



## Performance Assessment for School Leaders (PASL) Library of Examples – Task 2

### PASL Task 2, Step 2, Textbox 2.2.1

Below are two examples of written responses to Textbox 2.2.1 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: Implementing Building-level Professional Development

##### Textbox 2.2.1: Workshop Sessions

##### Met/Exceeded Standards Level

A. A newsletter was sent out in August from Superintendent about the importance of Professional Development and this year's focus: integration of highly effective strategies to affect student learning and engagement in the classroom. The focus of the newsletter described how graduates need to be prepared for higher education and the workforce that are incorporating the latest technologies thus supporting the focus of college and career readiness at the high school level. This also aligned with the building needs assessment pulling attention to the supports needed for technology. Building principals, reiterated this at first staff meeting of the year. Emails were sent outlining any and all relative, current news articles about this year's focus, specifically in the building: integration of highly effective technology strategies to affect student learning and engagement. This consistent communication over the course of the school year kept the focus alive all year round, not just at PD task-specific sessions. A paperless blended learning platform also was used as a discussion board as well as document sharing system throughout the school year. Not only did teachers receive training on this tool they were able to use it for their own learning and thus demonstrating the effectiveness of the PD activities centered around this particular strategy.

B. All the staff members participated in the professional development. We focused on the teachers, because we wanted to them to feel comfortable and more confident with the five technologies: an online file storage service, an online community, a paperless blended learning platform, and a visual thinking and learning tool. Our technology coaches participated, because they were assigned small groups of teachers to support within the building. The PD committee presented the materials and the PD leadership collected feedback and worked with the technology coaches to help improve the teacher's technology skills.

C. Our main approach was to provide each teacher with practice opportunities with each of the five technologies. Each teacher was grouped by their comfort level in technology as to ease the stress of learning something new. We used hands-on learning with the teachers because many of them learn by doing. The rationale behind this was for the teachers to be immediately competent and confident with the technology that is being demonstrated. Another way we educated staff is through informal discussions. In these discussions, we brainstormed ideas on how each specific technology tool will be used in their specific

classroom. These discussions continued through to Professional Learning Communities as teachers collaborated to increase the use of the five technology mediums that we focused on throughout the year. Follow up activities were monitored through the use of the online community. Through this community, teachers were given a task to complete and upload within a given timeframe. The task required teachers to use the technology addressed in the recent PD training. These tasks included creating a game based platform, a student response quiz, evidence of a Discovery Education activity and visual learning tool. One of these required student data being uploaded as well. This was outlined in the outcomes for the individual PD trainings. Technology coaches were assigned a small group of teachers to support within the building. These coaches set a time to meet with each teacher and supported the creation of these tasks individually. The decision to do this was the direct follow up from teacher feedback we collected from surveys conducted after a previous PD session. Although all teachers are trained whole group on these tools offering one on one support is crucial for the continued success of teacher development. After each PD training with the coaches, teachers received an online survey to complete in which they reflected on the PD training and had the opportunity to request further individual support as they integrate the new resource into their curriculum. The PD leadership team reviewed all of the survey responses and forwarded specific questions and issues to each teacher's individual technology coach. This supported individual teacher progress.

D. In order to actively engage teachers the PD committee used a projector to provide visual aids and guides. All teachers have individual laptops or computers so they could immediately access the technology being presented and were able to instantly apply their newly acquired skills to the activity being provided. With the laptops, teachers were asked to complete a demo of each technology resource so they could experience the strategy as if they were their students in order to see how each technique would benefit student learning in their classroom. Teachers worked to create an example activity which pertained directly to their content area during the professional development training. This allowed the teachers to produce an activity while under the supervision of the trainers and allows for questions or further explanation as needed. The paperless blended learning platform is used as a discussion board as well as document sharing system throughout the school year. Teachers are trained on this platform so they will be able to use it for their own learning as well as their students' learning and thus demonstrating the effectiveness of the PD activities centered around each particular strategy. The PD committee had demonstration videos for each technology on the platform as a resource to address for additional learning. Staff were able to return to the step-by-step guide when creating lessons for future topics of study.

E. Two specific assignments were required of all teachers. One was the use of a game based platform as a formative assessment. Teachers created a five to ten question quiz addressing current material covered in the class. This could be vocabulary, steps in a process, current events, or mathematical equations. The goal of this assignment was for teachers to quickly assess student knowledge of the current or upcoming unit in their class. The game based platform produced an overview of the student results for the teacher as well as individual results of each student. Teachers reflected on this data and determine which concepts need to be retaught and what concepts students are ready to expand upon for future class periods. Teachers prepared their results for their next PLC meeting and discussed the data with their team to determine effectiveness of the strategy and action plan around specific needs and patterns in their student outcomes. A game based learning platform was a medium teachers received direct training on during PD activities and is used by trainers throughout their presentations and activities. This allowed teachers to have the hands-on experience that the students will have when participating in their classroom game-based platform. The second

assignment required all teachers to create and integrate a class student response activity as a bellringer, content review activity or an assessment. The activity consisted of at least 10 questions pertaining to the current topic of study and could manifest itself in the form of a "quick quiz", a class poll, an exit slip question, Space Race or a formal test. The teacher's had one month following the PD training to create and implement the activity in their classroom. Afterwards, they brought student work samples to share and they discussed the strengths and weakness of working with the 5 technologies. Time was created for reflection on both the process and the impact on student learning.

**Refer to the Task 2 Rubric for Textbox 2.2.1 and ask yourself:**

In the candidate's description of implementing building-level professional development, where is there evidence of the following?

- A rationale for the strategies/techniques used to communicate the importance of the professional development, with a complete rationale for the choices
- A rationale for the selection of individuals to participate in the professional development
- A rationale for the approaches used to facilitate the professional development
- A rationale for the strategies used to engage the teachers
- A rationale for the assignment(s) that demonstrates that the professional development had an impact on students and that there is a connection between the assignment(s) and the professional development
- Why is the candidate's response clear and appropriate?

## Step 2: Implementing Building-level Professional Development

### Textbox 1.2.2: Developing the Plan

#### Did not Meet/Partially Met Standards Level

- a. The professional development was presented in active, hands on slide show presentations. Some of the information given about PBIS was structured from the training and the modules of positive behavior support. The Consultant helped to guide our practice and tailor our needs for the professional activities. Surveys, round robin, and commitment surveys were used to encourage conversation and promote ideas and strategies among the classteams. The teachers want to know how to apply the information after receiving it, so discussing the activities in round robin fashion gave staff the opportunity to speak openly without pressure. Some people are visual, so the slide show presentation provided points of reference as well as detailed information about the professional development topics. The commitment survey was a strategy of reflection to see if the staff was committed to the matrix and who had buy in to the initiative that was taking place.
- b. The professional development opportunity was for all staff. The intent in implementing the Professional Development is to promote a positive, instructional and proactive approach to discipline while increasing student achievement.
- c. Benchmark Assessment Training, informal discussion and chart responses were added to the process of the professional development.
- d. Surveys, round robin, and commitment surveys were used to encourage conversation and promote ideas and strategies among the classteams. The teachers want to know how to apply the information after receiving it, so discussing the activities in round robin fashion gave staff the opportunity to speak openly without pressure. Some people are visual, so the slide show presentation provided points of reference as well as

detailed information about the professional development topics. The commitment survey was a strategy of reflection to see if the staff was committed to the matrix and who had buy in to the initiative that was taking place. e. The teachers were instructed to implement a monthly lesson plan on the topic of the month, these topics were derived from the school wide matrix and reviewed each month. If the topic needed to be revisited it was brought to the teams attention through discussions of observations. The professional development gave the overview of the topic and the lesson gave the teacher the opportunity to teach the lesson with the children using a hands on approach to learning. Teaching skills before the issue arises is a proactive strategy that is both effective for teachers as well as students.

**Refer to the Task 2 Rubric for Textbox 2.2.1 and ask yourself:**

In the candidate's description of implementing building-level professional development, where is there evidence of the following?

- A rationale for the strategies/techniques used to communicate the importance of the professional development, with a complete rationale for the choices
- A rationale for the selection of individuals to participate in the professional development
- A rationale for the approaches used to facilitate the professional development
- A rationale for the strategies used to engage the teachers
- A rationale for the assignment(s) that demonstrates that the professional development had an impact on students and that there is a connection between the assignment(s) and the professional development
- Why is the candidate's response vague and ineffective?

**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.