

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. In an effort to navigate through these uncharted waters of providing distance learning, our team took research-based needs of Title 1 students partnered with what the team found to be effective online programs and instructional activities to keep our students engaged and supported through our school. The first step we took moving forward as a team with our newly implemented instructional based research strategies of collaborative activities and integrated units was to meet on Tuesday of each week. During our Meet, each teacher would bring "Need to know" TEKS that had previously been taught to focus work on for the upcoming week. We utilized our time on Tuesdays discussing how best to incorporate the TEKS together. We needed to collaborate and communicate as a team how to best deliver the need to know TEKS for each subject in a uniformed fashion. Every team member contributed ideas of how to make all TEKS applicable to one theme. The rest of the day on Tuesdays and Wednesdays are/were spent compiling resources for the collaborative activities we developed. Each teammate was able to explore and expand their individual toolboxes. This is also the time when I assisted teachers by either resource hunts, project building, and/or chunking workloads. Thursdays (per district expectations) teachers launched a high tech learning platform through Google Classrooms. The team developed a Google Sheets to monitor parent/student communication logs, Google Classroom for instructional delivery, and used Class Dojo and Google Meets as a means of communication. Our team selected these methods of data tracking because we were able to have "living" documents that everyone could contribute and share information to be united and consistent in our information. Data Tracking for example is living collaboration on parent communication log. These tools allowed us to emotionally and instructionally support all students, assuring that each student's needs were being met. With the data collected it quickly became apparent which students needed additional support; we could track student academic success as well as request welfare checks from our campus officers for students that were not staying in communication. Fridays are spent fielding questions and concerns, correcting misconceptions, scaffolding, and enriching through the Google Meets with the students. Our team started virtual learning focused on emotional support for the students, while implementing each individual teacher's high-quality instructional activities, but quickly found through stakeholder feedback that students were overwhelmed and

the stress of distant learning heightened. Having background on the needs of Title 1 Students, we wanted to take every effort not to enlarge the already academic gap several of our students, so, I brought to the team "the seven structures of best practice teaching" from Best Practice: Brining Standard to Life in America's Classrooms, from which we decided the collaborative activities and integrated units that would allow for a more concentrated learning for our students, which would also allow our stakeholders to assist at home one collective task and our students more peer-to-peer learning opportunities. To address the needs of all students, 504 and Special Education students as well as meeting the needs of our stakeholders based on their feedback, our team looked at establishing collaborative activities that were cross-curricular integrated thematic "units" or activities. Fridays and Mondays were used to prepare which TEKS will be next week's focus (we based our decisions off of our district scope and sequence, lead4ward Field Guides, data collected by our stakeholders); the cycle continued with our Tuesday Google Meets.

b. Each team member was responsible for bringing their subject's TEKS to the table on Tuesdays. Our SPED colleague was responsible for modifying the "project" of the week to meet the needs of our students' with IEPs. My responsibility was to facilitate options and ideas to unite the TEKS in one project as well as chunking workloads as needed. I provided positive feedback, accepted rejection of ideas, and took upon myself to research Lead4Ward Field Guides for unfamiliar TEKS. Everyone was responsible for compiling resources for the project and developing real world applications of their content into one uniform, thematic, and collaborative unit. One collaboration was the virtual field trip to the Zoo, another collaboration was an Earth Day project based learning assignment. For the Zoo assignment: Math asked questions based on admission ticket prices, lunch menu prices, and elapsed time for show times (developed by Colleagues #1 and #4), Science asked questions regarding animal adaptations and habitats from information presented in the video and/or reading passages (developed by Colleagues #2 and #6), ELAR required a few short answer compositions over comprehension questions from the videos and/or reading passages, Social Studies looked at US history and landmarks near Cincinnati (developed by Colleague #3 and myself). The students were engaged and continued learning of TEKS applied to real world situations. Every teacher could pull a grade from the assignments and the students (and parents) were not overwhelmed by the workload.

c. The team elicited feedback from the initial target audience of our students and stakeholders by direct communication. Our teachers were in constant communication via Class Dojo, Google Meets, Phone Calls, etc. The feedback that was received directly impacted our delivery plan of virtual learning. We analyzed and adjusted our delivery methods to meet the needs of our stakeholders and students, as well as, continue to engage students during distant learning. (As noted above, we found through stakeholder feedback that students were overwhelmed and the stress of distant learning heightened.) Once our plan took off, we then elicited feedback from other grade levels attempting to implement the plan through our virtual campus faculty meetings. This feedback opened new opportunities to grow into vertically aligned units. As a whole this new delivery of instruction through virtual learning surged an energy throughout our team and eventually campus. Everyone felt like effective distant learning was now obtainable to some degree. Many of our teachers agreed that classroom teaching is most effective, but as one of the colleagues pointed out in the video that there are limitations to strategies that can be implemented during virtual learning. However, collectively everyone agreed that the integrative collaborative units provided opportunities for students to learn and grow even though we were out of the classroom setting.

d. Our team took a multitude of steps to ensure student learning was positively affected by the implementation of integrated collaborative units. For instance, if a team member realized that based on the

student's work that student needed a reteach, they would reach out, or request the SPED Teacher or myself to reach out . We offered online or over the phone misconception corrections. For example, since the integrated units were graded by different subject teachers, each team member had to analyze the project. For one of our students, the math teachers did not see the student needed support, he had all of the math related questions correct. However, the ELAR teacher and Science teacher could tell that his lack of understanding of animal adaptations hindered his ability to write a solid composition. The ELAR teacher expressed that prior to distant learning, this student's writing was on par for grade level expectations. The Science teacher then held a "misconception correction" meeting with this student to ensure his understanding of adaptations. The ELAR teacher also reached out to offer writing support, but the student declined stating he just did not understand the prompt. The ELAR teacher kept him on her radar for the following Earth Day project to check his composition ability. As you will hear in the video, every effort was made to show all students learning, unfortunately there was some regression with certain students. I do believe in good faith that our team serviced every student to the best of our abilities; with that said, there are limitations to distant "virtual" learning. The relationships and connections our teachers are able to establish in the classroom are in no comparison to virtual classrooms.

e. One main challenge that arose during the implementation of our plan was simply the willingness of the family and student to actively participate with virtual learning. Expectations for what school looks like is different for every family, so some students might be laying in bed while eating snacks during the Google Meets. Our biggest hindrance was not being able to control the environments of distant learnings (refer to video for what our teachers experienced for lack of structure); many of our students require a lot more structure for their learning, that was able to be obtained through virtual classrooms. We decided to use integrative units because our district required one grade a week for Science & Social Studies, and two grades a week for Reading & Math. The amount of work was supposed to be no more than 1 to 3 hours a day. Each teacher felt they needed that amount of time for themselves, so when you multiply that by five teachers, we would have been out of compliance with district expectations. Integrative units allowed for each teacher to incorporate a highlighted TEK of the week and apply in real world application. The intended impact this had on student learning, was to provide authentic learning through real world experiences, providing more depth and complexity of the TEKS in the limited format of virtual learning. The thematic units also provided a satisfaction to our stakeholders, limiting student and parent overwhelm of workload, and kept our students more engaged than was originally taking place during distant learning. By establishing collaboration activities, students were provided opportunities for more peer- to peer conversations and had a change to work through technology to develop team norms and expectations for cooperative learning.

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. Because of the covid 19 pandemic we are no longer in school. We left for spring break and never returned. We are now in the very new process of online learning. One of the first steps we took to implement our plan was to gather data and information to support our plan and the purpose of our plan. We then created a presentation of the findings to our administration team. The presentation provided district and school academic data and how the plan will impact teacher and student academic performance. We focused on our two lowest performing domains, academic growth and closing the gaps.

b. Each collaborative team member was responsible for presenting at a professional development session of their choice. They shared their expertise and provided new teachers with strategies to close the gaps to achieve academic growth using the skill growth report to monitor progress. To encourage our participants we had practice sessions. Each practice session provided the opportunity to role play and act out the new strategy learned and prepare for any potential issues that may occur.

c. We elicited feedback from the targeted audience during each professional development session. We shared a digital document for participants to ask questions and leave comments and recommendations. Our team was quickly able to provide feedback and answer questions during the presentation. This allowed all participants a voice in a very structured manner. It was an open dialog without having to speak over one another.

d. The collaborative team progressed monitored and analyzed data such as weekly assessments, six weeks assessments , istation data, and isip data to ensure that student learning was being positively affected as a result of the implementation of the plan. Students tracked their own assessment data by filling in a weekly bar graph.

e. The major challenge that arose was the abrupt ending of our regular school year due to the covid 19 pandemic. As a collaborative team we faced the challenge of coming up with a weekly schedule to meet with each grade level and a student work schedule for each content area.

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.