PASL Task 3, Step 2, Textbox 3.2.1

Below are two examples of written responses to Textbox 3.2.1 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: Developing a Plan to Improve Instruction, Student Learning, and the School Culture
Textbox 3.2.1: The Professional Development Plan
Met/Exceeded Standards Level

a. In order to determine the instructional practices in need of improvement the committee collected, organized and analyzed pertinent data and information from two major categories: (1) student performance data and (2) student social-emotional data. This step allowed the committee a chance to better understand the school's strengths, limitations, and emerging issues of importance. The tool used to collect student performance data was the Missouri Assessment Program (MAP) and Northwest Evaluation Association-Math (NWEA). These tools were used as they are both standardized and given to students regularly. The assessments show students' overall learning about a content as opposed to particular curriculum used. All data sources indicated that African-American students were performing significantly below the other students. To gain a better understanding of students' social-emotional security, the team analyzed the School Climate Survey Data and Trusted Adult and Student Connectivity surveys. This data revealed that African-American students had an overall lower rating of feeling socially and emotionally secure at school and had fewer identified trusted adults in the building. These tools were used to get an overall sense of whether African-American students feel socially and emotionally safe at school and whether they have adults they trust within our school.

b. The goal of the team was, "At the end of the school year 80% of African-American students will have a 1-point increase as measured by the school's climate survey." The team provided teachers with instructional strategies to build strong relationships with African-American students. The intended impact of this work is that teachers will create positive relationships between themselves and African-American students, which will in turn positively impact students' achievement. Throughout this process the steps taken to measure impact were as follows: 1) Administer a school developed survey that measured students' social-emotional security

2) Administer Trusted Adult and Student Connectivity survey 3) Frequent assessment of students' literacy and math knowledge and 4) Instructional walkthroughs with the collaborative team. The school developed their own survey to measure social-emotional security so that the data collected can be more specific to the school's focus and so that it can be given and collected in a more timely manner. The trusted adult and student connectivity survey was used to determine whether African-American students were developing trusted relationships with staff. Student achievement was frequently checked in literacy and math to determine connections between social-emotional security and achievement. The walkthroughs were used to find evidence of instructional strategies being used and to give feedback to teachers.

c. The team developed a plan to increase African-American student-teacher relationships by providing teachers with specific strategies to develop and improve relationships with students. This plan targeted professional development on Marzano's "Becoming a Reflective Teacher" and Bonnie Davis' "How to Teach Students That Don't Look Like You." Based on MAP Data, Climate Surveys and Trusted Adult and Student Connectivity the collaborative team planned ongoing trainings of specific strategies and grade-level work time. Certified staff took this new learning back to their classrooms and implemented the strategies. Qualitative data was collected as the collaborative team conducted Instructional Walkthroughs. During the walkthroughs, videos of instructional strategies were taken and given to the classroom teacher along with feedback from the team. Teachers were given time to analyze videos individually and decide whether to share them during their grade-level collaboration time. After collaborating, teachers made changes to their instruction in order to improve their practice. This process was repeated throughout the school year. Academic data of students was collected from three assessment windows during the school year (Fall, Winter, Spring). This was to keep track of students' independent academic progress. At the end of the school year both the Climate Survey and Trusted Adult and Student Connectivity survey was given to 3rd through 5th grade students in order to determine whether students are developing trusted relationships with staff.

d. The colleagues targeted for this plan were all classroom and specialist teachers. The collaborative team chose these colleagues because each of these teachers' work with African-American students in various roles. They also have a unique perspective when working with students. While the goal of our plan is to improve our 3rd-5th grade African-American students' relationships with teachers, research shows that the strategies that will be the focus of this development are beneficial to all students in all grades.

e. I think that the plan we have developed will have an impact on the school culture. Instead of targeting a specific content area for improvement, we will be working across curricular areas. Any improvement in the school climate results will reflect improvement, not just in one area of the school but in several. I also think that the improvement will be more long term. The students will receive benefits not just in one classroom but in several. I also think this approach will benefit the school long term for another reason. I think that focusing on an area that impacts the entire school is a great approach for future school improvement issues. Getting a larger group of colleagues involved has to be a benefit.

Step 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture
Textbox 3.2.1: The Professional Development Plan
Did not Meet/Partially Met Standards Level

a. The tools that my team used was data based on NWEA testing. This was the best way that we had to gauge our students reading and comprehension accurately.

b. The specific area of instructional practice that we targeted was reading. For this internship activity I have been working on helping improve reading for 3rd grade students. We have a program at school called Pirate Time. Pirate Time is at the end of the day for 35 minutes and the students are placed in groups based on a common RIT score. There are some small focused groups with lower RIT scores and there are larger, no more than 25, groups with higher RIT scores. The goal is to focus on improving reading and vocabulary for 35 minutes, four days a week. By placing the students in a group at the same level it allows the instructor to focus with the students based on lessons appropriate for those students. For example, a small focus group of six students and a RIT score of 160 will not do the same work or lessons as a large group of 25 with a 190 RIT score. The goal is to have students working at a pace they are comfortable with and help improve not only test scores, but also the future learning of each individual student. I worked with a team of 3rd grade teachers and other special area teachers. We did not all teach the same lessons because we had students in different stages of their reading and comprehension levels. We all did go over the same data and also have the same goal in mind. The data that we based this need in our school on is provided.

c. The plan the team developed was to dedicate 35 minutes, Monday through Thursday, to helping students improve reading skills. This is done with students in 1st through 3rd grade; my team and I were only based on 3rd grade. The steps were to dedicate the time to teaching lessons and spending time with individual students who needed more help. The timeline was to help NWEA scores in the fall and spring.

d. All of the team was a focus of the plan. The thought from the outside looking in is this is only for the students who are struggling. That is a big reason but we don't just put this program into effect for that reason.

e. It is really important that the reading levels of all students improve; that will benefit the school culture in all areas.

Refer to the Task 3 Rubric for Textbox 3.2.1 and ask yourself:

In the candidate's description of implementing the plan, where is there evidence of the following?

- Rationale for each step to be taken to measure the impact of the plan.
- Rationale for choice of goals, strategies, timeline, and resources.
- Rationale for choice of targeted audience.
- Rationale for conclusion related to the impact of the team on the school culture

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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.