



GACE® Teacher Leadership Assessment

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 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)

- a. I facilitated the implementation of the professional learning plan by working closely with the members of the leadership team, the principal, media specialists, and instructional coach to provide accessible school wide data and provide professional development that was relevant to teachers for all grade and content levels. The plan first provided teachers with adequate data and information to promote student success in their content area. Next the use of the SRI data was integrated into the curriculum for each content area. I offered various training sessions in which appropriate lessons were modeled for each content area with resources for teacher access. The training sessions were also posted on the shared drive for further training as needed. Teachers that needed additional support could request help via emailed request. I provided several one-on-one sessions and small group sessions based on varied requests. The diversified sessions allowed me to provide specific strategies to different subject areas and grade levels.

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

- b. The resources I used to meet the professional learning goals were the school improvement plan and the CCRPI data for our school. The leadership team also facilitated the school wide implementation of SRI data and provided access for all teachers. This data was used to create small groups for remediation and acceleration purposes. Computers and laptops were used to train the faculty on how to access SRI data, find resources for leveled texts using Galileo, analyze passages using the Lexile Analyzer, and access videos and resources on the shared drive.
- c. The feedback I provided to support my colleagues during the course of the professional learning process consisted of soliciting areas of concerns from the leadership team and how we could improve instruction to better meet the needs of our students. Through feedback from my colleagues, we were able to initiate a school wide initiative to provide better and up to date data to all teachers. I also asked for feedback and advice from content area specialists so that I could present accurate and relevant information to best meet the needs of their students. Teachers were also asked to provide feedback for improvement using post evaluation forms. The best way to know if the training was relevant and effective for the faculty was to review their feedback and commentary after the initial presentation. Most statements on the evaluation indicated that the professional learning was effective for the faculty.
- d. This professional learning plan positively affected the students and teachers in our school. First, the plan allowed teachers access to pertinent data for providing better differentiation for the students. Second, the goals and objectives of the training provided met the needs of students and addressed various areas of concern on the school improvement plan and CCRPI data reports. According to the feedback of my colleagues, they felt the presentation was organized and that the strategies taught were innovative and appropriate in order to best meet the needs of our students. Ultimately, the feedback indicated the professional learning was a positive experience that provided useful and accurate information.

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 *insightful* or *connected*?

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

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.