

Competency Task 2:
Adult Learning, Facilitating Problem Solving and Decision Making: Building Professional Capacity

DUE: SUNDAY, SEPTEMBER 15TH 11:59 pm

(CAPEs 1B; 2A; 3A; 4B; 5B)

Evidence/Direct Measure:

- Written Narrative: Lead Learner Simulation that is grounded in Learning Theory for Adults and Facilitation Skills
- Written reflection following in-class simulations of current state and next steps in developing professional capital and schoolwide professional culture
- Problem Solving Steps-Planned and Completed that includes peer feedback at the conclusion of facilitation
- Use of the Gibbs Reflective Cycle, consider the facilitation and feedback loop

Candidate Tasks:

-Candidate will **facilitate application of 1-2 best practice protocol(s) to problem solve**, build consensus and/or decide with an identified group of cohort members based on student data provided by the instructor.

-Candidate will **complete a written summary and analysis of the facilitation experience**, including, **outline of the applied problem-solving process, group setting, selection of protocols applied, purpose of protocol(s) used, steps taken to complete the task and results.**

-Candidate will **collect peer feedback** to assess effectiveness of the facilitation experience and outline improvement actions.

-Candidate will **explain how the protocol(s) could be applied** to other situations to problem solve, build consensus and/or make decisions.

Task Instructions

Part 1. Practice for Field Experience:

1. A group of 3 to 5 school educators will be selected for you to **work as a community of practice** related to an **identified student learning and/or well-being need.**
2. Your community of practice will be **given a real-world school-related problem** (English learner progress, graduation rates, academic performance, college/career readiness) and an identified **area of focus for improvement.** Your team will **discuss and provide a rationale** for this improvement based on **student data, school/district mission, vision or goals.** The area of focus will then lead to a **collaborative professional learning experience** meant to **positively impact student learning** and/or well-being.
3. **Describe** the educator **stakeholder group** used for this activity. What are the jobs of each team member, their demographics and how do they fit into the concept of a team approach to identify and solve educational issues on a campus?
4. As a group, **review** the school data provided, and **improvement strategy or problem of practice** identified by your instructor to implement based on school/district goals, vision or mission.
5. You will be given a few **evidence-based strategies** to consider in order to address the identified problem of practice. **Select and plan** the use of one-two (1-2) protocols designed to **collaboratively problem solve, build consensus and make decisions.**
6. **Explain the purpose** for the meeting to the selected group. **Facilitate activities. Collect artifacts to serve as evidence (SWOT, Jones Window, 5 Whys, Feedback Carousel, etc.).**
7. **Gather feedback** from participants using an informal data collection tool to assist in evaluation of the process and outcome (s).

EAD 261 Competency Task 1 (Field Experience): Leadership in Action

Grading Criteria

8. 1 – Not Competent 2- Somewhat Competent 3- Competent

9.

Criteria	Descriptors	Competency Level 1-3
Content: <u>Background</u> <u>(Introduction)</u>	Describe the educator stakeholder group used for this activity. What are the jobs of each team member, their demographics and how do they fit into the concept of a team approach to identify and solve educational issues on a campus?	
Content: <u>Group</u> <u>Experience</u>	As a group, review the school data provided, and improvement strategy or problem of practice identified by your instructor to implement based on school/district goals, vision or mission. Describe this process.	
Content: <u>Improvement</u> <u>Plans</u>	Describe the evidence-based strategies considered in order to address the identified problem of practice. Select and plan the use of one-two (1-2) protocols designed to collaboratively problem solve, build consensus and make decisions. Describe what was chosen and why.	
Content: <u>Professional</u> <u>Learning and</u> <u>Capacity</u> <u>Building</u>	Explain the purpose for the meeting to the selected group. Facilitate activities. Collect artifacts to serve as evidence (SWOT, Jones Window, 5 Whys, Feedback Carousel, etc.).	
Content: <u>Collecting</u> <u>Feedback</u>	Gather feedback from participants using an informal data collection tool to assist in evaluation of the process and outcome (s).	
Content: <u>Conclusion</u>	Conclusion: Draw connections about the process. Reflect on key leadership learnings, insights, and questions generated based on your position of the qualities of a 21 st century leader.	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. Transition statements are used to draw the reader back to the original argument or position of the writer. References page includes research, readings and data sources. Multiple forms of data and evidence are referenced/cited in paper and available in Appendix, including interview questions and responses, documents and important laws and/or regulations related to management and leadership of a school facility.	