

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. Colleague one will be working directly with the Common Core State Standards. It will be their job to align our current text and sections with Common Core State Standards. They will use our current text and "cut the fat," so to speak. Hopefully this will make the classroom work we are doing more efficient by weeding out units that we do not need according to our new standards. I do believe that we will have to leave some units in so that we include those reviewing stages that need to be in place per unit. Colleague two will be in charge of taking those units and extrapolating questions from the text that best suit the standards used. This may mean using questions from previous assessments, to creating their own questions, to using assessment examples from other teachers and using their questions. The most important part of this colleague's job will be creating questions that best align with the standard used by that unit. Colleague three will be in charge of data collection, entry, and consolidation. It will be imperative that the data we collect is used appropriately. Knowing where the team is struggling, or where the students are struggling will be a huge part in refining our assessments for each unit. This colleague's job will be very important to help differentiate between student and assessment failures in the process.

b. For the formal team I wanted to be assured that each team member was assigned a position that they would thrive in. Knowing my colleagues well, I knew that some would have more of an opinion or familiarity with different parts of the process. For instance, I knew that one colleague had spent a considerable amount of time aligning our current grade level expectations with the new common core state standards. I wanted that colleague to be in charge of using their knowledge of the state standards to help guide the test writing process. I needed them to be directly connected to the process of aligning our assessment with standards, because I knew that they were the most well versed in that area.

I then aligned the other colleagues with those assignments that best suited their skillset. Another colleague had a past in data entry and analysis. I thought it was imperative that they have control over the data for this process. They excelled in a particular spreadsheet program, and I knew that, I, for instance struggled with it. Putting someone in that position that has experience with that program paid dividends to our process. We

were able to clearly see the outcome of our assessments because of their ability to organize the data in a way that was clearly analyzed. This is another invaluable tool to the process. Putting the correct people in the correct places, or right tool for the job as my dad would say, is going to make your collaboration more efficient and more effective.

c. To encourage team members to have a voice in the process I really wanted to make sure that we had good collaboration time together. I was worried that some of the team members would feel like their opinion was not being heard if they were not going to be able to attend a meeting. Because of this I scheduled all formal meetings during prep periods, or during PLC times. There were some informal discussions during lunch and one on one, but for the most part any major changes would be made as a direct result of a scheduled formal meeting. I used an online file storage service as a tool to help collaborate on tests when we could not meet. This was also a good tool to use to allow others to have access to the assessment without otherwise being at a meeting. This also allows them to have access to the assessment at any time. If they had a question or a thought at home, they could pull up the information and have a direct link to the work.

d. One big challenge was the first test. We had a department average that was lower than we expected. We knew that we were upping the intensity of the assessments, but after analyzing the data it looked as though we may have pushed too hard. The test was 45 questions long. This seemed to really affect the achievement of our children. In some cases, it took the class more than one class period to finish the test. This was a challenge for us on many levels. For some it felt like teachers were complaining about the process. Making statements like "this test is too hard, "or "the test was too long," were the type of comments we were getting from our colleagues. This can affect team morale when you are working toward a goal together and you feel insulted by your own colleagues. Being the team cheerleader was definitely part of the job I was not planning on. Once we received our first round of feedback, we looked at changes we could make to that test. We like the idea that five questions per section was a nice round number. Unfortunately this was making the units with more sections quite a bit longer. In affect it was burning out some of our students to the point that we saw mistakes increase as the test went on. As a team we decided that on units with larger amounts of sections we would lower the amount of questions per session. We felt like trying to keep the average test time to forty-five minutes was adequate enough to check for understanding for the assessment. In doing this, we lowered the stress level of our students and in turn that lowered the stress level of our teachers.

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. We all were looking to achieve the same goal of increasing achievement through better attendance. We each selected a grade level to monitor. I had the freshman, Teacher B - sophomores, Teacher C - juniors, and Teacher A - seniors. We all had equal amounts of input on the strategies we would implement in the plan, since we were creating a collaborative team and I wanted everyone to feel that they had a voice in the development of the plan. We decided that we were going to email students on a weekly basis and update a shared folder on an online file storage service to identify the students who were not at 90% attendance. We would also discuss student concerns and emails with the administration.
- b. I held collaborative meetings, we communicated via email, and held impromptu discussions in the hallway and teachers' lounge. We are a tight knit faculty where we can easily see everyone on a daily basis, if needed. The open discussion and collaboration emails let everyone express new ideas and provide feedback easily. Teacher A sent a sample email to the members of the team to critique before they sent it out to his particular grade level. We each could then expand on what and how we were going to communicate with our students.
- c. Since we had a small group of collaborators it was a lot like a group of friends discussing a problem and coming up with possible solutions. Since I teach engineering, I discuss the engineering design process and one of the first steps is to brainstorm and pile on ideas. Since our group teaches a diverse subject matter, it was crucial that each person had a voice, since it would be from a different perspective.
- d. One of the biggest challenges was getting access to every students' attendance within the grade level we selected. The school has each teacher restricted on only being able to view student records of our current students. We needed to be able to access all students within the grade level and to do this we needed access to some of the administrative features of our attendance program so we could see attendance for the entire grade level.

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?

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- 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.