

## Performance Assessment for School Leaders (PASL)

### Library of Examples – Task 3

#### PASL Task 3, Step 2, Textbox 3.2.2

Below are two examples of written responses to Textbox 3.2.2 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 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture

##### Textbox 3.2.2: Working with the Collaborative Team During Planning

##### Met/Exceeded Standards Level

a. Each team member was given a role on the team during the development of the plan. In doing this, each member would be responsible for targeting a specific professional development area in need of improvement for our Pre-K 4 grade level. Colleague one was in charge of social emotional distance learning, colleague two was in charge of the technology platforms, colleague three was in charge of providing distance learning instructional activities, and I was in charge of creating a distance learning plan for the entire Pre-K 4 grade level. This allowed each team member to plan individually in a way that they felt would best address their targeted area. The video segment from our Zoom meeting shows every team member discussing their specific role and plan (1:40). We also established norms for our team such as sharing information/providing feedback/collaborating on thoughts and ideas and presenting problems that we encounter and coming to a mutual resolution that all team members agree on. Although we were not able to meet in person, we met via Zoom weekly. I created agendas for each meeting so that we were able to discuss all of the details of our individual plan to create a collaborative plan to target the professional development needs of our grade level.

b. Every team member was chosen for their roles and responsibilities on our team due to their experience and skills in that area. As the collaborative team's facilitator, I ensured that every team member had a voice by allowing them to discuss their individual plans and strategies that they created as seen in our video segment (beginning at 1:40). Each team member's voice was equally important because we were all trying to establish a plan to overcome the challenges on our campus and work together as a collaborative team. Before hearing from the next team member during our planning sessions, I would make sure that the plan from the member speaking was understood and that she clarified any questions or concerns that the team had. With each team member's plan, I made sure that it aligned with our overall goal of improving the distance learning plan and professional development needs of our teachers. For example, the social emotional tools and techniques that colleague one chose provided the teachers with resources (books, slideshows, activities) that could be used in their distance learning plans. (1:48) Lastly, I ensured the entire team was in agreement before continuing to the next team member's plan. Due to the established norms and collaborative culture we created, we were better able to communicate our thoughts and ideas with one another. Additionally, we agreed that any

questions that arose when presenting the information to our grade level would be discussed and we would decide how to respond as a team.

c. As we discussed in the planning meeting, one of the challenges that we encountered during our planning process was the access to and lack of data. Due to all of the collaborative team members being Pre-K 4 teachers, not administrators, we were not able to view beginning of year and middle of year data for all classrooms. Therefore, we used the pacing guide and Pre-K 4 guidelines to create the flexible learning plan. We included basic Pre-K 4 instructional skills such as letters, numbers, shapes, (4:20) and social-emotional skills that were suitable for all Pre-K 4 students rather than specific needs per child. Time also played a factor in our planning process because we only had eleven remaining weeks of school which meant our plan needed to be created and implemented quickly. The largest challenged we faced was the lack of research on what distance learning tools were available and which distance learning techniques worked. (3:01) Since COVID-19 is new to everyone, there is no known and/or proven research that has worked in the past. Therefore, we used the skills and experience of our team members to best address the needs of our students and teachers during this difficult time.

d. To reach consensus among the members of the collaborative team, we took turns sharing our thoughts and ideas for our specific role. By allowing each team member to have a voice and then follow-up discussions, we were able to reach a consensus from the collaborative team. I feel that the atmosphere we created in forming the team assisted in reaching a consensus. We each had our own part of planning and we collaborated well with one another. We were all very respectful of each other and provided effective feedback on thoughts and ideas. There was never a disagreement while creating the plan but if there was, I know we would have been able to form a solution because each member was very helpful throughout the entire planning process. Once everyone shared their planning thoughts, I recorded the information down on our agenda meeting (seen throughout the video clip). At the end of the meeting, we reviewed the agenda and notes that were added and all agreed on the plan. (4:43) We kept the needs of our teachers and students at the center of the entire planning process.

**Refer to the Task 3 Rubric for Textbox 3.2.2 and ask yourself:**

In the candidate's description of working with the team during planning, where is there evidence of the following?

- Identification of the responsibility that each team member assumed during the planning stage
- Examples of strategies used with team members, both individually and as a group, to involve them in the planning process
- Examples of strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s)
- A rationale for the resolutions of challenges encountered during the planning
- Examples of steps taken to reach consensus among members of the team while creating the plan
- Why is the candidate's response relevant and clear?

## Step 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture

### Textbox 3.2.2: Working with the Collaborative Team During Planning

#### Did not Meet/Partially Met Standards Level

- a. The strategy we used to involve staff members in the planning process was creating a big vision. Participating in the development of the "Big Vision" goes a long way to ensuring everyone is on the same page. The key here is to keep the vision or goals in mind and ensure the employee's performance is being measured against how it fits into accomplishing those goals. In the end, teachers empowered to participate in planning are naturally more engaged because they have a voice in deciding which direction the school will go. This empowered voice also creates strong alignment across all levels of the campus around a shared purpose. The team emailed the teachers words of encouragement. We also wanted their input on our strengths and weaknesses with online instruction. The team hosted virtual meetings to communicate with administrators and other educators on a comprehensive online strategy.
- b. The main strategy that was implemented was always staying positive. It takes courage for your staff members to speak up. Whenever someone raises feedback or criticizes school processes, remind yourself to stay constructive. Avoid getting defensive or criticizing a teacher's idea, as one bad incident could deter everyone else from speaking up in the future. If your staff member always seems to agree with your ideas, it's possible that they are not truly speaking their minds. During our meeting everyone was encouraged to share celebrations and input about their thoughts. We discussed which online programs were successful and which ones needed support. For example, we discussed that if students are unwell or are struggling with internet access, they will miss a live streamed lecture. Record videos instead and send them to your students so that they can watch in their own time. Another strategy that was used to increase input from faculty was mixing up communication approaches. People communicate in different ways, so it's best to use a variety of approaches to encourage your team to share their opinions. For example, you can hold brainstorming sessions with people in different grade levels.
- c. Many students are not provided with the high bandwidth or the strong internet connection that online courses require, and thus fail to catch up with their virtual classmates: some of them don't even own computers. Teachers had little or no notice about their schools closing and shifting to online learning—this can be challenging for anybody. They've shared that they are overwhelmed with all sorts of materials and products, and we are seeing educators begin to push back and request help filtering through all the resources to find those that are quality.
- d. When any group of people get together and discuss ideas, there always will be varying opinions of fairness. Many times, variances of opinion will depend greatly on whether a person's views and ideas were heard and acted upon. Consensus building institutes intrinsic attitudes and encourages participants to consider opposing or differing viewpoints. To gain consensus with our team, we discussed the excel data and everyone gave their opinion on what program was beneficial to our students. We also collaborated on what would benefit the teachers to monitor the growth of their students. This resulted in parents receiving more support for ST Math and RAZ Kids for guided reading.

**Refer to the Task 3 Rubric for Textbox 3.2.2 and ask yourself:**

In the candidate's description of working with the team during planning, where is there evidence of the following?

- Identification of the responsibility that each team member assumed during the planning stage
- Examples of strategies used with team members, both individually and as a group, to involve them in the planning process
- Examples of strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s)
- A rationale for the resolutions of challenges encountered during the planning
- Examples of steps taken to reach consensus among members of the team while creating the plan
- Why is the candidate's response incomplete and vague?

**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.