



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

PASL Task 1, Step 2, Textbox 1.2.2

Below are two examples of written responses to Textbox 1.2.2 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: Researching and Developing a Plan

Textbox 1.2.2: Developing the Plan

Met/Exceeded Standards Level

A. The plan that the After-School Activity Team made was aligned with goals pertaining to the community needs and wants. While planning the development of the program, the team was always focused on the main goals of raising student achievement and student attendance. As a team, we needed to first identify those needs by surveying the community with questions asking their support and interest. In addition, we surveyed the students and staff at the building level to assess their interest level before we dove into the creation of the programs. The next step was establishing the leadership team responsible for all movements and decisions going forward. This was important to split up the workload and to have feedback from all areas and subjects in the school. So all different school employees were included. The team would also include a parent and community member to have the community aspect needed for the creation of activities and clubs like: public speaking, working in teams, and skills to combat peer conflict.

B. The work of the administrative team, in addition to the after-school activities team, created a timeline for planning and implementation. The timeline will begin with the administrative team sending out surveys to the community at the beginning of September of 2013. In October 2013, the after-school activities team will brainstorm using research and surveys to create a list of possible activities that align with school and community needs. In late October, the team will split up the list of possible activities and begin looking at the logistics of each event to see how it will be organized with times, locations, dates, and the rotation of after-school rooms.

During this meeting the team will need to develop the financial plan that will provide the needed money and resources for the activity to have success. During the December meeting, the team members will explore and identify possible safety concerns regarding each activity. The group will meet on their own to finish the evaluation of safety during the month of January and the first part of February. The meeting during the last week of February will be when the group will finalize the list having two different activities each semester in addition to sports. The students will be allowed to sign up for the activities they are interested in. The team will use both meetings in March to research, analyze and form assessments to measure the effectiveness in

reaching our goals for the activities. During the April and May meetings, the after-school activity team will work directly with the administrative team to identify and hire staff most appropriate for each activity. Parent volunteers are also going to be identified and selected in the same manner. The tentative start date and student sign up will be August of 2014.

C. The first group that we included in our development of the plan was the community members. The community was selected as the first step because the administrative team felt it was important to have the activities reflect the needs of the community and stakeholders. After the community was surveyed, we went to the student body and surveyed them to see if there was any interest in joining groups before we went further. The after-school activities team consisted of 9 members to give diverse perspectives: two teachers from each grade level, two parents and one administrator that were all chosen to oversee the program plan, implementation, and evaluation.

D. Strategies for communication were very important to our group and plan. It was important to the administration to have the community and stakeholders involved in the decision making process and a good communication line was vital to that goal. The first survey that was sent out was done as a letter that was sent home with the students asking for their opinion. The rationale for a hard copy of the survey was because we had determined that many of our parents did not have access to technology to take a digital survey. The second communication was a survey given to the staff and students. This survey was administered on the student's tablet using a Web-based word processing program. We found that the most effective way to collaborate outside of meeting time was to use one Web-based form where we could all input ideas and suggestions pertaining to that month's or meeting's area of focus.

E. The goal of the after-school programs is to improve student achievement and attendance rates in the school building measured with two assessments. The first assessments are going to be over the actual activity individually and the second assessment will be looking at student achievement and attendance to assess the entire after-school program. The activities will be assessed over the following areas: student involvement, the activities' effectiveness on reaching community needs, and measuring if it meets the needs of our students. The second form of assessment will look at the improvement of GPA, test scores and attendance to see if the data supports the newly added student involvement. If the assessment shows growth in student achievement, student involvement in activities and a decline in absences, the program will be expanded to 3 classes per semester.

Refer to the Task 1 Rubric for Textbox 1.2.2 and ask yourself:

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

- The plan and the goals to be achieved as a result of the plan
- A rationale for a timeline and for each step within the plan
- A rationale for selecting colleagues to help develop the plan and for the roles they will play
- A rationale for the strategies used to communicate the plan to various audiences
- A rationale to assess the results and impact of the plan on instructional practice and student learning
- A rationale for the choice of student work that demonstrates the impact on student learning as a result of the implementation of the plan as demonstrated by appropriate student work, with an aligned rationale for the choice of student work
- Why is the candidate's response detailed and consistent?

Step 2: Researching and Developing a Plan

Textbox 1.2.2: Developing the Plan

Did not Meet/Partially Met Standards Level

Includes specific goals and a timeline with specific steps that delineate critical colleagues involvement in the development of the plan Specific goals include a plan of action with action steps. The action plan will be used is to develop a curriculum designed for the individual child so their mathematics performance can improve. Action steps include using: do now activities, math tapes, flash cards, active use of computers with individual programs, an electronic whiteboard use for small groups, exit tickets, and other resources that are available for use. Excite the learner by connecting with her/his interest first, then include what must be mastered at the grade/age level. The responsibility of making this happen would require commitment from all classroom teacher, title 1 teacher, teacher assistants, support staff, volunteers, and the leadership team. The timeline could consist of weekly assessments for monitoring progress and have the children take a unit assessment to record the final results and be used for data purposes.

Refer to the Task 1 Rubric for Textbox 1.2.2 and ask yourself:

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

- The plan and the goals to be achieved as a result of the plan
- A rationale for a timeline and for each step within the plan
- A rationale for selecting colleagues to help develop the plan and for the roles they will play
- A rationale for the strategies used to communicate the plan to various audiences
- A rationale for to assess the results and impact of the plan on instructional practice and student learning,
- A rationale for the choice of student work that demonstrates the impact on student learning as a result of the implementation of the plan for as demonstrated by appropriate student work, with an aligned rationale for the choice of student work
- Why is the candidate’s response uneven and unclear?

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.