



Performance Assessment for School Leaders (PASL) Library of Examples – Task 3

PASL Task 3, Step 3, Textbox 3.3.1

Below are two examples of written responses to Textbox 3.3.1 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, and the other response was scored at the Did Not Meet/Partially Met Standards Level. 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.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Step 3: Implementing the Plan to Improve Instruction, Student Learning, and the School Culture

Textbox 3.3.1: Working with the Team During Implementation

Met/Exceeded Standards Level

A) The intervention team first collected data and created a presentation to present to the staff to propose a change to our school's daily schedule to incorporate more student interventions. Then we presented the information to the staff and collected their feedback from the survey. Before the final information could be submitted to staff, the team leader met with administration to get approval for the schedule change. The staff voted to implement a daily intervention system that coincides with lunch and could also be used as a privilege time for students that do not need any academic support at the time. Finally, information on the daily intervention schedule change was shared with the staff. An intervention committee was created to ensure the success of the program for the 2015-2016 school year. This team will monitor the interventions and coordinate the daily intervention assignments.

B) Each team member was responsible for completing their tasks during the planning phase, and responsible for presenting their information during the staff meeting presentation. The team needed the most support during the preparations for the all staff meeting. Many of the team members hadn't presented information to a large group of their colleagues before, and they were intimidated by suggesting a change. I collaborated with our building administration to create a safe way for the building staff to provide feedback during the presentation without the intervention team feeling like they were being attacked. This is where the use of the chat room came in. This allowed the team to present information in a calm and confident way.

C) The team elicited feedback from the staff during the presentation because they could ask questions and express concerns in the chat feed. The intervention team could quickly answer the question during the presentation, or take a note to collect an answer for the question and get back to them. The team also collected the feedback from the staff through the survey that collected staff responses for the type of schedule they wanted to incorporate for the 2015-2016 school year. The team felt confident in their presentation because of the feedback they received from the staff.

D) The team used data from the other schools that are currently implementing a daily intervention system. They were able to collect information from before the daily intervention and compare it to the new current

trends that show increased student achievement. The team compared this data to our building's current intervention data. With the building's support in the daily intervention system, our data trends will show an increase in student achievement for the 20015-2016 school year.

E) A major challenge that arose during the plan was how would this affect students that are already achieving academically, and do not currently need daily intervention. Our team determined that this time could be used as a privilege time for these students, or as study session to work on homework or projects. We also had to determine what teachers would do that do not teach a traditional class, such as a physical education teacher. Our team decided that these teachers would help to supervise the privilege areas.

Refer to the Task 3 Rubric for Textbox 3.3.1 and ask yourself:

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

- Rationale for each step taken to implement the plan
- Rationale for the process used to select members to implement the plan
- Examples of the responsibilities assumed by each team member
- Encouragement offered to team members, circumstances under which the encouragement was offered, and a rationale
- Examples of the feedback elicited from the targeted audience, how the feedback was collected, and the impact on the implementation of the plan and the team as a whole
- Examples of the steps taken to ensure that the implementation of the plan had an impact on student learning
- The process used to collect evidence of student learning
- Examples of challenges and the steps taken to address them
- Why is the candidate's response appropriate and connected?

Step 1: Implementing the Plan to Improve Instruction, Student Learning, and the School Culture

Textbox 3.3.1: Working with the Team During Implementation

Did not Meet/Partially Met Standards Level

a. The first step was to meet with the additional staff members and get all parties on board. We gave timelines and schedules of assessment times. We provided additional staffing to allow for collaboration and implementation. This will make the implementation smoother and less stressful for the teachers. By having all students done at the same timeline make the results more reliable. b. I allowed the team members to select teacher buddies that they were helping in the implementation process. The team members were responsible for organizing the data and preparing records for the team to review. I continually provided positive encouragement, plenty of collaboration time, and funds that were needed for the curriculum assessment protocols. I helped setting up a screening areas and organized the layout so it would run smoothly. c. FEEDBACK They all met and had open discussions, the discussion had immediate impact on the implementation because everyone was monitor and assessing in the same way. I feel this progress has built a strong leadership team that can take on other responsibilities within our district. The team took pride and initiative in grouping the students and discussion the learning strategies that they wanted to try. They made very attractive visual graphs that other teacher can look at and see the progress of the students. I also administered written feedback forms. d. The continuously progress monitored. All teachers used multiple learning strategies to meet the smart goal that was set. Friday quizzes gave feedback on student growth and

was charted in student data binders to students, teacher and parents can review. We also implemented the student learning objectives (SLO) which we tracked the results. I have enclosed a template of what we used to prove student was progress to target goal. e. One of the biggest challenges was that a large group of student mastered all 26/26 lower and uppercase letter recognition and all letter sound along with short vowels. This students became ready for sound segmentation and we had not planned for this level of progress. This allowed the maximum reading literacy achievement for each students.

Refer to the Task 3 Rubric for Textbox 3.3.1 and ask yourself:

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

- Rationale for each step taken to implement the plan
- Rationale for the process used to select members to implement the plan
- Examples of the responsibilities assumed by each team member
- Encouragement offered to team members, circumstances under which the encouragement was offered, and a rationale
- Examples of the feedback elicited from the targeted audience, how the feedback was collected, and the impact on the implementation of the plan and the team as a whole
- Examples of the steps taken to ensure that the implementation of the plan had an impact on student learning
- The process used to collect evidence of student learning
- Examples of challenges and the steps taken to address them
- Why is the candidate's response incomplete and cursory?

Suggestions for Use

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.