Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 3, Step 2: Implementation of the Professional Learning Plan

Textbox 3.2.1: Implementation and Effect on Students and Teachers

Below are two examples of written responses to Textbox 3.2.1 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 Task 3, Textbox 3.2.1

a. How did you facilitate the implementation of the professional learning plan? How does the plan foster coherent, integrated, and differentiated professional development?
b. What resources were used to meet the professional learning goals? How did you utilize or facilitate the meaningful use of technology and/or media literacy?
c. What feedback did you provide to support your colleagues during the course of the professional learning process?
d. How did this professional learning plan affect the students and teachers? Include references to data and/or feedback you collaboratively collected, analyzed, and used with colleagues to support your evaluation.

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

I facilitated the implementation of the professional learning plan by closely working with the system academic specialist and the middle school assistant principal to develop content that is appropriate for all grade and content levels. Each session provided paraprofessionals with strategies that could be used for all grade levels. Each section has a session where the paraprofessionals are divided up between two groups, one for pre-k through elementary and middle through high school.

The diversified sessions allow for more specific strategies for those grade levels. The Academy is made up of five main sessions with multiple topics for each session. We recruited presenters for each session and two educators for each split section (grade levels). For example, during the Session 1 Reading, school academic specialist will provide an overview of system reading, a teacher will discuss English-Language-

Learners/ESOL issues and concerns, and two other teachers (K-5 and 6-12) will provide classroom strategies and activities to improve reading skills.

The main resource I used to meet the professional learning goals was the paraprofessional needs assessment and the educators who presented during the Academy. Laptops and electronic whiteboards were used during the presentations, this also allowed the paraprofessionals to learn to use the forms of technology in the classroom.

The feedback I provided to support my colleagues during the course of the professional learning plan was based in two areas. The first area I provided feedback was during the Academy agenda planning. We discussed areas of concern, such as recruiting presenters, and specifying topics of interest. I was able to share ideas, provide feedback, and we were able to collaborate and build on each other opinions. For example, a few paraprofessionals showed interest in financial concerns, so I suggested to the Academic Specialist, instead of having a major section for this topic or excluding it, we could just incorporate in one of the sections as a small session. The presenters sent me their thoughts and ideas for their presentation, we reviewed their session to make sure it wouldn't overlap with other presenters (maintain the time frame) and provided paraprofessionals with the proper information to improve their teaching skills.

The training was an opportunity for paraprofessionals to increase their ability to help educate students and assist teachers in the classroom. The best way to know the affect the training had on the paraprofessionals was by reviewing the post evaluation forms. Most statements on the evaluation for received a 4-5, indicating they agree or strongly agree.

They felt the goals and objectives of the training met their educational concerns and were able to apply what they learned to their specific job setting. They felt the presenters were organized, the facilities were appropriate, and the session schedule was appropriate for the training. The paraprofessionals believed that the strategies taught were innovative and appropriate for the training objectives, and the training was overall a successful experience. There were also comments on how they enjoyed the hands on training, such as the teaching strategies, the technology use in the classroom, and classroom management strategies.

Refer to the <u>Task 3 Rubric</u> **and ask yourself:**

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

- Facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development
- The identification of resources that meet the professional learning goals
- Facilitating the meaningful use of technology and/or media literacy
- The feedback provided to colleagues to support them in their professional development
- How the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers

Why is the candidate's response ***clear*** or ***moderate****?*

The implementation of the plan was implemented by the teacher-leader as well as the other science department chair. During the science department meeting, I was able to lead a discussion about the first three modules of Formative Instructional Practices. For example, the teachers were given a summary of the second module on clear learning targets. I asked questions about the importance of creating these targets to enhance understanding and encourage them to try it their classroom. The teachers were engaged in the discussion and exchanged ideas of ways to incorporate learning targets into their lessons. For some parts of the discussion, I was able to show the teachers video clips that demonstrated the practices identified in the modules. One particular clip (sforesi1, 2012) shows students explaining in their own words what a learning target is and how it helps them in class. No matter what we decide students need to learn, not much will happen until students understand what they are supposed to learn during a lesson and set their sights on learning it (Moss, Brookhart, and Long, 2011).

Throughout the discussion and video clips, I encouraged others to share their thoughts on the positive aspect of using FIP in the classroom. Teachers were also encouraged to modify their unit plans to include FIP practices. As a result of the discussion on FIP, the teachers felt more confident in using learning targets in their classroom. Many teachers equated the learning target with the essential questions that were already being used in their classroom. For the students, having a goal to reach for the day made learning interesting. Many students would listen intently waiting for the teacher to specifically address the learning target. Another module that made a big impact on teachers and students was the module on feedback. Students liked knowing when they were completing their work correctly and when they needed to make corrections. This was especially beneficial in courses such as chemistry where the students would receive feedback on problems before turning them in for a grade.

Refer to the Task 3 Rubric and ask yourself:

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

- Facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development
- The identification of resources that meet the professional learning goals
- Facilitating the meaningful use of technology and/or media literacy
- The feedback provided to colleagues to support them in their professional development
- How the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers

Why is the candidate's response *trivial* or *ineffective?*

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.