

Performance Assessment for School Leaders (PASL) Library of Examples – Task 1

PASL Task 1, Step 3, Textbox 1.3.2

Below are two examples of written responses to Textbox 1.3.2 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

Textbox 1.3.2: Analysis

Met/Exceeded Standards Level

- a) The criteria and methods used to monitor implementation were all performed through the Teacher Evaluation Instrument and the student Data Binders. The Teacher Evaluation Instrument was chosen based on the new school improvement plan created at our school. The TEI instrument focuses on thirty-four quality indicators that are divided into nine strands. These strands focus on instruction, student growth, curriculum implementation, critical thinking, classroom environment, communication, assessment, and professionalism of the teacher. The teacher is evaluated on a scale from one to seven for each quality indicator. A teacher that is rated a seven is considered distinguished on that particular indicator. The student Data Binders were chosen to hold all student artifacts such as personal goals, data tracking, self-reflections, and academic achievements. I chose this method because it was easily accessible and easy to transfer from one location to another.
- b) Throughout the plan we had to make some adjustments. I stated earlier that personal conferences allow student achievement to be a focal point among teachers, parents, and students. However, it was difficult to get the parents to attend these conferences. As a team, we decided that a phone conference with the parent would be more appropriate and attainable. Students also had to adjust their goals throughout the school year. In some situations students had very basic goals that could be achieved quickly and in other situations student goals were not practical in the time allotted. (see adjustments artifact).
- c) The plan is designed to provide resources and opportunities to increase MAP scores for the 4th grade. Preliminary data indicates that the implementation of this improvement plan improved MAP scores in the area of English Language Arts and Mathematics. The data also indicates that goal setting and tracking can be essential for student growth. On average students in the 4th grade performed higher than previous years.

d) Due to the design of the Data binders and the feedback of students tracking their goals, teachers were able to recognize areas in which the student was showing growth, (See student work artifact). Teachers were able to determine what resources were effective and what resources needed to be adjusted. This time saving factor allowed instructional strategies to be easily incorporated into class time. The artifact will demonstrate samples of students showing growth in their goal tracking handouts. Providing these students with the necessary test taking skills throughout the school year was beneficial and was an important component to improve instructional practice.

Refer to the Task 1 Rubric for Textbox 1.3.2 and ask yourself:

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

- The choice of criteria and methods used to monitor the implementation of the plan
- A rationale for making adjustments during the implementation of the plan
- Examples of the impact of the implementation of the plan on the problem/challenge
- Examples of the impact of the implementation of the plan on instructional practice and student learning
- Why is the candidate's response connected and consistent?

Step 3: Implementing the Plan

Textbox 1.3.2: Analysis

Did not Meet/Partially Met Standards Level

A. The criteria and methods used to create and carry out this plan were mainly the laws from the No Child Left Behind Act and the need for changes in the special education department at my school. The law tied to the No Child Left Behind Act is that the federal law requires teachers to be, or become highly qualified. Therefore, beyond the local community and staff voicing their concern and students not making progress as indicated in the attached artifact, the law indicated that changes needed to be made. Adjustments made during the implementation of this plan mainly worked out for the positive benefit of the plan.

B. The beginning issue of not have a location or funding for the special education teacher worked out completely in the schools favor by the counselor/life skills/health teacher retiring. When this happened it opened up funds and a classroom for the new special education teacher. However, another issue came up of needed a counselor/life skills/health teacher. Thankfully, that problem worked out too because the PE teacher is certified for health/life skills. Another problem that came up with this transfer is the opening for counselor. However, I think we have found a part time/on all counselor that is going to work with us. Another situation that come up during the implementation of this plan is the current special education teacher. At 67 years old and over 45 years of teacher, she realized the great need for a full time, certified special education teacher and retired before she didn't get her contract back. Since the 5th and 6th grade teacher has completed her tests, she will be going to training this summer. With the 5th and 6th grade teacher transferring to be the special education teacher, we now have an opening for a 5th and 6th grade position. All though this is an open position and will be posted and filled, it is not a financial burden.

C. The implementation of this plan will address the problems in the special education department because we will see students showing growth, progress, and improvement in daily academic activities.

Refer to the Task 1 Rubric for Textbox 1.3.2 and ask yourself:

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

- The choice of criteria and methods used to monitor the implementation of the plan
- A rationale for making adjustments during the implementation of the plan
- Examples of the impact of the implementation of the plan on the problem/challenge
- Examples of the impact of the implementation of the plan on instructional practice and student learning
- Why is the candidate’s response unclear and sketchy?

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.