

Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 5, Step 2: Development and Implementation of the Plan Textbox 5.2.1: Facilitating the Development and Implementation with Colleagues

Below are two examples of written responses to Textbox 5.2.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level (3-4), and the other response was scored at the Did Not Meet/Partially Met Standards Level (1-2). This information is being provided for illustrative purposes only. These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

Guiding Prompts for Textbox 5.2

- a. Briefly describe the plan of action that your group developed based on your targeted area of need.
- b. How did the knowledge of various backgrounds, ethnicities, and cultures within the school and community influence your group's planning and implementation?
- c. Describe and analyze your role in facilitating the development and implementation of the plan. In your analysis, include a discussion of the specific adult-learning strategies you used with your colleagues.

Example: Met/Exceeded Standards Level (3-4)

- a. Once my colleagues and I analyzed the survey results and studied the data, the group met to decide what the project topic would be. Based on our survey results, we decided on a Student Improvement Parent Workshop. The results showed parent interest in technology use (websites to improve education), study skills and habits, and health to improve academics. We met to collaborate and discuss on who would have what area for the workshop, when and where the workshop would be, the workshop set up, and how parents would be invited. The AD was assigned the health area of the workshop because of his experience in Health and Physical education. The physical educator chose the area of study skills and habits because of his experience in the classroom. The SIS was assigned the technology and educational website for learning area because she has a good understanding of the school's parent portal, the new media program, and homework

Example: Met/Exceeded Standards Level (cont'd.)

websites. I provided support and assistance for each colleague. I helped each colleague in all categories and lead collaboration meetings in the development of the workshop. My colleagues and I then decided on the date of November 6; the night of the county wide Common Core Night. The team agreed that this would be best in order to see the parents that completed the survey, but also other concerned parents. We sent out invitations two weeks in advance and a reminder two days in advance. The team met once more a week before the meeting to discuss any changes or alterations to the workshop. The team met an hour before the workshop began to set up. A table with a large foldable poster displaying all information from each topic, along with information papers for each parent with detailed information on student improvement concerning technology support, health (sleep, exercise, and nutrition), and study skills/academic improvement. Two laptops were set up to provide help and a better understanding for the technology support and website help.

- b. My colleagues and I talked with parents about topics they were interested in and stressed the importance of their involvement in their child's education. The Needs Assessment Survey developed by the team helped us gain knowledge of various backgrounds, ethnicities, and cultures with in our school. The team also included a few culture and diversity question in the "Our School" section to get a better understanding of how all parents felt. The survey allowed us to see how various races felt on each topic. For example, the Needs Assessment shows that 32 out of 52 families identify themselves as White, 15 families as African American, and 5 as Hispanic. It was gratifying to note that 42 out of 52 families answered positively when asked if the program supports diversity among children, families, and staff[e1] . The survey covered a broad spectrum of parent involvement. The opinions, responses, and ideas from each parent allowed us to get a better understanding of how different cultures felt about our school, parent involvement, and student improvement. Knowing the opinions and needs of all parents and cultures, allowed us to be better prepared in developing a parent workshop that can address the needs for all families and provide assistance to the community as whole.
- c. I always tried to lead by example and emphasize the importance of organizational skills. Organizational skills include efficient and quality communication, duty and assignment delegation, being prepared, and understanding your responsibility or obligation. Throughout the meetings, I encouraged everyone to be active listeners. It is important to listen and show concern for others speaking and also asking thought provoking questions specifically related to the topic. I also practiced positive feedback during discussions and collaboration meetings. I tried to emphasize what they said or done well, give positive feedback, and shared that humility is important when working together. When the team met, I suggested that only one person talk at a time to improve the efficiency of our meetings. There were a few times when there were small disagreements concerning the length of the Needs Assessment survey and what should be removed from the survey. The team handled the conflict through conflict resolution. Conflict resolution was another key concept during our collaboration. I stressed the importance of being able to come to an understanding, resolve conflict, and work cooperatively to solve disagreements. The parent workshop was considered a group project since all colleagues provided assistance in every aspect of the development.

Refer to the Task 5 Rubric and ask yourself:

In the candidate's analysis of the plan and its implementation, where is there evidence of the following?

- Explaining how the knowledge of various backgrounds, ethnicities, and cultures within the school and community influence how colleagues plan and implement the plan
- Facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues

Why is the candidate's response **appropriate** or **complete**?

Example: Did Not Meet/Partially Met Standards Level (1-2)

To meet the needs of the county population, the 5th grade team developed beginning of the year protocols to address the needs of our students. With a large transient population and the military presence in the area, these factors were considered with the development of protocols. Over the three-day period of collaborative planning, teachers discussed students' needs they addressed throughout the 2013-2014 school year. They shared individual experiences and discussed students that transferred from one school to another. After describing the skill levels of entering 5th grade students, a system for reviewing student data were confirmed. After confirming the data to utilize, the teachers identified information needed for cooperative learning groups. On the second day of training, the 5th grade level team worked collaboratively to determine learning targets for each CCGPS math standard. Prerequisite skills were discussed, and discussion with special education teachers ensued to help determine how to scaffold learning. While discussing these prerequisite skills, the advice of the 4th grade teachers was sought. Discussion led to the identification of gaps in curriculum involving fractions. Corrections were made to the curriculum map's learning targets. On the third day of training, the 5th Grade level team reviewed formative assessments, and determined appropriate assessments for learning targets. Later in the afternoon, conversation was focused on the middle school experience with a math coach from an educational service agency. Connections were made to the elementary foundation of learning and suggestions for working with 5th grade students were shared.

Refer to the Task 5 Rubric and ask yourself:

In the candidate's analysis of the plan and its implementation, where is there evidence of the following?

- Explaining how the knowledge of various backgrounds, ethnicities, and cultures within the school and community influence how colleagues plan and implement the plan
- Facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues

Why is the candidate's response **confusing** and **disconnected**?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.