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

PASL Task 3, Step 2, Textbox 3.2.1

Below are two examples of written responses to Textbox 3.2.1 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 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture
Textbox 3.2.1: The Professional Development Plan
Met/Exceeded Standards Level

a. During the global pandemic due to COVID-19, distance learning was the main instructional practice in need of improvement on our campus and I assume nationwide. Switching to distance learning is a change for all teachers and students that are accustomed to the classroom/school setting. After attending the first few staff and PLC meetings for our campus, I knew that there were many teachers in need of assistance in making the transition from the school setting classrooms to the distance learning classrooms. When creating the collaborative team, I wanted to specifically target distance learning. Our principal originally let each teacher decide how they would do distance learning as long as they were still turning in lesson plans weekly. With this being said, the first data tool we used was a survey that our Pre-K 4 teachers completed to inform us of how they were implementing distance learning for their class. From the survey data, our team found that the teachers were using many different applications and resources including Google Classroom, Google Slides, Zoom, Google Meet, Raz-Kids, iStation, Boom Learning, paper packets from the district, lesson plans only, etc. However, none of the resources targeted specific skills or goals nor did the assignments require any of the students to provide documentation/proof of learning. To create a plan to target distance learning, we also needed to evaluate the professional development needs of our teachers. We evaluated the data from the original Google survey that asked teachers whether or not they were confident in their ability to utilize technology to implement student instruction and social-emotional learning via distance learning. The results of the survey varied yet none of the areas had 100% of teachers that were confident in these skills. Out of the nine teachers that responded to the survey, 22.2% were not confident with technology, 33.3% were not confident with virtual instruction to promote student learning from home, and 55.6% were not confident with providing social-emotional learning. The data from this survey showed that the teachers needed assistance in all three areas of our distance learning program. By utilizing these surveys as our tools, we were able to identify the areas in need of improvement from our viewpoint and the teachers. From the data collected with the survey tools, we knew that our goal would consist of implementing a grade level plan for distance learning and providing professional development trainings for our Pre-K 4 teachers.

b. Our collaborative team targeted the two identified areas of weakness from the surveys which included a distance learning plan that was uniform for each grade level and professional development for our teachers. By creating a campus-wide distance learning plan, our students would receive equal opportunities for distance learning. During distance learning, we required our families to turn in a distance learning log that logged the number of hours spent on instructional activities each day. After the first month, we noticed a lack of participation in our distance learning plan from our families and we believed this was due to lack of resources and the amount of work required to complete the assignments/activities at home. By providing a uniform plan for all students on our campus using resources from home, we hoped to increase the amount of participation so that our students were able to receive instruction to target their needs and continue their learning from home. To track the increase of participation of our families, we would continue to send out the distance learning log. Our team also wanted to better equip our Pre-K 4 teachers by meeting their professional needs so that they were able to continue to meet the instructional needs of our students via distance learning. While distance learning is temporary for now, we do not know what to expect in the future due to the virus or other unforeseen circumstances. We wanted our team to improve the skills of our teachers so that our school as a whole was ready to face challenges for the remainder of the year and possible years to come. We planned to re-administer the Google survey at the end of the 2019-2020 academic school year to monitor teacher growth in distance learning skills.

c. The plan that our team developed as a result of the data that we collected and analyzed from the Google survey was to provide one team member to target each area of our distance learning program. Our overall team goal was to improve the distance learning for our campus and the skills of the teachers so that they could improve their instruction outside of the traditional classroom setting. We hoped that by improving the teacher's skills, this would make the transition for the parents and students become seamless. Change scares everyone – especially in the educational world where the learning of our youth takes place. We wanted to provide the resources and support for our teachers to support this change. Each of our collaborative team members took an area in need of improvement and worked on a professional development for their area. Colleague 1 was in charge of social-emotional learning. We felt that she was best suited for this role because of her experience in social work/counseling. Colleague 2 asked to be over technology due to her experience with previous virtual learning and expertise in technological platforms. Colleague 3 assumed the role of creating instructional activities due to her years of experience in Pre-K 4 and knowledge of the curriculum and standards. Lastly, I was responsible for creating distance learning plan for the Pre-K 4 team. I had attended previous professional developments for distance learning and meetings with campus administrators so I knew what was expected during the distance learning program. In addition to our strategy of providing one person from the team target each of the different professional development and instructional areas, we also planned to host Zoom meetings to address these professional development needs. All of our collaborative team members would attend the Zoom meetings but we would take turns leading the meeting depending on the topic. For example, I would lead the meeting about the flexible learning plan that I created. In the meetings we planned to create a professional development for the resources and support that were needed based on the survey data. We also planned to create a schedule for teachers to meet individually with our team to receive additional assistance in areas in which they needed improvement. We were on a timeline of eleven remaining weeks of the school year when distance learning began. As much as I would like to say we would be up and running quickly, that was not the case. During the first week, we planned to establish the flexible learning plan that I created, then, each week after we planned to focus on a different professional development need. The

total plan would take at least five weeks, but we planned for our teachers to be well equipped for distance learning.

d. The Pre-K 4 teachers were targeted to be the focus of our collaborative teams plan. We chose the Pre-K 4 teachers because my principal originally suggested that, as a principal intern, I create the Pre-K 4 team and she would find another teacher to create the Pre-K 3 team. The colleagues on our collaborative team were also Pre-K 4 teachers that were familiar with the curriculum and standards for our grade level. It was much easier to work with one grade level considering the difference in curriculum and instruction between Pre-K 3 and Pre-K 4. However, the mental health coordinator (colleague 1), was on both the Pre-K 3 and the Pre-K 4 collaborative teams to provide social-emotional learning support to all students.

e. When we left for Spring Break, we never returned back to our classrooms. We didn't expect to switch to distance learning, which in turn had a negative response for our campus as a whole. Many of the teachers complained that they couldn't, wouldn't, and shouldn't have to continue to teach, even via distance learning, during a global pandemic. By creating this collaborative team, our goal is to meet the needs of our teachers by providing trainings and resources most important to them in this virtual setting. Our collaborative team is preparing to have an impact on the school culture by providing the Pre-K teachers lesson plan templates, suggesting flexible learning activities, demonstrating how to create portfolios, and alerting them to the functionality of hosting Zoom meetings. The student instructional plan would be to provide educational resources on/offline, and to create activities weekly to share with the teachers. To ease the technology portion of this new teaching setting, our technology Plan will be to assist in setting up Google Classroom, google drive documents, Zoom meetings, and other technology platforms. Meeting with Pre-K 4 team weekly via zoom to discuss issues/concerns and the plans we are implementing will help to improve the climate of this new school culture. In doing this, we hoped that our teachers would become more willing to cooperate in order to provide success for our families and students. When the teachers are positive, the school culture becomes positive as well. Additionally, our collaborate team was made up of teacher team members, not administrators or authority figures of the district. By choosing these members, I hoped that the other teachers would see the collaborative environment our team wished to portray to the grade level and our willingness to help one another through this challenging time.

Refer to the Task 3 Rubric for Textbox 3.2.1 and ask yourself:

In the candidate's description of developing a plan to improve instruction, where is there evidence of the following?

- The use of a tool (or tools) to identify a research-based instructional practice in need of improvement with support from the resulting data
- The targeting of an area of research-based instructional practice to improve student learning, with steps to be taken that measure the intended impact, with a rationale
- A plan based on an analysis of collected data
- A rationale for the goals, steps, timeline, and resources the team used as part of the plan
- A rationale for choosing the colleagues that are the focus of the team's plan
- The impact that the collaborative team will have on the improvement of the school culture.
- Why is the candidate's response effective and detailed?

Step 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture
Textbox 3.2.1: The Professional Development Plan
Did not Meet/Partially Met Standards Level

a. Due to Covid-19 the leadership team had to analyze and monitor the online instruction of our campus. Some of the online tools that were used during this time were ST Math, Imagine Math, Imagine Reading, and RAZ Kids. Using these programs ensured that teachers could monitor the growth and usage of their students. Teachers were required to complete a weekly excel sheet that listed the data of each student. The team selected these tools because students were familiar with the program and they were easy for them to use.

b. My team focused on those online programs and which programs proved to be the most beneficial to the students. The intended impact of this plan is to continue the learning and growth of our students while dealing with online instruction. With student-driven education technology, students not only learn necessary technology skills but practice responsibility and study skills that carry into their future education and careers. Our rationale was to have a campus where students develop their technology skills for the future. We cannot prepare students for their future by simply helping them answer multiple-choice questions on a state test. Life is complex and being able to answer questions with a single correct answer does little to prepare students for today's world. Our goal should be to effectively promote highly rigorous and relevant learning in which students have opportunities to tackle challenging problems, the kind they are likely to encounter in life. To measure the impact of the online programs, each teacher will submit their weekly data of the students on an excel sheet. The rationale of this plan is to continue learning during the pandemic until students can return to the campus. Education data needs to reflect the consequences of school closures and, where available, distance education – at a time when obtaining accurate headcounts of students and teachers is difficult.

c. Based on the data, we discovered that students/parents were utilizing Raz Kids for reading instead of Imagine Reading. The number of books that were read on Raz kids 41 and the number on Imagine was 11. (We decided to focus and encourage the use of RAZ Kids, and let parents know that their children could record themselves reading a book, which helped us communicate to the students how they could improve their reading skills during the fourth nine weeks). The rationale for Raz Kids is that when students use Raz-Kids to read leveled books, they can choose from various drawing, highlighting, stamping, and note-taking options that allow them to practice active reading strategies. Raz-Kids also offers digital incentives and rewards to keep students motivated to advance reading levels. Our timeline was measured over the 4th nine weeks. The

rationale for a nine weeks timeline was to get quality data that shows learning over a significant amount of time. Educators can increase their effectiveness with students by improving their interpretation and use of data. To improve data use by teachers and school leaders, district leaders can clarify academic and behavioral goals. This timeline achieved that goal.

d. The colleagues that were targeted for the team's plan were the grade level leaders for first and second grade and a veteran Kindergarten teacher. The 1st grade teacher has 8 years of experience, the second-grade teacher has 5 years of experience, and the veteran Kindergarten teacher has 24 years of experience. The rationale for the first-grade teacher was she has excellent technology communication. Ineffective correspondence among teachers and students can be a hindrance to learning and education. Technology can change the classroom into a network where teachers post assignments progressively, and students can ask questions more easily–of teachers and of their peers–and reference a structured record of past discussions. The rationale for the second-grade teacher was this educator makes technology engaging. The utilization of technology has made learning significantly more fun than any other time in recent memory. Students are getting engaged in a diverse array of learning tasks that improve their retention of new concepts. The rationale for the Kindergarten teacher was accurate assessments. Technology not only allows teachers to prepare practice exercises in a productive manner, it also allows them to better measure the advancement of their students. These assessments give teachers a much clearer picture as to their students' advancement.

e. With this plan, I believe the team improved school culture. The sudden shift to online education undoubtedly posed a challenge for many, but there was also an upside. Disruption and discomfort are the enemies of complacency and can spur intense professional growth. Some teachers discovered new tools, resources, and approaches to nourish their practice. They'll also got the chance to see their students in a new light, and maybe better connect with their own families. Our rationale to improve school culture was support. Students are not the only people in your school who should be learning. Helping your teachers to develop their skills will encourage a positive school culture by giving them the ability to improve their craft. With the chaos of the pandemic, it's good to make sure that you as the school leader are aware of what your teachers think and feel in their work. Set up regular times to ask for feedback, hear out concerns, and get suggestions for improvement.

Refer to the Task 3 Rubric for Textbox 3.2.1 and ask yourself:

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

- Rationale for each step to be taken to measure the impact of the plan.
- Rationale for choice of goals, strategies, timeline, and resources.
- Rationale for choice of targeted audience.
- Rationale for conclusion related to the impact of the team on the school culture

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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.