

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

PASL Task 1, Step 1, Textbox 1.1.1

Below are two examples of written responses to Textbox 1.1.1 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 1: Identifying a Problem/Challenge

Textbox 1.1.1: Identifying the Problem

Met/Exceeded Standards Level

a. The problem I selected was a substantial number of first grade students' not concluding the year at Reading Level J due to poor reading comprehension. I have chosen to specifically address students whom have mastered the appropriate level of phonics yet struggle with recalling information and identifying parts of a story. This problem impacts student learning because as primary students transition from "learning to read" to "reading to learn," students who struggle to understand and recall parts of a story will also struggle when reading non-fiction text. If students have not reached Reading Level J by the end of first grade, they may continue to fall behind as the material presented becomes more challenging which directly impacts student success in science, social studies, and math. If a student is not reading on grade level, he/she will not be able to solve word problems, follow instructions for an experiment, or synthesize information in a textbook. As evidenced from Artifact 1.1.1, first-grade students make very little gains in reading throughout the year. In 2016-2017, the percentage of students reading at grade level declined as the year went on. In all three years, their lack of growth in first grade impacted their growth in second grade with many students falling further behind.

b. After looking at the longitudinal data from our assessment wall (Artifact 1.1.1), we could see that students in first grade were not making the necessary gains in reading level in order to do well in second grade. The data showed that each year, a smaller percentage of students finished the year at grade level. In fact, in the 2016-2017 school year, only 64% of students were reading at Level J at the end of first grade. This had a huge impact on the students in second grade not only in the area of reading, but also in social studies and science. After identifying the problem using the assessment wall data, we looked specifically at an approved reading assessment). This assesses students' reading capabilities. Through the DRA, we were able to assess the student's reading levels, accuracy, fluency, and comprehension. We looked at the students with lower reading levels to identify who would benefit from the planned intervention. The second tool we used was a screening and progress-monitoring tool that measures reading and math performance. It identified students at-risk and allowed us to easily choose students struggling in the area of comprehension for the reading-intervention plan.

c. If first grade students' reading comprehension is addressed through the implementation of my plan, I anticipate struggling students making greater strides in their understanding of texts as evidenced by a growth in their reading levels based on the above mentioned tests. My hope is that by sharing successful quantitative and anecdotal data with my colleagues, my intervention plan—which features a lot of student choice and cross-curricular instruction and collaboration—will inspire other teachers to allow implement the same or similar intervention plans thus creating a school environment in which students take ownership of their own learning and all teachers—regardless of content area—work together to help students achieve in the area of reading comprehension.

Refer to the Task 1 Rubric for Textbox 1.1.1 and ask yourself:

In the candidate's description of identifying a problem/challenge, where is there evidence of the following?

- The significance of the problem/challenge and its impact on instructional practice and student learning
- The collection of longitudinal data that supports the candidate's choice of a problem/challenge
- The anticipated results once the problem/challenge is addressed
- How the change will impact instructional practice and student learning
- Why is the candidate's response logical and appropriate?

Step 2: Identifying a Problem/Challenge

Textbox 1.1.1: Identifying the Problem

Did not Meet/Partially Met Standards Level

a. The significant challenge I have found is the math scores on the Missouri Assessment Program or MAP has declined the last two years in the 4th grade. The impact the problem has on instructional practices and student learning is a problem. Students are taking needed time for review of content therefore some needed content is not being taught. The decline has been over 10% over the last two years.

b. The longitudinal data I chose to use is Missouri Assessments Program. This assessment is designed to give a thorough evaluation of the students understanding of the material that is well-defined in the Missouri Learning Standards. The data from the 4th grade math assessment shows an increase of 4% the 1st year to the below basic and basic students tested and another 7.6 percent increase the 2nd year.

c. I anticipate the challenge of student achievement will be improved dynamically by the implementation of data driven instruction. Teachers will start new units with a pretest over the materials to get a starting point for each individual student. Teachers will evaluate where each student is and then will plan a course of action for each student. Students will be given a mid-test to reevaluate student growth and see if a different course of action is needed. Students will be given a posttest and again a course of action will be determined. Pre, mid, and post should not be the only assessments given at this time, informal assessments should be given throughout the process and progress and teaching strategies should always being evaluated. Accelerated Math scores will also be used to track student growth. I also anticipate student achievement to also increase with addition of this instructional practice. Students using the information will dramatically increase their own learning by becoming better accessible capable learners. I feel with the addition of DDI students achievement scores on the MAP will improve 10% the 1st year and one to three percent the following years.

Refer to the Task 1 Rubric for Textbox 1.1.1 and ask yourself:

In the candidate's description of identifying a problem/challenge, where is there evidence of the following?

- The significance of the problem/challenge and its impact on instructional practice and student learning
- The collection of longitudinal data that supports the candidate's choice of a problem/challenge
- The anticipated results once the problem/challenge is addressed
- How the change will impact instructional practice and student learning
- Why is the candidate's response cursory and loosely connected?

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.