

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

PASL Task 1, Step 3, Textbox 1.3.1

Below are two examples of written responses to Textbox 1.3.1 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 3: Implementing the Plan

Textbox 1.3.1: Strategies

Met/Exceeded Standards Level

a) I worked with the team to make explicit the connection between teaching and learning for both teacher and student. When we met I facilitated discussions around making instructional decisions based upon student data and had meaningful conversations with students about their own learning. I provided the team with a tool for school improvement (growth plans). I provided leadership binders for both teachers and students so they can track their own progress and celebrate their successes on a regular basis.

b) I included the following people in the implementation of the plan:

4th Grade Teachers: Each teacher is responsible for the individual students placed in their classroom so their inclusion is vital. Their roles are to be in constant communication with the administrative team, parents, and all personal involved with the success of this super subgroup. They also need to administer the best practices list in the plan.

Reading Intervention Teacher(s): The reading intervention teacher(s) will be in close collaboration with the classroom teachers. The RI teacher's role is to be a support system for the teacher and student. The RI teacher will provide various instructional strategies to help the classroom teachers and she will help the students keep track of their goals daily and weekly.

Reading/Math District Coordinators: The coordinators can help support us by sharing resources that other elementary buildings are using. It's important to include our district coordinators because they are the experts in area of concerns for this super subgroup.

Administration: Provide prior data regarding the students involved in this plan. Support all parties involved with resources and professional learning opportunities.

c) Once we created a committee to support, we came up with two strategies to promote communication. The first strategy consisted of weekly emails. These emails included the 4th grade teachers, administration team,

reading intervention teachers, and the parents. The rationale for weekly emails was to keep everyone up to date on the progress of the students. This allowed an open line of communication for all parties involved. The second strategy was to have monthly conferences, artifact attached, with the student, parent, and classroom teacher. The rationale for personal conferences is to focus the attention on the student and their academic achievement and/or setbacks. These strategies had a major impact on the implementation of the plan by keeping communication constant with all parties involved.

Refer to the Task 1 Rubric for Textbox 1.3.1 and ask yourself:

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

- Examples of the actions taken to support the implementation of the plan
- A rationale for the process used to select members to implement the plan
- A rationale for selecting strategies used to communicate with team members and for identifying their impact on the implementation of the plan
- Why is the candidate's response appropriate and consistent?

Step 3: Implementing the Plan

Textbox 1.3.1: Strategies

Did not Meet/Partially Met Standards Level

A. The actions taken to have a highly-qualified special education teacher at my school. This information was gained by the information the principal received from the teachers, staff, and community members voicing their concerns about the special education services at my district. T

B. The next actions include informing all stakeholders of the issue, setting to solve the issue without staff and employment changes, and finally moving teachers and classrooms around. The No Child Left Behind federal law requires teachers to be, or become "Highly Qualified." The Missouri Department of Education expects all schools to notify parents if their child is being taught for four or more weeks by a teacher who does not yet meet the federal definition of "Highly Qualified."

C. Therefore, as one artifact shows, our Superintendent/Principal, sent a letter out at the beginning of the year informing parents of the two teacher in our school who are not "Highly Qualified." Within a few months, our art teacher who was not considered "Highly Qualified" took the test and now falls in "Highly Qualified" status. However, our special education teacher still has not taken classes or a test to work toward "Highly Qualified" status. Without the special education teacher working towards highly-qualified status, it was hard to see but for the betterment of the children for the principal to start looking into a new full time special education teacher. Thankfully, the current part-time special education teacher also saw a need for improvement and knew it was best for the children for her to retire. Thankfully, the 5th and 6th grade teacher at the school has all that and wants to be the special education teacher. She has a great relationship with students and she also has experience, certification, and is also highly qualified for the special education position. This teacher has great classroom and behavior management skills and strong literacy teaching techniques. She has the ability to teach students with strong needs. She has even been a one on one teacher to the 7th and 8th grade teacher's daughter who has autism. She works very well with her colleagues and has a positive relationship with her peers and members of the community.

Refer to the Task 1 Rubric for Textbox 1.3.1 and ask yourself:

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

- Examples of the actions taken to support the implementation of the plan
- A rationale for the process used to select members to implement the plan
- A rationale for selecting strategies used to communicate with team members and for identifying their impact on the implementation of the plan
- Why is the candidate's response appropriate and consistent?

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.