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

PASL Task 2, Step 3, Textbox 2.3.1

Below are two examples of written responses to Textbox 2.3.1 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 3: Analyzing Three Participants' Responses
Textbox 2.3.1: Impact of Professional Development on Three Participants
Met/Exceeded Standards Level

a) When deciding what three teachers I was going to conduct a walkthrough observation on, I decided to go with three teachers who display a wide variety of technology skills and also have varied years of teaching. The first teacher I chose has taught a total of 12 years and has an extensive self-taught background in technology. She is intuitive and always inquiring about technology for her students to use. I chose her because she incorporates technology into her instruction daily and I wanted to compare a lesson from her classroom during my walkthrough session to a lesson by a teacher with more years in the education sector but much less knowledge in technology. The second teacher I chose to observe was a teacher who has taught a total of 5 years. She is younger grew up around technology but doesn't always stay on the cutting edge of technology even though it comes easy to her. I wanted to observe her to see how she modeled the chosen creation app to her students and how well they responded to the assignment. The third teacher I chose to conduct a walkthrough observation on was a teacher who has taught a total of 28 years. Even though she has the most experience in teaching, she has the least experience in technology and I wanted to observe her to see if she took the skills she learned during the Tech Talk and transferred them to her students or was still afraid to use the app with her students.

b) The follow-up method I used after conducting my walkthrough observation was to visit the teacher that same day and discuss what went well, what could have been improved and answer any questions they had. I received an overwhelming amount of positive feedback from all three teachers and they were all excited to use the electronic tablet apps again in another lesson to facilitate their students learning. They all wanted to know if we could get a group of teachers who use the apps we learned about in the Tech Talk PD session to discuss and share different ways the apps are used in their classroom so they can use those same ideas in their own classroom. So, I'm going to reach out to these teachers and others to find an ideal time for us to meet. The fact that the teachers are excited and willing to collaborate and share ideas even though all three of them have varied technology backgrounds, they were all able to implement a lesson that used a creation app to facilitate student learning.

c) During the first teachers' (12 years) walkthrough observation, I watched her model the creation app for her students and allow them to manipulate the features to do exactly what her lesson taught. They were able to write a story about any topic they wanted, upload pictures to (DEF) app and record an audio clip of them reading the story in their book. The students had little trouble manipulating the app and the teacher was available to answer any questions they had and help with the app features. The second teacher (5 years) I observed was teaching a lesson about the life cycle of a butterfly. She used the app (ABC) and she thoroughly introduced and modeled the app for her students by displaying the app on her interactive white board through her TV so her students could see her manipulating the app. The objective for the lesson was to use the app to explain one part of the life cycle of a butterfly. The students were to take a picture of a given step of the cycle and record over the picture so it looked like the picture was talking and telling the audience all about that step. The neat feature in this app is drawing a line across the picture to give it a mouth and after the student records, the mouth moves and uses the audio to tell what was recorded. All of this teacher's students were successful in illustrating and presenting their part of the life cycle of a butterfly. The third teacher (28 years) I observed was using the (ABC) app to have her students illustrate what each planet in our solar system is like. The teacher used the same process as the teacher who has 5 years of experience, modelling and manipulating the features on the app for the students then explaining the activity. The students had to pretend like they were a planet and describe what it would be like to live on that planet using facts they had learned during their unit on the solar system. I thought this was an excellent display of initiative on the teachers' side of things. Having very limited technology experience can make some teachers hesitant, but she jumped in and thought of a great way for the students to show their knowledge.

d) I saw a direct impact on student learning when I was conducting the walkthrough observations in the three different classrooms with teachers who have varied years of teaching and extremely different levels of knowledge in technology. Every student in the class was actively engaged in each lesson and using an electronic tablet to create either a digital book with (DEF) app or make an audio recording and feed it through a picture with (ABC). Each student could present their product after they finished and I saw a great deal a pride and ownership for the items they created. I also noticed that teachers were excited and impressed to see what their students had created through these creation apps.

Refer to the Task 2 Rubric for Textbox 2.3.1 and ask yourself:

In the candidate's analysis of the three teachers' responses, where is there evidence of the following?

- A rationale for the selection of three teachers with different levels of experience to determine the effect of the professional development
- A rationale for the method of follow-up provided for each teacher
- Examples of how the professional development influenced the instructional practices of each teacher
- Examples of the impact of each teacher's professional development on student learning from the student work sample to support the conclusions
- Why is the candidate's response sketchy and missing?

a. Impact of Profesional Development on Three Teachers As Artifact 5 shows, I completed a walkthrough observation for Teacher A. The professional development influenced the instructional practices of each of these teachers. Teacher A was teaching a U.S. Government and Politics class. He began the class using technology to cover the results of the 2014 Missouri General Election. The professional developments for Technology Integration was implemented as Teacher A continued instruction by asking the students to take out their electronic tablets to view the election results on - line. Teacher A then used this technology by having students to use their Electronic tablets to review Supreme Court Cases. One of the specific court cases the students viewed was through the website - The Court and You - with court case - New Jersey v. T.L.O. (No. 83-712). The students used their electronic tablets to review the case then for a discussion about the summary of the case. Students used the syllabus (summary) of their assigned cases to get the background information on each case. This was then used for students to discuss how each case affected Student's Rights.

b. The impact of each of the teacher's professional development on student learning has increased the student's interest in daily lessons, by being able to connect textbook material to real - life issues, and conduct immediate research inside the classroom.

c. The method of follow - up I provided with each teacher is that the teachers and I will communicate using the schools' email system. This will keep the lines of communication simple. Next, meeting with each of the teachers at least once a month during PDC days will allow me to have in - depth conversations with them and to follow up with additional observations of them.

Refer to the Task 2 Rubric for Textbox 2.3.1 and ask yourself:

In the candidate's analysis of the three teachers' responses, where is there evidence of the following?

- A rationale for the selection of three teachers with different levels of experience to determine the effect of the professional development
- A rationale for the method of follow-up provided for each teacher
- Examples of how the professional development influenced the instructional practices of each teacher
- Examples of the impact of each teacher's professional development on student learning from the student work sample to support the conclusions
- Why is the candidate's response clear and detailed?

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.