system work toward the ultimate goal of improving the knowledge and skills of candidates. Since teachers have the most direct impact on student learning and achievement, candidates' successful participation in the endorsement program and verification of candidates' competencies is critical to the success of the endorsement program. Acceptance into the Gifted Endorsement Hybrid program is determined through several vehicles as part of the application process (**Gifted Endorsement Hybrid Application Packet**). First, the candidate must meet all Georgia certification requirements, which include:

- Baccalaureate degree from an accredited college/university with a minimum 2.0 GPA
- Valid clear renewable teaching certificate
- One year of successful teaching experience
- Current employment by a member Georgia school system
- Satisfactory annual evaluation verified on the *Principal's Recommendation* form
- All application forms completed, including the *Candidate's Self-Evaluation Form*
- Written approval of the candidate's professional learning director

The principal's recommendation is based on his/her verification that the candidate had a satisfactory annual evaluation and of his/her judgment that the candidate rates "good" or "outstanding" on characteristics and competencies needed for successful participation in the Gifted Endorsement Hybrid program. It is also vital that the principal agree to support the candidate with release time for field experiences, which is verified on the form.

Upon acceptance into the program, the candidate will complete a standards based **Self-Rating for Professional Growth** assessment to determine professional growth goals throughout the Gifted Endorsement Hybrid Program. After completion of the second course, the candidate will evaluate his/her progress in meeting these goals or determine that new goals may be needed. At the end of the program, the candidate will again evaluate his or her growth in the established goals. Instructors sign approval at each of these transition points to verify the candidate's growth goals.

Competencies of enrolled candidates will be assessed on an ongoing basis through formative and summative evaluations. Candidates accepted into the endorsement program will be retained in the program based upon successful demonstration of the course requirements that occur throughout the four course sequence. Candidates will be required to satisfactorily complete each course before proceeding to the next course in the series. Responsibility for assessing the

candidates will begin with the Gifted Endorsement Hybrid instructor. Candidates will be aware of their performance evaluations through timely feedback from the endorsement instructor based on rubrics and guidelines for all required tasks. Candidates will be given the appropriate rubric prior to beginning an assignment.

The *Standard 2 Assessment System Matrix* indicates a variety of assessment instruments utilized during the Gifted Endorsement Hybrid program. Entrance points, transitions points, as well as exiting the program are all detailed across the top of the chart as they relate to the standards.

## **2 b.: Data collection, analysis, and evaluation**

The North Georgia RESA Professional Learning Committee is comprised of the RESA Professional Learning Director, Gifted Endorsement Hybrid instructors, system level administrators, and gifted specialists. It is the duty of the PLU committee to analyze, evaluate, and make recommendations based on all data with regard to candidate performance and program effectiveness. All evaluation forms on candidates and on instructional personnel are maintained at North Georgia RESA in Ellijay, GA. Information on candidate's application packet and course completion information is documented and kept on file at the RESA office for at least two years.

Candidate Evaluation: On behalf of the PLU committee, the PLU Director gathers data from all course evaluation instruments in order for the committee to review, compile, summarize, and analyze the data on candidate performance and program effectiveness. Since program quality is directly related to instruction and candidate performance, the PLU committee begins its evaluation based on the analysis of all candidate assessment information. Compilation and analysis of each assessment form (Ex. *Field Experience Evaluation*) will provide the PLU committee with appropriate information to determine if candidates are attaining course objectives. If any assessment evaluation form indicates consistent inadequacies by candidates, the committee will recommend that clarifications and improvements are needed to improve candidate performance. Recommended modifications within any course will improve overall course effectiveness and have a positive impact on the overall program.

Multiple data sources of information about endorsement candidate's performance are continually gathered by the instructor and school administrator during the endorsement program through candidates' growth goals, literature reviews/reflections, written reports of their interviews and classroom observations, tests, products in each course, and class or web-based participation/performance (*Blog/Response Reflection*). Candidates will be expected to meet course standards through reaching a minimum of 80% on all assessment instruments (*RESA Candidates' Course Verification*). This mastery level must be attained in all four courses before a recommendation for endorsement will be made. Instructors will provide individual and small group assistance and supervision for candidates experiencing difficulties. Any candidate with unsatisfactory course performance will receive an *Incomplete Course Agreement* form that indicates areas of inadequacy and methods for attaining satisfactory performance. However, expected outcomes and mastery levels must be achieved by each candidate prior to that candidate's receipt of Professional Learning Units and recommendation for endorsement.

Program Evaluation: At the mid-point of each course (*Mid Course Evaluation-Hybrid*) and also at the end of each course (*End of Course Evaluation-Hybrid*), instructor and course effectiveness are evaluated through candidates' evaluation forms. The candidates are asked to respond to statements by rating the course/instructor on a scale of 1 to 5, with five being the most effective. The information gathered initially by the instructor lets him/her know what course elements have and have not been effective. This data is used by the instructor to make additions and/or corrections to the course in order to enhance candidate learning and to improve course effectiveness. Additionally, the Professional Learning Director reviews the candidates' evaluation forms to determine instructor effectiveness and to recommend any needed plan for course improvement.

At the conclusion of the Gifted Endorsement Hybrid Program (*Endorsement Program Evaluation-Hybrid*), candidates complete an evaluation form rating the overall program and the effectiveness of instruction. Candidates are also contacted one year after completion of the Gifted Endorsement Hybrid Program to collect feedback (*Endorsement Impact Survey*) and assess perspectives from these newly gifted endorsed teachers. The PLU Director gathers this data for the PLU Committees to review and make recommendations.

Throughout the program, the Professional Learning Director evaluates the endorsement instructors for effective practices and instruction (*Observation and Evaluation of Instructor-Hybrid*). These forms are maintained by the North Georgia RESA PLU and its director. Additionally, each instructor must complete a self-evaluation and reflect on his/her effectiveness (*Instructor Self-Evaluation and Reflection-Hybrid*). Review of these instructor evaluation forms is conducted by the RESA PLU Committee on an ongoing basis in order to make needed recommendations.

## **2 c.: Use of data for preparation program improvement**

North Georgia RESA continuously gathers, compiles, summarizes and analyzes all data pertinent to the Gifted Endorsement Hybrid Program at multiple intervals and by a variety of methods. The credibility of the data is strengthened through gathering of feedback from candidates, instructors, and others at the school system level (*Administrator Survey of Impact of Gifted Endorsement*). Candidate completion rates and follow up information (*Endorsement Impact Survey*) also add to the available data for review and determination of needed program improvements.

As previously stated, program effectiveness is directly related to candidate performance (*Standard 2 Assessment System Matrix*) and instructor effectiveness (*Observation and Evaluation of Instructor-Hybrid*). Therefore, results of all assessment information collected and compiled by the PLU Director at the end of each course provides essential data to the PLU committee. Once the data has been summarized and analyzed by the committee, recommendations are made for improvements. Course and/or program improvements will be implemented by the endorsement instructors, and verified by the PLU Director and/or system level administrators.

Candidates' performance in each course, as rated through assessments, will inform the instructor and the PLU Director of any areas that might need improvement or clarification to enhance candidate learning or course improvement. Candidate evaluation of the instructor (**Mid-Course Evaluation-Hybrid, End of Course Evaluation-Hybrid**) and his or her instructional practices also provides the PLU Director and the committee with data to determine any need for improvement or changes in instructional practices and personnel. Instructor evaluations that receive a mean rating of less than satisfactory will require creation of a written improvement plan designed by the course instructor and PLU Director. This plan will be implemented during the following courses, as appropriate.

Courses are assessed every time they are taught with feedback by the course instructor (**Instructor Self-Evaluation and Reflection-Hybrid**), candidates, and observers. These assessments include consideration of the success of field experiences, resources and websites utilized, and instructional practices and procedures. Instructors discuss the course and possible improvements during and after each term with the PLU Director. Courses are also observed as described in standard 2b, and the observations are discussed with the instructor and modifications are created, implemented and monitored for effectiveness as needed.

Overall program improvement is assessed via all evaluation methods mentioned above. The PLU Director, having compiled and summarized course and instructor effectiveness data, will work with the committee to determine need for course, instructor, and overall program improvements. The evaluations completed by candidates at the end of the program and the follow-up **Endorsement Impact Survey**, both provide perspectives that inform the committee of any need for overall improvement prior to the next year's program implementation.