

COMPETENCY TASK #3

Professional Learning Improvement Action Plan and Stakeholder Presentation

DUE: See dates in Tentative Course Schedule

[CAPE Standards 1A, 1B, 1C, 2B, 2C, 2D, 3A, 3B, 3C, 6A, 6B](#)

Protocol

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. New administrators also know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.

Work collaboratively with colleagues (each member from a different breakout walkthrough) to develop and present a next steps professional learning plan based on the observational data from instructional walkthrough findings and considerations. The presentation is a mock staff meeting where you would be expected to communicate findings, celebrate successes, and outline the plan to support teachers in moving forward with opportunities for growth. The presentation must first address the major thematic finding from each of the four focal areas. Use the summary of findings and questions for consideration from debriefing to guide your planning decision-making and incorporate data/questions in meaningful ways to support adult learners.

The next part of the presentation is a professional action plan to the staff, following the 30-60-90 day plan from Improvement Science also, Short Term (Now), Longer-Term (Next), Long Range (Next year). Please use in-text citations to demonstrate research-based decision-making. Please use prepare presentation slides collaboratively as all must contribute in the development and execution of the information.

Evidence/Direct Measure:

- Presentation/Rubric Below

Fresno State PASC Program Competency Task Rubric

Criteria	Advanced Proficiency (3)	Proficiency (2)	Partial Proficiency (1)
Quality of response and CAPEs alignment	Demonstrates deep critical thinking, reflection, and application of all	Demonstrates reflection and application of all CT	Some reflection and application of CT;

	competency task (CT) components; strong alignment with CAPEs.	components; general alignment to CAPEs.	minimal alignment to CAPEs.
Understanding and application of learning material (i.e., research, course texts and class resources) and theories, where appropriate (i.e., Equity Driven Leadership, Adult Learning)	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.
Academic style and Grammar (APA)	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.
Responsiveness to Feedback and Timeliness	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.