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

PASL Task 2, Step 1, Textbox 2.1.2

Below are two examples of written responses to Textbox 2.1.2 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: Designing Building-level Professional Development**
> **Textbox 2.1.2: Planning**
> **Met/Exceeded Standards Level**

a. The need from the prioritized list that was chosen as the focus for professional development (PD) learning was a plan on how to generalize skills across all settings. The selection was chosen for several reasons. The first reason was that the district SPP report had a not meets on it. The second reason was that the building IEP data review reflected little movement with student progress. The third reason was that the staff survey on the type of support that they needed reflected the highest interest in how to generalize skills across all settings. The PD will impact student learning by allowing them to learn in the least restrictive environment which will allow them to make progress towards spending more time in the general education setting. Being in the general education setting will allow for the students to receive more of their grade level instruction which will in turn help close the students' achievement gaps.

b. The goal of the PD activities is to complete a sequence set of sessions. This allows teachers to see the process of teaching a skill deficit while keeping the result in mind. There are steps that are needed for students to be able to generalize learned skills from the special education setting to the regular education setting. The sessions include: 1. Learn how to identify Critical grade level skills and aligning them to students learning deficits, 2. Learn how to develop task analyzed goals aligned to students learning deficits, 3. Learn how and practice task analyzing skill sets to determine how to teach each step of the goals that were developed, 4. Learn how to develop plans as milestone expectations for each IEP goal using steps A. Instruction with what level of mastery with intense intervention within the special education setting, B. Instruction with the strategies learned during intense intervention now used with classroom level work within the special education setting, C. Learned strategies used with classroom level work within the regular education setting, 5. Learn how to create lessons on how to teach each of the task analyzed steps, 6. Learn how to develop a daily data collection system to drive daily instruction, 7. Learn how to analyze daily data to move students along by scaffolding the skills they have determined from the data collection.

By reviewing building IEP service summaries we will be able to determine if the goal is achieved. When looking at students' service summaries, a decrease in special education services within the special education setting

will reflect the growth that has been made. The team will take the minutes that have been decreased and determine a building percentage of growth that has been made.

c. The PD will impact student learning by helping teachers to provide well thought out plans for transitioning from the special education setting to the regular education setting. By students being able to master goals in the special education setting and generalize to the regular education setting it will allow for them to participate in more grade level instruction. Having learned the skills and being in the regular education setting to receive grade level instruction will allow students to close achievement gaps.

d. The research that supports the chosen focus for the PD sessions was presented at a conference by Dr. Martha Thurlow-Director of National Center on Educational Outcomes (NCEO). The conference shared visions and plans on how to support the special education department and the special education teachers in making the shift in servicing students in the regular education setting.

The connection between the research and the chosen focus for the PD is both are working toward students receiving special education services in the regular education setting. The conference shared systematic ways and steps to support the special education department in helping the mind shift. Our PD mirrored this process and developed systematic steps and support for the teachers to make the mind shift. Both the research and our PD have the same vision to help students to get support and be as successful as they can be.

e. Other factors that contributed to the development of designated building-level PD activities/sessions included time to provide the training; a neutral location for all special education teachers to attend; how to deliver the training; and the cost. The first thing was to determine dates and times to provide the training. The team looked at the district calendar to determine the dates for district professional development and professional learning committee time slots. A schedule was created to reflect when each session of information would be presented. The team then had to consider there are eleven buildings within the district and teachers would have to travel to a different location for the training so that all the special education staff could be together. The team determined a few buildings would be able to support the training and then selected the one that is most convenient for everyone to attend. Next the team talked about how to present the information. The team talked about presenting in two groups divided by elementary and secondary or together. The team decided some of the information would be presented with both groups and then when it came to examples and team collaboration the groups worked in the two groups of elementary and secondary. Fortunately for the district this training was of low cost. The program coordinator and instructional coach already had materials and resources to share with the staff. It was more about staff time to put it all together and then the time to present it, guide staff, and time to allow staff to work through the process of the sessions taught to them. So the cost was simply the copies of the presentation slides and hand-outs that were provided to staff which was estimated out to no more than $200.

f. Individuals that were involved in the development of the planning of the professional development included an elementary special education teacher, a secondary special education teacher, a special education instructional coach, and the program coordinator. They were included because they each bring the perspective of each level of skills that need to be considered and the big picture on how to share the plan. The program coordinator provided the agenda on what needed to be covered. The instructional coach provided a variety of strategies and resources to support what needed to be covered. The special education teachers provided the instruction to their peers at their levels so that they could share how the agenda items, strategies, and resources could be used in the classroom.

g. Our team created assignments for the teachers to use that would help them assess what they were able to apply from the learning sessions. One way we planned to follow up is to break the large group into small groups at the beginning of each session to discuss what worked and what didn't. Between the sessions, we planned to follow up with email blasts and share some practical tips and/or reminders. We also encouraged the teachers to share something they tested out in the classroom in the group email. Since our district covers 254 square miles, our planning committee created free video conferencing accounts, so we can have face-to-face interaction.

Refer to the Task 2 Rubric for Textbox 2.1.2 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 selection of a professional development need from a prioritized list
- The development of goals for professional development activities/sessions and the identification of a process for determining whether the goals were achieved
- A rationale for how the professional development will impact instructional practice and student learning
- The effective identification of research that supports the professional development, with a connection between the research and identified focus
- The identification of other factors that influenced the development of building-level professional development activities/sessions
- A rationale for the involvement of stakeholders in the development/planning of professional development
- A rationale for the follow-up that will be provided to support the plan's implementation
- Why is the candidate's response clear and appropriate?

Step 2: Designing Building-level Professional Development
Textbox 2.1.2: Planning
Did not Meet/Partially Met Standards Level

a. The need that I selected from our professional development needs is the area of decreasing office discipline referrals, specifically for physical aggression on the playground. I chose this focus after meeting and discussing my buildings needs with my principal. He suggested that I use this as my focus because it has been a continuous problem over the last 3 years and he wants to determine if there is a new way that our building can focus on decreasing the number of office discipline referrals for physical aggression. Physical aggression was one of the top 3 reasons students are sent to the office for discipline problems. This is not only a concern for the safety of our students but also the impact that it has on student learning. If students are missing instructional time in the office, they are not able to succeed to their full potential academically.

b. The goals of my professional development are to train teachers on prevention from having to refer students for physical aggression and how to appropriately monitor students on the playground. With this plan in place, the number of office discipline referrals will decrease and instructional time will increase. I will determine if my goals are met by looking at the data before the implementation of my plan and after. If the numbers of office discipline referrals are fewer, then instructional time should increase. If my goal of decreasing the number of ODR's on the playground is reduced, then student learning will be increased. Teachers will spend less time reporting problems on the playground and students will not be missing class due to being sent to the

office for a write up on the playground. The students not involved in the problems at recess will not lose any more instruction because their teachers can focus on student learning and instruction and not on dealing with problems from the playground.

c. When developing my plan for professional development, I involved my head principal, assistant principal, the PBS (Positive Behavior System) committee, and the teachers who would be directly involved in the plan. Since our school has over 950 students, we have a large number of teachers. My principal suggested that I focus my professional development plan on my grade alone, which is 1st grade. The entire 1st grade team includes twelve regular education teachers, one Special Education teacher, and 1 Title One Reading teacher. I wanted to include the teachers who would be participating to get their feedback and thoughts on what concerns they had in regards to physical aggression, specifically on the playground. I then took the concerns they had to create my plan for professional development.

d. Before developing and implementing my plan for professional development, I researched various aspects of my plan. I first started with researching what physical aggression is. I wanted to have a clear background of information of what physical aggression is in comparison to what myself or my colleagues may think physical aggression is. Many people have various definitions of what physical aggression is and I wanted to get research on how physical aggression is defined. With that in mind, I also researched what "rough play" is. I wanted to see if there was a correlation between the two and if the two are commonly misinterpreted. After getting a strong foundation of what physical aggression is, I then looked at ways to manage and even prevent physical aggression from occurring. This gave me a good idea of where and why the problems may occur and what teachers could do to help prevent physical aggression at school. The biggest factor that aides to physical aggression is that children who typically act out get the most attention, thus they are getting what they want. If a child wants attention, they will do whatever they can to get that attention whether it is positive or negative. In order to prevent physical aggression, children need to understand the difference between right and wrong. Children have to have good role models and have consequences for their behaviors. When looking at the reasons for why physical aggression occurs, the biggest factor to contribute is the lack of supervision, rejection of the child, low involvement in the child's activities, and lack of encouragement and reinforcement of polite or considerate behavior. For the last aspect that I considered before planning and implementing my professional development, I looked at ways to create a safe playground. Since my focus is physical aggression on the playground, I focused my research on creating a safe playground. The first step in creating this playground is to determine a common definition of what physical aggression is. The next step is to train staff members on how to be effective monitors and teach them how to have organized recess and play times. This becomes an issue for my particular building because the teachers have to do our recess duty and many feel that this duty should not be included in their job roles as a teacher. Consequently, this attitude causes the students to not receive appropriate supervision during recess, let alone have monitored or organized games. In order to reduce physical aggression on our playground, the way we handle recess duty has to change. Teachers need to model the appropriate behavior so students know what is expected and have a plan in place for those students who do not follow the rules.

e. Several factors contributed to the development and implementation of my professional development plan. The biggest factor was time. We have twelve first grade teachers which consist of two teams of six. Both teams have different plan times, recess, and lunch times. Another factor that contributed was our school budget. Since this is something new that I was going to be trying, I did not have a budget available to plan and implement my professional development. This was a factor when deciding what resources to use and how I

was going to go about implementing my plan. Another important factor that contributed to my plan was staff cooperation. Since I have such a large grade level, everyone wasn't on board with having to do something "new" or "extra" on top of the responsibilities they already have. With this in mind, I had to be creative in the way that I was going to implement and present my professional development. Since we meet in the mornings for PLC I decided I would bring in breakfast for everyone for the initial meeting and also another day throughout the plan. I talked to my principal about what he would do if staff did not "buy-in" to plans and we discussed how this happens for building wide plans as well. Sometimes it takes some staff members more time to adapt to a new program, but the hope is that eventually everyone will participate in the programs. He said that since this was just a trial for myself and did not involve the whole school, it makes it more difficult for some teachers to be willing to participate in the program. With all of these factors contributing to the development and implementation of my plan, I had to plan my presentations and mini-lessons according to the time, budget, and participation that I did have in place.

f.The building level and assistant principal were involved in developing the plan for our professional development days. Additionally, two team leaders from each grade were involved in helping set up the design of how our professional development days would be ran based on the needs of the building and periods allotted for professional development. These individuals were selected because they are considered as leaders of our school. Team leaders also have an input and are considered to have valuable feedback and information for the administrators.

g. For follow up, I'm going to give them my email address, so they can contact me with questions. When I'm on the playground, I'll check in with some of the teachers to see if they have any questions.

Refer to the Task 2 Rubric for Textbox 2.1.2 and ask yourself:

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- The effective identification of research that supports the professional development, with a connection between the research and identified focus
- The identification of other factors that influenced the development of building-level professional development activities/sessions
- A rationale for the involvement of stakeholders in the development/planning of professional development
- A rationale for the follow-up that will be provided to support the plan's implementation
- 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.