

Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 6, Step 1: The Advocacy Plan and Your Team Members

Textbox 6.1.1: The Plan

Below are two examples of written responses to Textbox 6.1.1 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 6.1.1

- a. What was the identified educational improvement that you and your colleagues selected as the focus of this advocacy plan? Describe the advocacy plan that your team developed in response to the needs assessment, and explain how the plan is relevant to the needs of the educational system and improves student learning.
- b. Explain how educational policies and trends influenced your work with colleagues in developing and implementing the plan.

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

The educational improvement plan was identified as increasing the 4-year cohort graduation rate for students with disabilities by identifying at-risk students and implementing appropriate supports for academic success. In order to develop this plan, information was needed on data trends, information to analyze root causes, and input into the development of a plan. Teachers, administrators, and parents were invited to attend a stakeholders' meeting, a student achievement plan), to review data at the county level and each school along with their school improvement plan. This team came together in September to map out steps for moving forward. Following this meeting, an action plan was implemented at my school that involved meeting with the assistant principal over special education, the special education county coordinator, and the special education guidance counselor. I held meetings with the special education guidance counselor as well as the head counselor to review the failing grade report and the School Public Accountability Report (SPAR) to identify students who needed additional parent conferences and student conferences. Our team determined we would identify and initiate collaborative meetings and training of teachers for at-risk students with disabilities in order to target failing grades and missing assignments, and instructional interventions. I established quarterly meetings with collaborative and general education teachers and department chairs of academic subject areas. Vertical team meetings with the middle and

Example 1: Met/Exceeded Standards Level (cont'd.)

elementary school were implemented I held weekly meetings with the case managers and guidance counselors for students with disabilities to review progress for each student in the areas of grades and attendance. Parents were contacted by phone and email weekly to make them aware of failing grades and to set up parent teacher conferences. I visited other county high schools and collaborated with those colleagues who were showing success with graduation rates for students with disabilities, while implementing their strategies into my department and school. Due to the collaborative efforts of these team members, our school implemented a content mastery lab, with two paraprofessionals. This lab would be open before school, during school, and after school to provide support for students to receive extra time on tests, study sessions, and tutoring. All faculty members would receive communication on the use of the lab and guidelines on how to sign students up for the lab. Parents were made aware of the content mastery lab during IEP meetings, open house, and in introduction letters from case managers. Professional development about collaborative teaching provided information on resources that could be implemented in the lab. Colleagues' feedback was achieved through surveys. A daily log was kept on the use of the lab by teachers and students for communication with colleagues and stakeholders

Refer to the **Task 6 Rubric** and ask yourself:

In the candidate's description of the plan, where is there evidence of the following?

- How the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning
- How educational policies and trends influenced work with colleagues in developing and implementing the plan

Why is the candidate's response **relevant** and **insightful**?

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

The educational improvement which the teacher-leader and colleagues identified included the need for improved skills and knowledge on the use of interactive white boards by teachers. When the interactive white boards and projectors were first installed, many teachers in the department simply used them as a projector to show images or videos in class. However, the teacher-leader knew of many other ways to use the interactive white boards to enhance the learning experiences for the students. The teacher-leader, along with Teacher #1 and #2, developed an advocacy plan which involved utilizing the areas of expertise of each teacher to facilitate and communicate knowledge to other teachers in the department. The advocacy plan which the three teacher-leaders developed involved demonstrations during bi-monthly departmental meetings. Teacher #1 teaches classes on the use of digital technology which are mainly computer-based courses requiring software packages which allow the students to create and edit images. Teacher #1 brings teaching experience with various digital technology software packages, while demonstrating their uses to the students. Teacher #2 teaches business and entrepreneurial-based courses while also focusing on the office software. Teacher #1 and #2 have a strong need and desire to ensure that not only they are experts in using the

Example 2: Did Not Meet/Partially Met Standards Level (cont'd.)

interactive white board, but also to be also to pass that knowledge along to other teachers who may not be as tech savvy. The teacher-leader used expertise in the area of financial literacy to show teachers how to effectively model charts and graphs, while also monitoring behavior by using software simultaneously.

Refer to the Task 6 Rubric and ask yourself:

In the candidate's description of the plan, where is there evidence of the following?

- How the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning
- How educational policies and trends influenced work with colleagues in developing and implementing the plan

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

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.