PASL Task 1, Step 2, Textbox 1.2.1

Below are two examples of written responses to Textbox 1.2.1 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: Researching and Developing a Plan**
> **Textbox 1.2.1: Researching the Plan**
> **Met/Exceeded Standards Level**

a. For my goal of increasing the mathematics MAP scores for the elementary students, I researched ways to improve mathematical concepts in elementary students. The common factor in all articles stated that a vertically aligned and researched based curriculum is essential to teaching mathematics. This led me to edreports.org to select a math curriculum that is highly rated by edreports.org. Edreports.org is a non-profit organization that reviews a variety of curriculum and rates them in focus and coherence, rigor and mathematical practices, and usability. I found that an online math organization is the highest rated mathematical curriculum on edreports.org. Next, I attended an instructional coaches meeting where we discussed successful curriculums that are currently implemented in their elementary schools. Ninety percent of the schools present were currently implementing the math program and had witnessed an increase in the benchmark scores for math. Due to the positive outcomes that math program was creating in schools, I pushed the information out to the teachers. I received great responses back about moving forward with the implementation of Eureka Math in pre-kindergarten through fifth grade beginning August 2017.

 b. For the development of the plan I needed to utilize the district's professional development committee. This team approves the conferences necessary to train on how to effectively implement Eureka Math. The school's curriculum team was utilized to make decisions and to push out the new information to the building. I found that the utilization of a smaller team is essential to make decisions with teacher input and an effective way to communicate with the entire building. The administrative team provided support to the teachers and effective feedback when developing the plan. The data from all assessments was provided from the administrative team.

c. When analyzing the available curriculums, the curriculum team looked for ways the community can be involved. Eureka Math provides schools with homework helper pages, math night resources, and parent tip sheets. Our community is highly involved in our school and theses resources would keep that and increase the involvement in the new math curriculum. The team went through the data from our yearly parent surveys and discovered their want to understand our curriculum. I went to a Parent Teacher Organization meeting to

gather input from the parents about ways to meet their need. They expressed that when helping their own children at home on schoolwork they need more information on the instruction to effectively help. This was one of the reasons we researched for a curriculum with at home resources.

Refer to the Task 1 Rubric for Textbox 1.2.1 and ask yourself:

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

- The influence of the research on the development of the plan
- The influence of school and/or district resources on the development of the plan
- The influence of school/community/cultural influences on the development of the plan
- Why is the candidate's response detailed and insightful?

Step 2: Researching and Developing a Plan
Textbox 1.2.1: Researching the Plan
Did not Meet/Partially Met Standards Level

a. Some research which I conducted that influences the development of the plan was to look at the pervious state standardized test scores from the years 2014 to 2016. These scores showed me that over those years the district scores were below the states average. With knowing that the district is over 50% in the poverty level a response to intervention program within the school day was the best choice for this district.

b. The school resources which I saw to develop my plan were the school's enrollment for free and reduce lunches. The elementary building has over 50% of the enrolled students are on free and reduce lunches. This resource affected the way the responses to intervention programs are operated. Being a high poverty school district smaller groups and more one on one is desired. Before response to intervention groups were made with each class tailored for all leveled groups to be in one classroom. This is very loud and conflicting with overlap of group levels. Realigning RTI groups within entire grade smaller, more precise, groups can be formed, with the help from other resource teachers.

c. The school/ community/ cultural influences which affected the development of the plan is how the students live their daily life. With the students in this district being the majority at the poverty level, tailoring their school day to their specific needs is the most important modification we can provide. When modifying the small groups to their learning level optimal learning will be in place. That is part of the plan.

Refer to the Task 1 Rubric for Textbox 1.2.1 and ask yourself:

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

- The influence of the research on the development of the plan
- The influence of school and/or district resources on the development of the plan
- The influence of school/community/cultural influences on the development of the plan
- Why is the candidate's response limited and uneven?

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.