Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 6, Step 2: Advocacy for Educational Improvement

Textbox 6.2.1: Advocacy

Below are two examples of written responses to Textbox 6.2.1 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 6.2.1

a. Who were the team members, and what was your rationale for selecting them?
b. What strategies and leadership skills did you use to build your collaborative team, and why did you use them?
c. Explain how you facilitated the team members' contributions to the plan in order to promote educational improvement and improve student learning.
d. How did you promote your colleagues' understanding of how educational policy affects the advocacy plan?
e. What steps did you take to ensure that professional resources were available to your colleagues as they worked with the advocacy plan?

Example 1: Met/Exceeded Standards Level (3-4)

The main portion of our advocacy plan revolved around creating professional development for teachers on two major ideas. The first was how competencies could be used in the place of standards to make their lesson plans and make their teaching scope and sequence have a better flow, and second to help teachers understand how the competencies allow for greater personalization for their students and ultimately improved student learning. We developed a professional learning session for science teachers to express specifically how the competencies aligned with the standards. We would begin the session with a discussion format for teachers to talk about their understanding of the competencies and standards and to begin some discussion of the usefulness of using these competencies. Next there was an explanation of how to create a task using the competencies and then work backwards to create a personalized learning lesson plan. Teachers would finally be given a work session to create a task for a competency in their specific grade level and work backwards to make their own lesson. We used a reflection following the session for teachers to discuss their thoughts on

competencies, and planned a follow up session in 3 weeks to check in with teachers and debrief.

The main stakeholders who had a part in our plan were our parents. We sent out emails to our parent population to find their understanding of the county plans for competencies. We then used communication with these stakeholders to explain the usefulness and specific techniques that would be implemented while teachers were using these competencies in their classrooms. We made it our goal for parents to know exactly what was going on in their child's classrooms so they would understand how we were seeking to meet the needs of their child. In the future we would like to involve stakeholders through walkthroughs during the school day provided for our stakeholders to see what we are doing. We have an open door policy in our school and we strive to let our community be a part of everything that we do.

Refer to the Task 6 Rubric and ask yourself:

In the candidate's description of his or her team, where is there evidence of the following?

- The implementation of procedures to advocate for the selected educational improvement and student learning based on the plan

- How the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning

Why is the candidate's response *detailed* and *aligned*?

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

To advocate for increased availability and use of technology for students at the school, a new vision for the school was developed. To extend the vision of the school, it was essential that it was communicated to all stakeholders with a vested interest. It was communicated to all students, faculty and the community using a variety of cultually diverse displays throughout the school, inside and out. Also, there was a copy of the plan placed on the school website and newsletters were sent home to parents in English and Spanish. All faculty meetings included a restatement of the vision to keep it at the forefront of everyone's mind.

Refer to the Task 6 Rubric and ask yourself:

In the candidate's description of his or her team, where is there evidence of the following?

- The implementation of procedures to advocate for the selected educational improvement and student learning based on the plan

- How the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning

Why is the candidate's response *trivial* and *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.