

**COMPETENCY TASK #3**  
**Development of a Problem of Practice (POP)**  
[CAPE Standards 1B, 2A, 2C, 3C, 5B](#)

**Protocol**

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student’s academic success and well-being. McLaughlin & Talbert posit that building a shared vision and language about practice is essential to teachers professional learning (2006).

Equity-driven educational leaders promote a collaborative professional learning culture in schools. One major leadership skill that supports this culture is facilitating professional learning by building and supporting communities of practice. Related leadership skills include analyzing the progress of professional learning and reflecting on areas for improvement.

Competency Task #3 focuses the development of a problem of practice (POP), which should be written as a clear, concise description of the issue(s) to be addressed by a team (4-5 members) of educators. The POP is based on data and brings focus to the team’s efforts and success towards the accomplishment of a predetermined goal. The POP includes written actions to be taken by the team, and how the team will monitor and measure outcomes.

***Evidence/Direct Measure:***

Written Narrative/Rubric Below

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**Fresno State PASC Program  
Competency Task Rubric**

<b>Criteria</b>	<b>Advanced Proficiency (3)</b>	<b>Proficiency (2)</b>	<b>Partial Proficiency (1)</b>
<b>Quality of response and CAPEs alignment</b>	Demonstrates deep critical thinking, reflection, and application of all competency task (CT) components; strong alignment with CAPEs.	Demonstrates reflection and application of all CT components; general alignment to CAPEs.	Some reflection and application of CT; minimal alignment to CAPEs.
<b>Understanding and application of learning material (i.e., research, course texts and class resources) and theories, where appropriate (i.e., Equity Driven</b>	Demonstrates deep understanding and application of learning material and related theories	Demonstrates understanding and application of learning material and related theories.	Limited understanding and application of learning material and/or related theories.

<b>Leadership, Adult Learning)</b>			
<b>Academic style and Grammar (APA)</b>	Strong use of APA academic style and grammar, including appropriate APA citations of referenced evidence with no errors.	Use of APA academic style and grammar, including appropriate APA citations of referenced evidence with few errors.	Limited use of APA academic style and grammar; lacks APA citations of referenced evidence and/or has many errors.
<b>Responsiveness to Feedback and Timeliness</b>	Critically reflects on and adjusts based on feedback; submitted on time.	Reflects on and applies most feedback; submitted on time.	Little to no reflection or application of feedback; submitted late.