Performance Assessment for School Leaders (PASL)
Library of Examples – Task 2

PASL Task 2, Step 4, Textbox 2.4.1

Below are two examples of written responses to Textbox 2.1.2 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 4: Reflecting on Building-level Professional Development
Textbox 2.4.1: Reflecting on Building-level Professional Development
Met/Exceeded Standards Level

Based on the results of the survey, I noticed high scores for the following: research materials supporting the PD goal; engagement; addresses an important need of PD; clear goals, and the teachers said it did have an impact on student learning. From compiling all the survey results, these areas on average reached a 3.5 or higher when averaged. Our team developed this PD with clear goals so it would have an impact on instruction and student learning. The survey results show that our PD session met those goals.

The teachers felt that the most powerful learning tool was using their videotaped lesson to reflect with their small group. One said, "The discussions based on the videos were powerful, because we shared strategies about how they used mentor texts and about different ways to approach brainstorming with the students." Another said, "The small group discussion about our writing strategies gave me some excellent ideas on how to create a more kid-friendly rubric to help the students better evaluate their strengths and weaknesses as writers." A new teacher in our building shared how she greatly appreciated meeting with instructional coaches, to better understand the curriculum and instructional strategies, on a constant basis.

b. One modification I would make to this process would be to the timeline of events. I would provide teachers with more time to integrate PD ideas into their classroom lessons, so they could work at a more reasonable pace. Now that I have a better understanding of how to work with everyone's schedules, I would like to build in more sharing sessions, so I could connect teachers who did not know each other. I'd also do a better job in making sure all voices are included in our discussions. Some teachers tended to dominate the discussions, and while they offered helpful ideas and strategies, I think that some of our quieter teachers, who are doing great work in their classrooms, need to be more encouraged to share.

c. This activity helped me realize the importance of including more teachers in the development of PD sessions. This was an area in which I showed lower scores on the survey. I understand the importance of including teachers from different schools and different grade levels in the development of the plan. While it creates buy-in from all parties. Their feedback could also help me improve how I follow up with them after a learning session, because they understand the logistics of their own schedules and how and when it is best to

communicate with them. In the future I will involve more individuals in the development process of sessions and the book study groups. Utilizing more ideas and suggestions from the participants develops better rapport among the staff and encourages them to take risks. Basically, when teachers feel heard and supported and are engaged in meaningful PD then it can be sustainable.

d. Considering all aspects of this professional development experience, there is a solid chance of us improving our school's culture. I'd say the single most powerful tool for creating a strong bond amongst teachers is to create a safe space for them to discuss and analyze how they use writing strategies. Writing is hard, so teaching writing can be very overwhelming for new and seasoned teachers. Bringing a group together to find the strengths and the areas that need to be improved increases trust and builds rapport. Of course, it is critical to have norms in place to assure that people are kind and respectful. I think if we can build on the success of this experience, our staff will be more open to learning new ways to improve in other content areas as well.

Refer to the Task 2 Rubric for Textbox 2.4.1 and ask yourself:

In the candidate's description of implementing building-level professional development, where is there evidence of the following?

- Examples from the feedback survey's results that support the candidate's conclusions about the effectiveness of the professional development for the participants
- Rationales for the modifications, based on all aspects of the current professional development process, that should be made
- Rationales, based on all aspects of the current professional development, of the impact the experience will have on the candidate's future professional work
- Rationales, based on all aspects of the current professional development, of the impact the experience will have on improving the school culture
- Why is the candidate's response thorough and relevant?

Step 4: Reflecting on Building-level Professional Development
Textbox 2.4.1: Reflecting on Building-level Professional Development
Did not Meet/Partially Met Standards Level

a. According to the feedback survey, teachers found the professional development was effective because teachers responded stating that they felt there was a positive impact on student learning when the professional development strategies were implemented. Teachers gave high ratings in the survey areas about the identification of the professional development need, about whether the goals were clear, session goals were achieved, and follow up activities were appropriate, supportive and effective.

b. Some modifications to the current professional development process would be to include staff opinions on the structure of the professional development day and to have more choices on what sessions to take part in on professional development days. A rationale for the inclusion of staff opinions of the structure of the professional development day is because staff complained they did not have enough time to try the strategies or tools in each session and they would have liked to try them while the speaker was there to help them through the process. Also, giving staff more options on sessions they can attend will make the professional development more meaningful and individualized.

c. Considering all aspects of this professional development experience, the implications of the experience that will support continuous professional development is the fact that the teachers have say or voice in what they want and need from the school for professional development. (artifact 7: professional development feedback survey)

d. Considering all aspects of this professional development experience, the long-term impact of this PD experience on the school culture is good. The teachers found the PD effective, and teachers do not like PD that is a waste of time. Also when teachers enjoy what they learn they might be more open to try new things.

Refer to the Task 2 Rubric for Textbox 2.4.1 and ask yourself:

In the candidate's description of implementing building-level professional development, where is there evidence of the following?

- Examples from the feedback survey's results that support the candidate's conclusions about the effectiveness of the professional development for the participants
- Rationales for the modifications, based on all aspects of the current professional development process, that should be made
- Rationales, based on all aspects of the current professional development, of the impact the experience will have on the candidate's future professional work
- Rationales, based on all aspects of the current professional development, of the impact the experience will have on improving the school culture
- Why is the candidate's response trivial and limited?

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.