

Performance Assessment for School Leaders (PASL) Library of Examples – Task 3

PASL Task 3, Step 1, Textbox 3.1.1

Below are two examples of written responses to Textbox 3.1.1 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 the Collaborative Team

Textbox 3.1.1: Team Members

Met/Exceeded Standards Level

- a. The individuals I selected for the pandemic preparation team were teachers, and administrators with very specific skill sets. D.B. is a career teacher, and administrator. She began teaching in Special Education in 1982. She was a vice principal for 12 years, and a curriculum director for three years, and currently in charge of elementary grades K-5. She works with the elementary and specials teachers on a daily basis, and would have valuable input in the structure and needs of the elementary grades from all the aspects that would need to be covered, if we need to switch to online learning. D.S. is also a career teacher and administrator. She was a vice principal for 13 years and is currently the charge of the middle school grades 6-8. The middle school teachers and learners have a different set of needs and since she works with those teachers on a daily basis, she would be able to give overall input. R.R. is an eight-year first grade teacher trained in Kagan classroom management, which would give needed input on some of the management techniques that may be different with online learning. She is a strong leader in the elementary grades with a good rapport with the teachers in the elementary grades, and a good candidate to represent the elementary teachers. L.D. is a seven-year teacher who also has Kagan classroom management. She has certification in gifted education, and taught grades 4-5 for several years, and the last 2 years she taught 7-8. Having experience in both elementary and middle school, will give great perspective. She has a good rapport with the middle school teachers and would be able to represent them well. J.C. is the registrar of the school. The office staff work very well as a team and have done job cross-training in their respective jobs. She would be a good representative to bring forward the many challenges to face the office needs of moving to online learning. She is in charge of attendance, grade input and registering students. She has excellent knowledge of GaDOE policies. I of course would lead the team. Together this group has excellent knowledge of the academic and operational knowledge of the needs and changes that would be need. (Pandemic Preparation Team). Something of this magnitude, in being sure we are following good instructional practice, while still being able to continue and enhance student learning, needs strong individuals.

- b. This needed to be an excellent process, since we need to be prepared in a timely manner if a state mandate is issued. I met with teachers in grade level groups, and with the office staff and explained the plan we wanted to develop. They needed to know the importance of the knowledge that each member would be responsible for, and the support they would have to help them. I interviewed those with interest to be on the committee and with giving them more in-depth areas they would be responsible for. The team was informed of the necessity of expediting the process and were given the opportunity to let me know if time commitment would be a problem. I did let them know they would be working closely with their peers, so that all the best ideas needed to have a successful plan would be implemented, and everyone's input would lead to instructional practices that adhere to the goals of the school. Administrators were on board immediately, as they knew the importance of teacher input at elementary and middle school levels. We decided a staff representative was important to be able to address their aspects of a good process, and a teacher from elementary and middle school would be liaisons for teachers. Each team member would be given names of other individuals who could help as a sub-team.
- c. I, along with the input of my administration, came up with an outline of the needed requirements of the plan, and which team members would be in charge of each requirement. Each team member let us know who they would like to work on their sub-team. They would then have support in this expedited process. A detailed list was compiled of what each team member would do and given the needed research materials to complete it. Since the state had a prepared pandemic/flu policy with a manual covering it, I found the pages that each member would need to be sure they would stay in compliance with the state as well as helping the staff have what they needed to maintain excellent instructional practices in an unknown situation. This would ensure that student learning would continue with as little interruption, and the best quality our school strives for. Most student learning increases are measured by testing data. There is no test on pandemic procedures. I guided our committee to include grading procedures to be implemented to ensure student learning could be tracked and students would have feedback of their hard work.

Refer to the Task 3 Rubric for Textbox 3.1.1 and ask yourself:

In the candidate's description of identifying a collaborative team, where is there evidence of the following?

- A rationale for the selection of 3-5 colleagues with varying levels of experience to serve as part of the collaborative team
- A rationale for the steps chosen to elicit and encourage each colleague's involvement with the team
- A rationale for a structure that is aligned to the collaborative work and is designed to support and sustain the team during the work results once the problem/challenge is addressed
- Why is the candidate's response informed and thorough?

Step 1: Identifying the Collaborative Team

Textbox 3.1.1: Team Members

Did not Meet/Partially Met Standards Level

- a. The collaborative team consists of a social studies instructional coach, an ELL teacher and a bi-lingual social worker all with various levels of experience and different certification qualifications to serve as collaborative team members. During our planning session, these three staff members were actively involved in the planning of our social studies camp. The social studies instructional coach serves as a social

studies consultant for a different district. The ELL Teacher has served in education for 22 years, she brings the experience of working with migratory students and recognizes the needs of the students who frequently move from state to state. The bi-lingual social worker has served students in the department for over 24 years. This colleague serves as an advocate for our ELL students and provides them with assistance dealing with social emotional circumstances as they live a high mobility life.

- b. I met with each staff member independently and discussed the problem we have with our social studies scores based on our Result Driven Accountability for our ELL students' populations. The administrative team organized a social studies camp that targeted a group of students that would have the greatest impact on student achievement. The team took ownership of the social studies camp and organized the process so that students would have a successful learning experience. As educators, we know that our most important aspect in education is to have students succeed in what they do. Therefore, it was this process that encouraged the staff members to create and develop the process for the social studies camp. The primary focus was to encourage the teachers and take ownership of the camp so that students would benefit and increase student achievement.
- c. The administrative team were encouraged to use this plan as they would also benefit in learning the social studies content. At the beginning of the plan, some teachers were skeptical about the involvement due to the fact that their teaching strength is not social studies. However, during the plan was when the district and state made the decision for students and teachers not to go back to school. We discussed the fact that students do miss so much information and even though we are not experts in all areas, our main emphasis would be to serve ELL students in all content. Collaboration within the units in the curriculum was an expectation, as some items needed to be refined and implemented differently due to the revised set up of the of the program. Each individual on the team would be given a unit from the social studies rotation and ask to generate the activities in the key components of the curriculum. A common theme regarding professional development opportunities is that great ideas and expectations come from the planning of the social studies camp activities. In order to support and sustain the team during the collaborative work, the team was asked to meet frequently via Zoom and share the unit's rotations to revise and modify the activities that would benefit the needs for our ELL students.

Refer to the Task 3 Rubric for Textbox 3.1.1 and ask yourself:

In the candidate's description of identifying a collaborative team, where is there evidence of the following?

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- A rationale for the steps chosen to elicit and encourage each colleague's involvement with the team
- A rationale for a structure that is aligned to the collaborative work and is designed to support and sustain the team during the work results once the problem/challenge is addressed
- Why is the candidate's response confusing 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.