Performance Assessment for School Leaders (PASL)
Library of Examples – Task 1

PASL Task 1, Step 4, Textbox 1.4.1

Below are two examples of written responses to Textbox 1.4.1 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.

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Step 4: Identifying a Problem/Challenge
Textbox 1.4.1: Reflecting on the Plan and the Resolution
Met/Exceeded Standards Level

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a. If I had the opportunity to implement the plan again, the first change I would make to the implementation of a data-tracker plan would be to gather teacher input into what would be useful for them in the data-tracker to guide instructional practices and differentiate for students. An example of why I would make this change to the plan would be to gather teacher input to have their buy-in, so they would be motivated to use the data-tracker to guide instruction in order to help students attain mastery of the standards. The second change to the implementation of the plan would be to visit other school districts who use a data-tracker for formative and summative assessments. An example of why I would make this change to the plan would be if we visited other school districts who use a data-tracker, then they could provide us with information about what works or does not work and changes they would make to their data-tracker to make it more efficient. We could see how data collection is used effectively to guide instructional practices. The third change I would make to the implementation of the data-tracker plan would be to implement with not only one core department, but with one team as well that consists of all core classes. An example of why I would make this change to the plan would be with both a core department and a team department using the data-tracker, teachers would see how the data-tracker will not only help guide a teacher's instructional practices, but also help teachers to identify when a student is struggling in more than one core class. This would provide the team with data for differentiation and accommodations that the entire team could make to help a student master the standards in all core areas.

b. I learned I must I have teacher buy-in. Having teacher buy-in is imperative to the success of the implementation of any plan. When teachers believe what they are implementing or changing in their instruction will be impactful to student learning, then they are more likely to carry out the plan and ensure its success. I learned to make sure all steps of the plan are strategically established and communicated before actually carrying out the plan. If steps are missing, there could be frustration and confusion from all parties involved in the implementation process. This could cause the plan to not be successful. I learned to ensure there is a shared vision with all parties involved in the plan. Anyone who is working with the plan should know

what the big-picture is and how the plan will impact teacher instruction and student learning. When all parties involved know what the goal of the plan is, then the plan is more successful.

c. I will begin the next problem solving task starting slowly. I could survey interested parties and then gear activities to areas of concern or interest. This way, I would be taking steps for participant buy-in. The second area of a slow start would be to make sure all parts of a plan are thoroughly reviewed by everyone, and the plan is seen as complete. Not only would that help avoid gaps in our efforts, but it would also help development a sense of ownership among those working on the activity.

Refer to the Task 1 Rubric for Textbox 1.4.1 and ask yourself:

In the candidate's reflection on the plan, where is there evidence of the following?

- Examples of changes that could be made to the implementation process used for the plan
- Examples of the impact of the lessons learned from the implementation of the plan on the problem/challenge
- Examples of the impact that the lessons learned will have on future problem-solving tasks
- Why is the candidate's response logical and insightful?

Step 4: Identifying a Problem/Challenge
Textbox 1.4.1: Reflecting on the Plan and the Resolution
Did not Meet/Partially Met Standards Level

a. If I had the opportunity to implement this plan again I would let the classroom teachers give the student surveys in smaller groups. I feel that some students got lost in the wording and didn't reflect their true needs for math instruction. If I had the opportunity to implement this plan again, I would consider student counseling data. That data would have proved helpful in determining the need at the time for some students.

b. Throughout this process of developing and implementing a plan, I have learned that collaboration is the key to any successful school program. The stakeholders must have a common goal in place and then work toward that goal together. Everyone has a role in educating children. Another lesson I learned was to provide teachers with a more specific timeline and type of data needed from classroom observations. I found that some teachers didn't need to be told twice and others I needed to stay in more contact with throughout the process. All of the teachers care about their students and were very willing to work on this plan and provide feedback on the results they were seeing in the classroom. I believe that this plan helped me grow as an administrator.

c. In the future, I would do my best to foster more collaboration by reinforcing the common goal of the problem solving project. I think I would keep reinforcing this common goal throughout the work; it might very well help those who need more goading stay on-task with the project.

Refer to the Task 1 Rubric for Textbox 1.4.1 and ask yourself:

In the candidate's reflection on the plan, where is there evidence of the following?

- Examples of changes that could be made to the implementation process used for the plan
- Examples of the impact of the lessons learned from the implementation of the plan on the problem/challenge
- Examples of the impact that the lessons learned will have on future problem-solving tasks
- Why is the candidate's response partial and inconsistent?

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.