

Performance Assessment for School Leaders (PASL)

Deep Dive into Task 1

Problem Solving in the Field



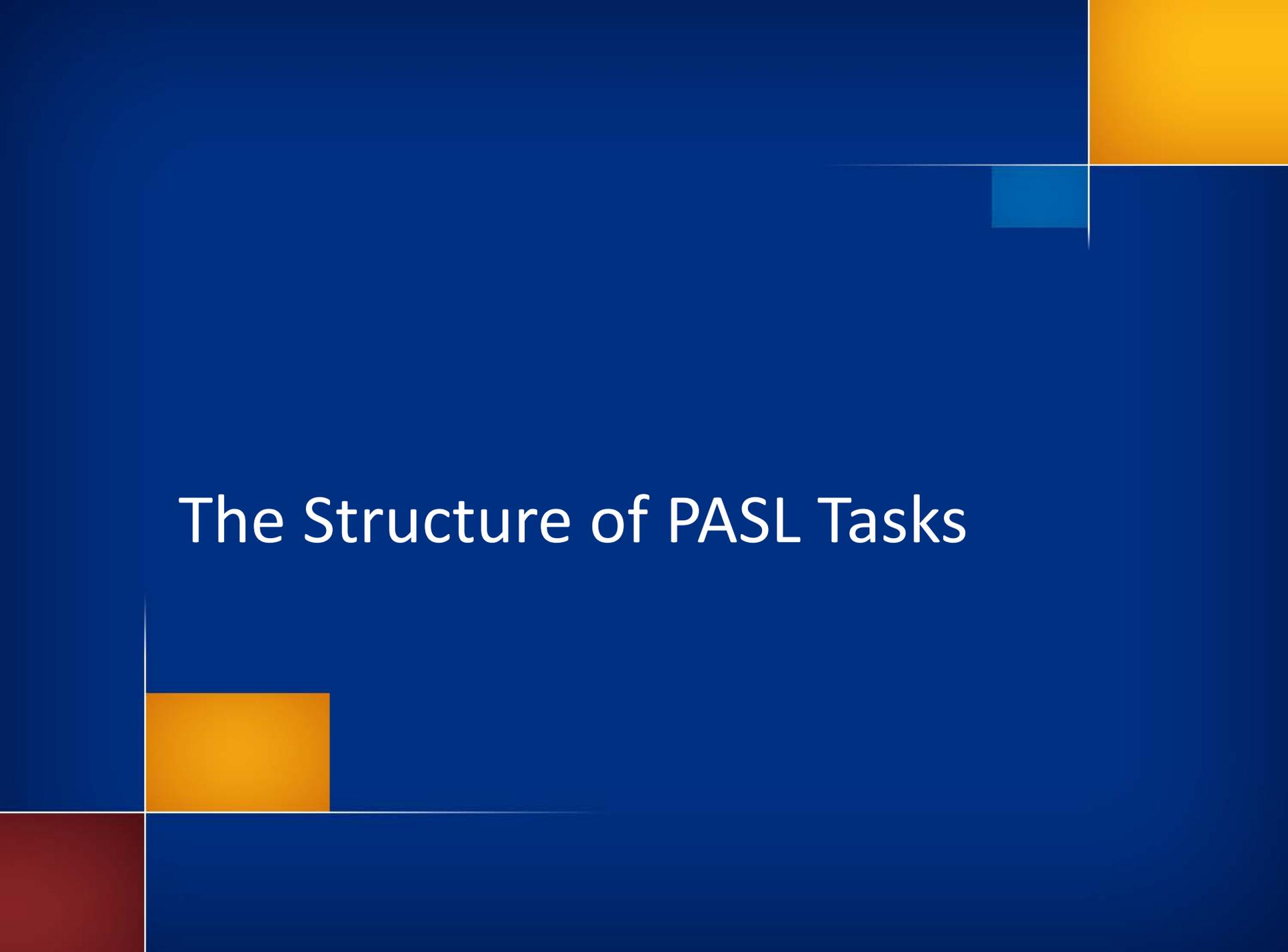
Portfolio Assessment Development Team Trainers

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Purpose of this Session

Ensure webinar participants better understand

- The structure and organization of all the tasks
- The main components of Task 1
- The resources available to candidates and preparation programs
- The knowledge and skills that are necessary to complete the requirements for Task 1
- Adjustments that EPP programs may want to consider to better support candidates



The Structure of PASL Tasks

Task Structure

- Focus Statement
- Standards
- Contextual Information
- Steps 1-4
 - Activity
 - Textbox(es)
 - Guiding prompts
 - Artifacts, if required

The Task Requirements Document



ETS Performance Assessment for School Leaders (PASL)

Task Requirements

Task 1: Problem Solving in the Field

In this task, you will demonstrate your ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning.

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the [Performance Assessment for School Leaders website](#).

The Task Requirements Document (cont'd.)



What Do You Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **25,500 characters** (equivalent to **eight pages** typed) that
 - responds to all guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence.
2. Artifacts

The required artifacts for this task:



Artifact	Maximum Number of Pages	Textbox Location
Representative page of longitudinal data	1	1.1.1
Representative page of the research materials and resources you used to inform the development of the plan	1	1.2.1
Representative pages of the plan*	2	1.2.2
Representative page of your timeline and steps	1	1.2.2
Representative page of your communication with stakeholders	1	1.3.1
Representative page of an artifact of your choice that reflects any adjustments and/or results related to the implementation of the plan (e.g., meeting notes; e-mails to stakeholders)	1	1.3.2
Representative page of student work	1	1.3.2

*A sample template is provided, but candidates can submit a form of their own.

The Task Requirements Document (cont'd.)

How to Submit Your Evidence

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

How to Compose Your Written Commentary

This task has four steps that are scored, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.



- Step 1: Identifying a Problem/Challenge
- Step 2: Researching and Developing a Plan
- Step 3: Implementing the Plan
- Step 4: Reflecting on the Plan and the Resolution

Please read the entire task before responding to any guiding prompts. Use the guiding prompts to compose your response. Remember to include any required artifacts.

The Task Requirements Document (cont'd.)



Contextual Information

Overview

Many factors can affect teaching and learning; these could include the community, the school district, and/or individual school/classroom/student factors.

The information you gather about your learning environment will help provide perspective to the rater who will be scoring your submission.

This part of your submission will not be scored, but the information you include could have implications regarding your professional choices.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to the Contextual Information textbox.

- a. Describe your school district. Include relevant information about the ethnic, social, economic, cultural, and geographic factors affecting the district environment.
- b. Describe your school. Include relevant information about the ethnic, social, economic, cultural, and geographic factors affecting the school environment that are different from those described in your response to Guiding Prompt A.
- c. Provide an overview of your school's faculty. Include relevant information such as the career stages, teaching styles, and diversity of the staff, and describe leadership opportunities.

Type your response in the textbox below.

The Task Requirements Document (cont'd.)

The Steps in Task 1

Step 1: Identifying a Problem/Challenge

This step allows you to demonstrate your ability to identify a significant problem/challenge.



Activity

In collaboration with your supervising building administrator, identify one significant problem/challenge connected to the school and/or school community and

- describe the impact that the problem/challenge has on instructional practice and student learning;
- use and explain how longitudinal data support your choice of the problem/challenge; and
- describe the expected result if the problem/challenge is addressed and how the change will affect instructional practice and student learning.

Then respond to the guiding prompts below.



Textbox 1.1.1 Identifying the Problem

Guiding Prompts

- a. Describe the significant problem/challenge you selected. What is the impact that the problem/challenge has on instructional practice and student learning? Provide examples to demonstrate the impact of the problem/challenge.
- b. What longitudinal data did you collect? Why are the data appropriate? How do the data support your choice of a significant problem/challenge?
- c. What result do you anticipate if the problem/challenge is addressed? How will the result(s) impact instructional practice and student learning?

Required artifact for this textbox:

- A representative page of longitudinal data (maximum of **one page**)

Type your response in the textbox below.

The Task Requirements Document (cont'd.)

The Steps in Task 1 (cont'd.)



Step 2: Researching and Developing a Plan

This step allows you to demonstrate your ability to develop a plan to address a significant problem/challenge.

Activity

Develop a plan that

- identifies research, school/district resources, and community/cultural influences to support the identification of a problem/challenge;
- includes specific goals and a timeline with specific steps that delineate key colleagues' involvement in the development of the plan;
- describes communication strategies to reach various audiences; and
- identifies a method to measure the plan's effect on instructional practice and student learning.

Then respond to the guiding prompts below.



Textbox 1.2.1 Researching the Plan

Guiding Prompts

- a. What is the problem/challenge?
- b. What sources of information did you use to identify the problem/challenge?
- c. What sources of information did you use to identify the problem/challenge?

Required artifacts

- A representative page of your plan

Type your response in the textbox below.

Textbox 1.2.2 Developing the Plan

Guiding Prompts

- a. Describe the plan you developed. What is the resolution of the problem/challenge that you hope to achieve, and how will the plan help achieve it? Provide examples to support your conclusion.
- b. What is the timeline for **each** step of the plan? Provide a rationale for your choices regarding the timeline and steps.
- c. Whom did you include to help develop the plan? Why did you select them, and what roles did they play in the development of the plan?
- d. What strategies did you use to communicate the plan to various audiences? Provide a rationale for your choice of strategies.
- e. How do you intend to assess the results of the plan and its impact on instructional practice and student learning? Identify examples of student work that demonstrate the impact on student learning resulting from implementation of the plan. Provide a rationale for your choice of student work.

Required artifacts for this textbox:

- Representative pages of the plan (maximum of **two pages**)
- A representative page of your timeline and steps (maximum of **one page**)

Type your response in the textbox below.

The Task Requirements Document (cont'd.)

The Steps in Task 1 (cont'd.)

Step 3: Implementing the Plan

This step allows you to demonstrate your ability to implement and then analyze the effectiveness of the plan.

Activity

Describe and analyze the implementation of the plan by

- describing the actions you took to support the plan and your colleagues and the communication strategies you used to implement the plan;
- explaining the monitoring process used to assess the implementation of the plan, including any adjustments made to the plan; and
- illustrating how implementation of the plan addressed the problem/challenge and how the plan specifically improved instructional practice and student learning.

Then respond to the guiding prompts below.



Textbox 1.3.1 Strategies

Guiding Prompts

- a. What
- b. What
- c. What imple

Required arti

- A rep

Type your

Textbox 1.3.2 Analysis

Guiding Prompts

- a. What criteria and methods did you use to monitor the implementation of the plan? Why did you choose them?
- b. What adjustments did you make during the implementation of the plan? Provide a rationale for your adjustments.
- c. How effective was the implementation of the plan in addressing the problem/challenge? Provide specific examples to support your conclusion.
- d. How did the implementation of the plan impact both instructional practice and student learning? Provide examples from the student work sample to support your conclusion.

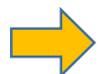
Required artifacts for this textbox:

- A representative page of an artifact that reflects adjustments and/or results (maximum of **one page**)
- A representative page of student work (maximum of **one page**)

Type your response in the textbox below.

The Task Requirements Document (cont'd.)

The Steps in Task 1 (cont'd.)



Step 4: Reflecting on the Plan and the Resolution

This step allows you to demonstrate your ability to reflect on the effectiveness of the plan.

Activity

Reflect on the effectiveness of the plan by

- describing any changes you would make to the plan based on the resolution;
- explaining how this process influenced your approach to future problem-solving situations; and
- reflecting on the effectiveness of the resolution of the plan.

Then respond to the guiding prompts below.



Textbox 1.4.1 Reflecting on the Plan and the Resolution

Guiding Prompts

- a. Based on the quality of the resolution, what changes would you make to the development and implementation process if you were to do this again?
- b. What lessons have you learned from the entire process of developing and implementing the plan?
- c. How has what you have learned influenced the way you will approach future problem-solving tasks?

Provide examples to support all your conclusions.

Type your response in the textbox below.

The Structure – Step 1, Task 1



Step 1: Identifying a Problem/Challenge

This step allows you to demonstrate your ability to identify a significant problem/challenge.

Activity

In collaboration with your supervising building administrator, identify one significant problem/challenge in your school community and

- describe the impact that the problem/challenge has on instructional practice and student learning;
- use and explain how longitudinal data support your choice of the problem/challenge;
- describe the expected result if the problem/challenge is addressed and how the results will impact instructional practice and student learning.

Then respond to the guiding prompts below.

Textbox 1.1.1 Identifying the Problem

Guiding Prompts

- Describe the significant problem/challenge you selected. What is the impact that the problem/challenge has on instructional practice and student learning? Provide examples to demonstrate the impact of the problem/challenge.
- What longitudinal data did you collect? Why are the data appropriate? How do the data support your choice of the problem/challenge?
- What result do you anticipate if the problem/challenge is addressed? How will the results impact instructional practice and student learning?

Required artifact for this textbox:

- A representative page of longitudinal data (maximum of **one page**)

Type your response in the textbox below.



ETS Performance Assessment for School Leaders (PASL)

Task 1: Problem Solving in the Field

Rubric for Step 1: Identifying a Problem/Challenge (Textbox 1.1.1)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.	A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.	A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.	A response at the 4 level provides <i>extensive</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.

Rubric for Step 1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.

Response for Textbox 1.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: <ul style="list-style-type: none"> • an <i>inaccurate</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>trivial</i> examples linked to the impact 	Response provides evidence that includes the following: <ul style="list-style-type: none"> • a <i> cursory</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>loosely connected</i> examples linked to the impact 	Response provides evidence that includes the following: <ul style="list-style-type: none"> • an <i>appropriate</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>effective</i> examples linked to the impact 	Response provides evidence that includes the following: <ul style="list-style-type: none"> • an <i>insightful</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>significant</i> examples tightly linked to the impact

Holistic Portion of the Rubric

ETS Performance Assessment for School Leaders (PASL)

Task 1: Problem Solving in the Field

Rubric for Step 1: Identifying a Problem/Challenge (Textbox 1.1.1)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.	A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.	A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.	A response at the 4 level provides <i>extensive</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of a problem/challenge; and to anticipate the results of addressing the problem/challenge, and the impact the results will have on instructional practice and student learning.
Score of 1	Score of 2	Score of 3	Score of 4
The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.

Analytic Portion of the Rubric

Textbox 1.1.1 Identifying the Problem

Guiding Prompts

- Describe the significant problem/challenge you selected. What is the impact that the problem/challenge has on instructional practice and student learning? Provide examples to demonstrate the impact of the problem/challenge.
- What longitudinal data did you collect? Why are the data appropriate? How do the data support your choice of a significant problem/challenge?
- What result do you anticipate if the problem/challenge is addressed? How will the result(s) impact instructional practice and student learning?

Response for Textbox 1.1.1



Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>inaccurate</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>trivial</i> examples linked to the impact 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i> cursory</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>loosely connected</i> examples linked to the impact 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>appropriate</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>effective</i> examples linked to the impact 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>insightful</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>significant</i> examples tightly linked to the impact

Response for Textbox 1.1.1 (continued)



Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>little or no</i> use of longitudinal data to support the choice of the significant problem/challenge an <i>inappropriate</i> identification of the anticipated results of resolving the problem/challenge, with an <i>irrelevant</i> identification of the anticipated impact on instructional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>limited</i> use of longitudinal data to support the choice of the significant problem/challenge a <i>partial</i> identification of the anticipated results of resolving the problem/challenge, with a <i>confusing</i> identification of the anticipated impact on instructional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>appropriate</i> use of longitudinal data to support the choice of the significant problem/challenge a <i>relevant</i> identification of the anticipated results of resolving the problem/challenge, with an <i>appropriate</i> identification of the impact on instructional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>extensive</i> use of longitudinal data collected to support the choice of the significant problem/challenge an <i>insightful</i> identification of the anticipated results of resolving the problem/challenge, with a <i>significant</i> identification of the anticipated impact on instructional practice and student learning

The Rubric



Rubric for Step 2: Researching and Developing a Plan (Textboxes 1.2.1 and 1.2.2)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate's ability to	A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate's ability to	A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate's ability to	A response at the 4 level provides <i>thorough</i> evidence that demonstrates the school leader candidate's ability to

Response for Textbox 1.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:			

Response for Textbox 1.2.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>minimal</i> plan designed to resolve the problem/challenge <i>little or no</i> timeline for each step within the plan, and a <i>disconnected</i> rationale for each timeline <i>trivial</i> identification of individuals to help develop the plan, the reasons for their selection, and the roles they played <i>ineffective</i> strategies used for communicating the plan to various audiences, with <i>little or no</i> rationale for their choice 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>partial</i> plan designed to resolve the problem/challenge a <i>vague</i> timeline for each step within the plan, and an <i>irrelevant</i> rationale for each timeline <i>limited</i> identification of individuals to help develop the plan, the reasons for their selection, and the roles they played <i> cursory</i> strategies used for communicating the plan to various audiences, with a <i>loosely connected</i> rationale for their choice 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>effective</i> plan designed to resolve the problem/challenge an <i>appropriate</i> timeline for each step within the plan, and an <i>informed</i> rationale for each timeline <i>relevant</i> identification of individuals to help develop the plan, the reasons for their selection, and the roles they played <i>relevant</i> strategies used for communicating the plan to various audiences, with an <i>effective</i> rationale for their choice 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>extensive</i> plan designed to resolve the problem/challenge a <i>substantive</i> timeline for each step within the plan, and an <i>insightful</i> rationale for each timeline <i>detailed</i> identification of individuals to help develop the plan, the reasons for their selection, and the roles they played <i>in-depth</i> strategies used for communicating the plan to various audiences, with a <i>tightly connected</i> rationale for their choice

conduct research, develop explanations, district development, demonstrate communication, influence development, to develop individual steps, the development, to determine communication, various assessments, and instructional student learning, as demonstrated by student work.

- inappropriate* significant influence on the development
- trivial* identification of individuals to help develop the plan, the reasons for their selection, and the roles they played
- minimal* identification of individuals to help develop the plan, the reasons for their selection, and the roles they played

Task 1

Overview of the Structure of Task 1

Step 1	Textbox	Artifact Requested
	1.1.1	1. Representative page of longitudinal data (1)
Step 2		
	1.2.1	1. Representative page of the research materials and resources you used to inform the development of the plan (1)
	1.2.2	1. Representative pages of the plan (2)
		2. Representative page of your timeline and steps (1)
Step 3		
	1.3.1	1. Representative page of of your communication with stakeholders (1)
	1.3.2	1. Representative page of an artifact that reflects adjustments and/or results (1)
		2. Representative page of student work (1)
Step 4		
	1.4.1	

Written Commentary

Types of Writing Required in a Task

Descriptive Writing	Analytic Writing	Reflective Writing
<p>Retells what happened, sets the scene and gives a basic sense of the situation.</p> <ul style="list-style-type: none">• Accurately explains• Ensures people, events, and concepts are clearly described	<p>Provides reasons, motives, and interpretation supported by evidence.</p> <ul style="list-style-type: none">• Reveals thought processes used to arrive at conclusions• Provides significance of the evidence submitted	<p>Provides thought processes after completing an activity.</p> <ul style="list-style-type: none">• Makes sense of an experience• Gives perspective/clarity• Shows deeper understanding• Draws conclusions that inform future practice



Task 1: Problem Solving in the Field

Task 1: Problem Solving in the Field

In this task, you will demonstrate your ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning.

Step 1: Identifying a Problem/Challenge

Step 2: Researching and Developing a Plan

Step 3: Implementing the Plan

Step 4: Reflecting on the Plan and Resolution

Step 1

Step 1

Breaking Down the Steps

- ➔ Step 1: Identifying a Problem/Challenge
- Step 2: Researching and Developing a Plan
- Step 3: Implementing the Plan
- Step 4: Reflecting on the Plan and Resolution

Step 1 (cont'd.)

Step 1: Identifying a Problem/Challenge

This step allows you to demonstrate your ability to identify a significant problem/challenge.

Activity

In collaboration with your supervising building administrator, identify one significant problem/challenge connected to the school and/or school community and

- describe the impact that the problem/challenge has on instructional practice and student learning;
- use and explain how longitudinal data supports your choice of the problem/challenge; and
- describe the expected result if the problem/challenge is addressed and how the change will affect instructional practice and student learning.

Step 1 (cont'd.)

Step 1 Activity: In collaboration with your supervising building administrator, identify one significant problem/challenge connected to the school and/or school community.

- Is the problem **significant**?
- Is the problem **connected to the school** and/or school community?
- Does the problem have an **impact on instructional practice and student learning**?
- Can the problem be **measured with longitudinal data**?

Step 1 (cont'd.)

Textbox 1.1.1 Identifying the Problem

Guiding Prompts

- a. Describe the significant problem/challenge you selected. What is the impact that the problem/challenge has on instructional practice and student learning? Provide examples to demonstrate the impact of the problem/challenge.
- b. What longitudinal data did you collect? Why is it appropriate? How does it support your choice of a significant problem/challenge?
- c. What result do you anticipate if the problem/challenge is addressed? How will the change affect instructional practice and student learning?

Required artifacts for this textbox:

- A representative page of longitudinal data (1 page)

Step 1 (cont'd.)

What do you think are some problems/challenges that we commonly see school leader candidates submit for this task?

Step 1 (cont'd.)

Sample Problems/Challenges

- For 5 years, third-grade ELA scores have been 20% below the district average.
- For 3 years, high school biology teachers have stopped using labs to support their content presentation, and student learning has fallen 15% below other high schools in the district.
- For 2 years, eighth-grade attendance rates have been about 15% below sixth and seventh grade, and student failures in core classes have been 10% higher among eighth graders.
- For 3 years, parents have complained that the pickup lane is a congested mess and needs to be addressed so kids can get safely to their cars.
- The student population is growing, and the school is running out of classroom space, so they need to share space with the high school.
- Students are not showing enough grit in school, and it is keeping them from doing well in core classes.

Step 1 (cont'd.)

Guiding Prompt A

- a. Describe the significant problem/challenge you selected. What is the impact that the problem/challenge has on instructional practice and student learning? Provide examples to demonstrate the impact of the problem/challenge.

a. Third-grade students are underperforming by roughly 10% compared with third graders in the district in the areas of English/Language Arts. This trend has continued for three years, and it is predicted this trend will continue unless it is remediated. This problem has an impact on instructional practice because the data indicate that the students are not mastering the material, and instructional practices may need to be altered to best suit student needs. Less than one-third of students are scoring Proficient or Advanced on the ELA state-mandated assessments, which means that over two-thirds are not demonstrating their learning on this assessment.

Step 1 (cont'd.)

Rubric for Guiding Prompt A

Response for Textbox 1.1.1



Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>inaccurate</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>trivial</i> examples linked to the impact 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i> cursory</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>loosely connected</i> examples linked to the impact 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>appropriate</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>effective</i> examples linked to the impact 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>insightful</i> selection of a significant problem/challenge that impacts instructional practice and student learning, with <i>significant</i> examples tightly linked to the impact

Response for Textbox 1.1.1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>little or no</i> use of longitudinal data to support the choice of the significant problem/challenge an <i>inappropriate</i> identification of the anticipated results of resolving the problem/challenge, with an <i>irrelevant</i> identification of the anticipated impact on instructional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>limited</i> use of longitudinal data to support the choice of the significant problem/challenge a <i>partial</i> identification of the anticipated results of resolving the problem/challenge, with a <i>confusing</i> identification of the anticipated impact on instructional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>appropriate</i> use of longitudinal data to support the choice of the significant problem/challenge a <i>relevant</i> identification of the anticipated results of resolving the problem/challenge, with an <i>appropriate</i> identification of the impact on instructional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>extensive</i> use of longitudinal data collected to support the choice of the significant problem/challenge an <i>insightful</i> identification of the anticipated results of resolving the problem/challenge, with a <i>significant</i> identification of the anticipated impact on instructional practice and student learning

Step 1 (cont'd.)

Step 1 Activity: In collaboration with your supervising building administrator, identify one significant problem/challenge connected to the school and/or school community.

Required Artifacts for this textbox:

- Longitudinal Data

Guiding Prompt B

- b. **What** longitudinal **data** did you collect? **Why** are they appropriate? **How** do they support your choice of a significant problem/challenge?

What do you think the artifacts might look like for this step?

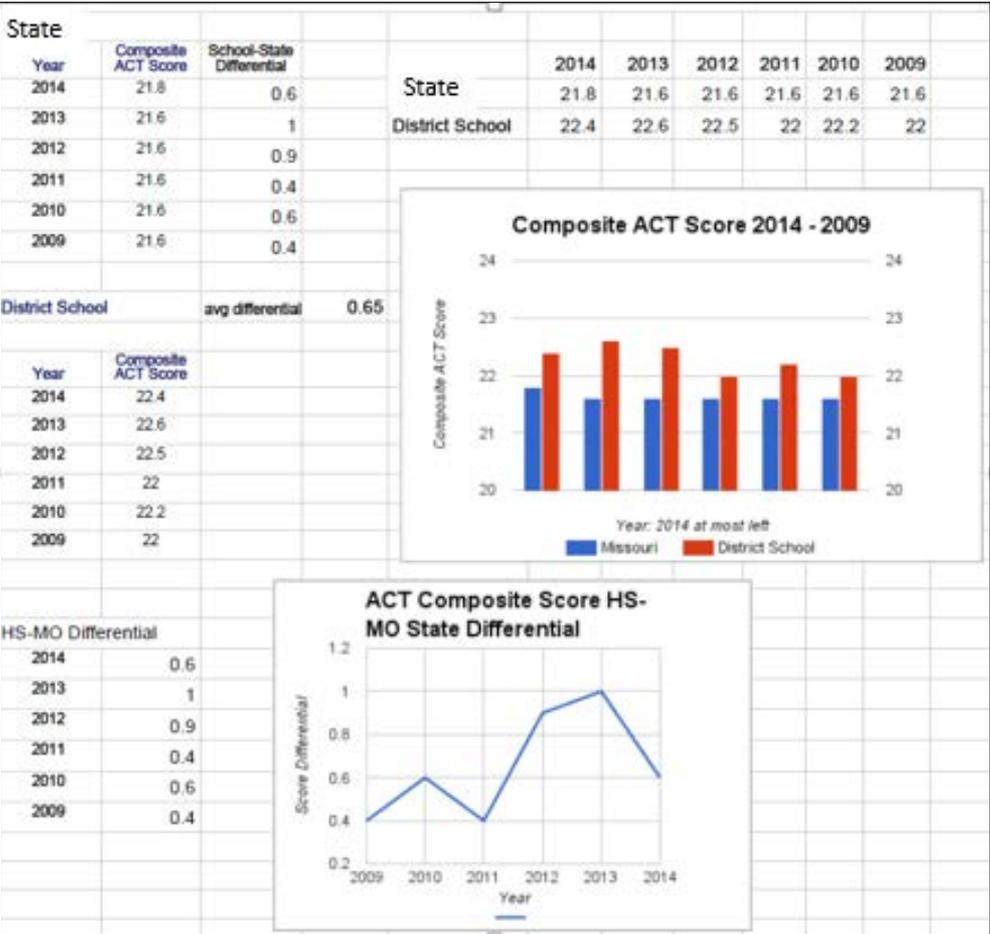
Step 1 (cont'd.)

Textbox 1.1.1 Identifying the Problem

Sample Data Artifact

Problem: Next year all juniors will have to take the ACT test. The school's edge over the average state composite score is decreasing each year.

We need to address how to serve all students who will take the ACT next year.



Step 2

Step 2

Breaking Down the Steps

Step 1: Identifying a Problem/Challenge

➔ Step 2: Researching and Developing a Plan

Step 3: Implementing the Plan

Step 4: Reflecting on the Plan and Resolution

Step 2 (cont'd.)

Step 2 Activity: Develop a plan to address the problem and consider what research should be completed; develop goals, a timeline, and steps for achieving resolution, indicate whom to include in the development of the plan and how to measure the effectiveness of the plan.

Textbox 1.2.1 Research the Plan

Required artifacts for this textbox:

- A representative page of **research materials** and resources you used to inform the development of the plan (1 page)

Textbox 1.2.2 Develop the Plan

Required artifacts for this textbox:

- A representative page of the plan (2 pages)
- A representative page of your timeline and steps (1 page)

Step 2 (cont'd.)

Textbox 1.2.1 Researching the Plan

Guiding Prompts

- a. What **significant research did you conduct** and/or consult? How did it influence the development of the plan?
- b. What **school and/or district resources did you use**? Explain how the resources affected the development of the plan.
- c. What **school/community/cultural influences affected** the development of the plan? **How did they** influence the development of the plan?

Required artifacts for this textbox:

- A representative page of **research materials** and resources you used to inform the development of the plan (1 page)

Step 2 (cont'd.)

Textbox 1.2.1 Researching and Developing the Plan

Bibliography

Daneri, Michelle, "Balancing content and skills in the history classroom", Wordpress.com, Web. <https://historysfuture.wordpress.com/2013/10/03/balancing-content-and-skills-in-the-history-classroom/>

Center for History Education, "History Labs: A Guided approach to Historical Inquiry", University of Maryland, Baltimore County, Web. <http://www.umbc.edu/che/historylabs/>

Steen, Lynn Arthur, "Numeracy: The New Literacy for a Data-Drenched Society", ASCD, Web. <http://www.stolaf.edu/people/steen/Papers/99ascd.pdf>

Bain, Robert, "Into the Breach: Using Research and Theory to Shape History Instruction", Journal of Education, Vol. 189, No. 1/2, THEORY, RESEARCH, REFLECTION on TEACHING and LEARNING (2008/2009), pp. 159-167.

Step 2 (cont'd.)

Sample Artifact and Written Commentary

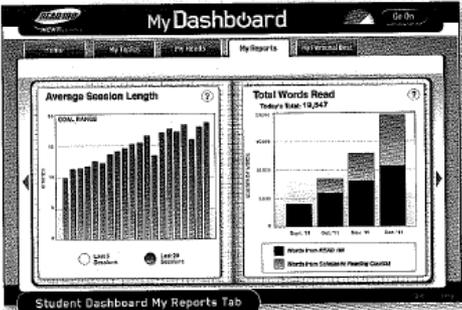
<p>Written commentary for Guiding Prompt A</p> <p>a. I researched best practices in history instruction and looked for common themes present. I looked for sources (see attachment) that commented on teaching history skills and their impact on instruction. While I didn't find a whole lot of research on this topic, I consulted with fellow history teachers and brainstormed about our experiences. These discussions and the articles led us to pursue incorporating more skills into our curriculum. We got some good ideas and strategies from the research and worked to incorporate them into our plan.</p>	<p style="text-align: center;">Bibliography</p> <p>Daneri, Michelle, "Balancing content and skills in the history classroom", Wordpress.com, Web. https://historysfuture.wordpress.com/2013/10/03/balancing-content-and-skills-in-the-history-classroom/</p> <p>Center for History Education, "History Labs: A Guided approach to Historical Inquiry", University of Maryland, Baltimore County, Web. http://www.umbc.edu/che/historylabs/</p> <p>Steen, Lynn Arthur, "Numeracy: The New Literacy for a Data-Drenched Society", ASCD, Web. http://www.stolaf.edu/people/steen/Papers/99ascd.pdf</p> <p>Bain, Robert, "Into the Breach: Using Research and Theory to Shape History Instruction", Journal of Education, Vol. 189, No. 1/2, THEORY, RESEARCH, REFLECTION ON TEACHING and LEARNING (2008/2009), pp. 159-167.</p>
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Response for Textbox 1.2.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inappropriate</i> identification of significant research and the influence of the research on the development of the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inconsistent</i> identification of significant research and the influence of the research on the development of the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>appropriate</i> identification of significant research and the influence of the research on the development of the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> identification of significant research and the influence of the research on the development of the plan

Step 2 (cont'd.)

Sample Artifact and Written Commentary (cont'd.)

Student Dashboard	User Experience
 <p>Student Dashboard My Reports Tab</p>	<ul style="list-style-type: none">• The My Reports tab shows accurate and timely data to the student in clear, useful, and actionable formats.• Reports focus on key elements of the student's performance.• The five Reports are Average Session Time, Total Words Read, rSkills® Progress Report, <i>READ 180</i> Vocabulary and Comprehension Score, and <i>SRCI</i> Progress Report.• Reports are updated as the student completes a segment, <i>SRCI</i> quiz, or rSkills test.
 <p>Student Dashboard My Personal Best Tab</p>	<ul style="list-style-type: none">• The My Personal Best Tab records the student's best efforts in <i>READ 180</i> activities, as well as his or her current work on Quick Checks and challenges.• Student milestones in Lexile count, word count, segments, books, and other areas are recorded in the Trophies section. These are awarded as the student reaches different levels of achievement.

Step 2 (cont'd.)

Textbox 1.2.2 Developing the Plan

Guiding Prompts

- a. Describe the plan you developed. What is the resolution of the problem/challenge you hope to achieve and how will the plan help achieve it? Provide examples to support your conclusion.
- b. What is the timeline for each step of the plan? Provide a rationale for your choices regarding the timeline and steps.
- c. Whom did you include to help develop the plan? Why were they selected and what roles did they play in the development of the plan?
- d. What strategies did you use to communicate the plan to various audiences? Provide a rationale for your choice of strategies.
- e. How do you intend to assess the results of your plan and its impact on instructional practice and student learning? Identify examples of student work that will demonstrate the impact on student learning as a result of the implementation of the plan. Provide a rationale for the choice of student work.

Step 2 (cont'd.)

Textbox 1.2.2 Developing the Plan (cont'd.)

Required artifacts for this textbox:

- A representative page of the plan (2 pages)
- A representative page of your timeline and steps (1 page)

Step 2 (cont'd.)

Textbox 1.2.2 Developing a Plan

Sample Artifact – Plan

<p>Problem/Challenge, Professional Development Priority, Instructional Practice to be addressed</p> <p>Skills building in social studies classroom</p>	<p>Rationale for choosing them</p> <p>Students have shown historically they do not have the required skills in graphing, reading and map reading for their grade level.</p>	
<p>Intended result(s) of the plan</p> <p>Improved student learning and abilities in skills standards</p>	<p>Rationale for choosing them</p> <p>Having learned the necessary skills, students will be able to apply them cross-curricular.</p>	
<p>Resulting impact on student learning</p> <p>Students will be able to utilize their skills in order to better understand content area</p>	<p>Evidence of Impact on student learning</p> <p>Increase in test assessment and students will show ability to apply the skills in practical exercises</p>	
<p>Colleagues needed for Support</p> <p>Student teacher, leadership team and principal.</p>	<p>Rationale for Choosing them</p> <p>Student teacher will give the instruction, leadership team will help with analysis of data and cross curriculum application, and principal will serve as mentor.</p>	
<p>Strategies to use with colleagues</p> <p>Serve as mentor for student teacher. Work with leadership team as a team member.</p>	<p>For recruiting colleagues</p> <p>Verbal requests, showing application to each teacher's classroom.</p>	<p>While working on planning and implementation</p> <p>Keep informing while not placing any expectations until the results are in and it is time to expand the program.</p>

Plan template on ETS website: www.ets.org/ppa/test-takers/school-leaders/prepare

Step 2 (cont'd.)

Textbox 1.2.2 Developing a Plan Sample Artifact – Plan (cont'd.)

<p style="text-align: center;">WIN Information 2015</p> <p>WIN Binder Agenda Goal Sheets (3): Purple Incomplete Assignment Log: Blue Comprehensive Progress Reports Tutoring Log: Yellow Reading Log: Red NWEA Goal Sheet: Green Paper for Journaling In Progress</p> <p>***If students come to WIN Time without a binder, they will be considered tardy. ***New copies at semester</p> <p>Daily Agenda</p> <ul style="list-style-type: none"> ■ Consistency is KEY! <ul style="list-style-type: none"> ○ Secretary is adding bells to provide structure. ■ Attendance and Lunch Count will be reported at the end of WIN Time. <ul style="list-style-type: none"> ○ Make sure you are reporting tardies and documenting on referral forms. ■ Monday <ul style="list-style-type: none"> ○ Bus List must be completely updated for Secretary by 8:15. ■ Tuesday and Wednesday <ul style="list-style-type: none"> ○ Great time for individual planning! ■ Thursday <ul style="list-style-type: none"> ○ Comprehensive progress reports and Project 180 bus list must be completed every week beginning 8/27/15. ○ This means grades must be updated in STI before midnight on Tuesday. 	<p>The candidate was developing a plan to implement goal setting with students so they are more aware of their academic progress.</p> <p>In the written response there was information on the following.</p> <ul style="list-style-type: none"> • Goal-setting time established daily and used by all teachers • Communication on the initiative sent to parents • Planning monthly and mid-year meetings • Surveying students
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Response for Textbox 1.2.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>minimal</i> plan designed to resolve the problem/challenge 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>partial</i> plan designed to resolve the problem/challenge 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>effective</i> plan designed to resolve the problem/challenge 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>extensive</i> plan designed to resolve the problem/challenge

Step 2 (cont'd.)

Textbox 1.2.2 Researching and Developing a Plan

b. What is the timeline for each step of the plan? Provide a rationale for your choices regarding the timeline and steps.

Timeline

0 Days
Milestone 1
• Initial Meeting

7 Days
Milestone 2
• Pre-testing

14-44 Days
Milestone 3
• Instruction
• Two tests

45 Days
Milestone 4
• Post Testing
• Analysis

Meetings with group every two weeks

Written commentary for Guiding Prompt B.

b. I started this project by meeting with the teachers at the school. Then a week later we completed pretesting among students. Then we instructed students in the content we were targeting and tested this growth. Last, we administered a post test and analyzed the results. The plan team met every two weeks.

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> • <i>little or no</i> timeline for each step within the plan, and a <i>disconnected</i> rationale for each timeline 	<ul style="list-style-type: none"> • a <i>vague</i> timeline for each step within the plan, and an <i>irrelevant</i> rationale for each timeline 	<ul style="list-style-type: none"> • an <i>appropriate</i> timeline for each step within the plan, and an <i>informed</i> rationale for each timeline 	<ul style="list-style-type: none"> • a <i>substantive</i> timeline for each step within the plan, and an <i>insightful</i> rationale for each timeline

Step 2 (cont'd.)

Textbox 1.2.2 Researching and Developing a Plan

Artifact 1.2.2 Steps and timeline

ACT Prep Plan Steps and Timeline

STEPS	TIMELINE TO IMPLEMENT
<p>Involve parents of juniors in the ACT preparation process:</p> <ul style="list-style-type: none"> • Send individualized letters home in family's first language <ul style="list-style-type: none"> ○ Explain school resources available, ACT prep courses, USA Test Prep, and the ACT itself ○ Provide contact information, specifically counselors and Advisory teachers 	<ul style="list-style-type: none"> • Letters created in August • Letters sent home by Oct. 1, 2014 • Be ready to follow up and answer questions in October and November • Follow up with parents in April before the ACT test on the 28th
<p>The school will offer free ACT prep and tutoring sessions for students.</p>	<ul style="list-style-type: none"> • Reach out to staff in August and September • Create list of teacher volunteers by end of Sept. <ul style="list-style-type: none"> ○ ensure all core areas are covered ○ design schedule of offerings before or after school • Send emails home to parents with schedule in October • Student sign up in Oct. • Courses start in Oct. if possible; run through April
<p>TAP (advisory) teachers will implement weekly practice ACT assignments from USA test prep, individualized to students' strengths and areas of improvement needed.</p>	<ul style="list-style-type: none"> • Design new junior TAP advisories in August and Sept. • Junior TAP Teacher meetings in Oct. • USA Test Prep staff meeting in Oct. • Weekly implementation • Data collection monthly - by end of month, sent to admin team
<p>In PLCs, teachers will create ACT style question banks for their curricular areas so that the rigor of all classes will increase and better prepare our students on a day-to-day basis for ACT style questions at a high level of rigor and relevance.</p>	<ul style="list-style-type: none"> • Start in Oct. meeting • Continue at each meeting each month for entire school year • Admin team monitor this process
<p>***APRIL 28, 2015 = TEST DATE</p>	

Step 3

Step 3

Breaking Down the Steps

Step 1: Identifying a Problem/Challenge

Step 2: Researching and Developing a Plan

 Step 3: Implementing the Plan

Step 4: Reflecting on the Plan and Resolution

Step 3 (cont'd.)

Step 3 Activity: Describe and analyze the implementation of the plan to include the actions taken, the monitoring process used to assess the implementation of the plan, and how the plan addressed the problem/challenge.

Textbox 1.3.1 Strategies

Required artifacts for this textbox:

- A representative page of your **communication with stakeholders** (1 page)

Textbox 1.3.2 Analysis

Required artifacts for this textbox:

- A representative page of an artifact that reflects **adjustments and/or results** (1 page)
- A representative page **of student work** (1 page)

Step 3 (cont'd.)

Textbox 1.3.1 Strategies

Guiding Prompts

- a. What actions did you take to support the implementation of the plan? Provide examples.
- b. Whom did you include in the implementation? Why and how did you include them?
- c. What communication strategies did you use with these individuals and why? What impact did these strategies have on the implementation of the plan?

Step 3 (cont'd.)

Textbox 1.3.1 Analysis

Guiding Prompts

- a. What **criteria and methods** did **you** use to monitor the implementation of the plan? **Why** did you choose them?
- b. **What adjustments** did **you** make during the implementation of the plan? Provide a **rationale** for your adjustments.
- c. **How effective** was the implementation of the plan in addressing the problem/challenge? Provide **specific examples to support your conclusion**.
- d. **How** did the implementation of the plan **improve both instructional practice and student learning**? Provide **examples from the student work sample to support your conclusion**.

Step 3 (cont'd.)

Textbox 1.3.1 Strategies

Written commentary for all guiding prompts

I led monthly meetings with the leadership team to keep the project moving forward. I used the timeline to focus on key deadlines. I met with the principal weekly and reviewed progress and problem areas. In December, I led a meeting focused on reflection. **I sent the attached email before the meeting to thank staff for their work and get them thinking about actions we need to take to continue the improvements in reading fluency.**

I worked with the grade-level leads to gather input and communicate plans. I selected them because this leadership structure is already in place at the school and these teachers have great influence with their colleagues. I met with the leadership team (principal, asst. principals, counselors, and librarian) because they are aware of all the other projects going on and can provide great guidance to me to ensure the plan is successful.

I communicated with various people in different ways. Big ideas for change that kicked off the project were communicated in person during faculty meetings by copresenting with the principal. This strategy helped teachers see a sense of cohesion and direction from both of us and encouraged them to see this work as important. I gathered input in the grade-level team meetings. I always emailed an agenda and questions a week before our meetings. This gave them time to get input from their teachers and bring that to the meeting. This was paramount in helping them buy in to this plan and be included in a tangible way. Minor details were emailed out to everyone to streamline communication and keep everyone informed. Collectively these strategies helped us meet the plan's timelines and make great progress in improving student fluency.

Reflection Email

12/12/14

Team,

After the building leadership team evaluated the data that you turned in about your students' fluency and comprehension scores so far this year, the following things were noted:

- Comprehension scores have risen 10% since the beginning of the year on answering questions from grade level text passages.
- The students at Blackburn have raised their fluency scores by an average of 20 words per minute since the beginning of the year. This is thanks to the extra time and attention that you have given fluency.

Now is the point in the year where we need to evaluate what changes and/or adjustments we should make as a team in order to continue the positive growth pattern that we have seen.

Your task before our professional development meeting on Wednesday December 17th is to discuss with your team your strategy ideas for your grade level that might also be beneficial for other grade levels. We will be modifying our teaching plan for the second half of the year based on your feedback.

Thank you for all of your hard work and dedication that you give to each of your students on a daily basis.

Step 3 (cont'd.)

Textbox 1.3.2 Analysis

Problem: Implementation of new math standards, low student performance

Guiding Prompt b response

b. There were several adjustments made to the plan along the way. The first included changing the format of the agendas in order to better meet each individual grade level's needs. This was necessary so PLCs could take ownership over their own learning. Another adjustment included the need for more professional development time to understand the math standards more in depth. Providing the teachers with more time to develop their competencies in this area was key in helping them support their students. An important adjustment, which was initiated by teachers, was the creation of common formative assessments to meet student needs on specific math standards. This helped give the teachers more effective resources to use to differentiate instruction. As the months went on, I continued to support the teachers but found they were becoming independent of me. This was an adjustment, but in a good way, as I just became a support for them as needed. The results of our work were excellent; the attachment shows math results for each month in which you can see the percent of students at "below basic" decrease to 4% as instruction progresses and the percent of students as "advanced" increases to 57%.

Adjustments and/or Results

OCT Math Results

- Total Tested: 269 (100%)
- Advanced: 30 (11%)
- Proficient: 44 (16%)
- Basic: 53 (20%)
- Below Basic: 142 (53%)

NOV Math Results

- Total Tested: 377 (100%)
- Advanced: 80 (21%)
- Proficient: 128 (34%)
- Basic: 85 (23%)
- Below Basic: 84 (22%)

DEC Math Results

- Total Tested: 374 (100%)
- Advanced: 91 (24%)
- Proficient: 82 (22%)
- Basic: 80 (21%)
- Below Basic: 121 (32%)

JAN Math Results

- Total Tested: 303 (100%)
- Advanced: 144 (38%)
- Proficient: 110 (29%)
- Basic: 74 (19%)
- Below Basic: 53 (14%)

FEB Math Results

- Total Tested: 383 (100%)
- Advanced: 166 (43%)
- Proficient: 121 (32%)
- Basic: 53 (14%)
- Below Basic: 43 (11%)

MAR Math Results

- Total Tested: 396 (100%)
- Advanced: 227 (57%)
- Proficient: 121 (31%)
- Basic: 31 (8%)
- Below Basic: 17 (4%)

Score of 1	Score of 2	Score of 3	Score of 4
<p>methods</p> <ul style="list-style-type: none"> • <i>ineffective</i> adjustments made during the implementation of the plan, with a <i>disconnected</i> rationale for these adjustments 	<ul style="list-style-type: none"> • <i>inconsistent</i> adjustments made during the implementation of the plan, with a <i>limited</i> rationale for these adjustments 	<ul style="list-style-type: none"> • <i>logical</i> adjustments made during the implementation of the plan, with an <i>informed</i> rationale for these adjustments 	<ul style="list-style-type: none"> • <i>insightful</i> adjustments made during the implementation of the plan, with a <i>thorough</i> rationale for these adjustments

Step 3 (cont'd.)

Textbox 1.3.2 Analysis

Cross-Curricular Reading Comprehension Worksheets: D-8 of 36

Hide and Seek

Cross-Curricular Focus: Life Science



In the wild, it often comes down to **predator** and **prey**. There is the hunter and there is the hunted. Organisms want to stay alive. They hide or escape from animals who would like to eat them. So how do they do it? They adapt to their environment.

One very helpful adaptation is called **camouflage**. You may have been surprised at some time by an animal that used camouflage. It blended into its surroundings so well that you nearly missed seeing it. Its coloring, markings or other physical features allowed it to blend in to the area around it.

Animals use camouflage to fool a predator. The hidden animal is not seen when a predator scans an area looking for food. Wild goats, for example, have coats that make them look invisible among rocks. A baby giraffe's coat helps it hide among the grass and trees. A chameleon is a lizard that will change colors depending on the surface it is on.

Camouflage often works the other way around, too. Predators can use camouflage to trap their prey. A predator can attack unexpectedly an animal it wants to eat. The prey animal doesn't see danger because the predator blends into the habitat. A leopard's spotted coat helps it blend in to the background and sneak up on its prey.

Another popular adaptation is **mimicry**. Mimicry is when an animal has the physical characteristics that makes it look like another animal or a plant. Some moths look like a wasp. Predators that don't like wasps will think the moth is a wasp and not eat it.

Name: Sally

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 1) What is the function of camouflage in the wild?
to blend in to the habitat
- 2) How do animals use mimicry to protect themselves?
They want to look like something other animals don't want to eat.
- 3) What's the difference between camouflage and mimicry?
Camouflage make it hard to see, Mimicry make it look like something else.
- 4) If you were a wild animal, would you rather have the ability to mimic another animal or the ability to camouflage yourself? Why?
Camouflage so I can hide and blend in.
- 5) If a chameleon was on a green leaf, what color do you think it would be?
Green

Step 4

Step 4

Breaking Down the Steps

Step 1: Identifying a Problem/Challenge

Step 2: Researching and Developing a Plan

Step 3: Implementing the Plan

 Step 4: Reflecting on the Plan and Resolution

Step 4 (cont'd.)

Step 4 Activity: Reflect on the effectiveness of the plan and describe changes you would make, how you would approach future problem-solving situations in the future, and reflect on the effectiveness of the resolution.

Textbox 1.4.1 Reflecting on the Plan and Resolution

Guiding Prompts

- a. Based on the quality of the resolution, **what changes** would you make to the **development and implementation** process if you were **to do this again**?
- b. **What lessons have you learned from the entire process** of developing and implementing the plan?
- c. How has what you have learned **influenced the way you will approach future problem-solving tasks**?
- d. **Provide examples** to support all your conclusions.

Step 4 (cont'd.)

Reflecting on the Plan and Resolution

- a. Our results were positive; we saw a 12% increase in students' reading comprehension in third grade. We had hoped to see 15%, so if the opportunity to implement the plan arose again, I would work to streamline the plan to achieve even better results. The development and launch of the plan was sprung on the faculty with little forewarning. **For example, having a couple of brainstorming meetings** at the beginning of the launch would help spread the message about the project sooner. Another unplanned issue was the retirement of several teachers and the principal on the planning committee. This led to a large change in personnel from development to implementation. I would keep this in mind for future plan implementation. **For example, I would include veteran teachers to provide excellent experience** but also include a mix of newer teachers and administration to help with longevity during implementation.

Step 4 (cont'd.)

Reflecting on the Plan and Resolution (cont'd.)

- b. From the entire process I have learned two important concepts: the importance of collaboration and influence and the importance of change management. Pulling in key faculty to provide input and support for next project is pivotal to their success. **For example, I learned to talk** informally with several influential faculty before meetings to get a pulse on their perceptions on project progress. These staff can be the voice in the field to build support. The second concept I learned is the importance of pacing and change management. We had several other bit projects going on at the same time. The faculty's capacity to handle them all and maintain a positive climate is important. **For example, there was a key due date in January when grades were due** and another project had a deadline; stress had its toll. Project management sometimes requires flexibility to ensure sustainability over time.

Step 4 (cont'd.)

Reflecting on the Plan and Resolution (cont'd.)

- c. I have learned a lot from this opportunity that will affect future problem-solving tasks. Fully researching a plan, having examples in place and a committee of dedicated individuals from all spectrums will enable your goal to be the best it can be. **For example, in the future, I will have some key data pulled for the first planning** meeting to help teachers see the need quickly. As well, the need for professional development to make sure teachers are comfortable with the new strategies is key to their taking risks in implementing them. I will make sure I plan time for training in future projects. Without support from stakeholders, there is no chance for making a positive impact. In future problem-solving experiences, I will listen to varying perspectives and work to make accommodations when possible.

Resources

Presented by Jamie Kosa

Three Critical Resources for Candidates

Performance Assessment Candidate Handbook

July 2016

Version 4.0



ETS Performance Assessment for School Leaders (PASL)

Task Requirements

Task 1: Problem Solving in the Field

In this task, you will demonstrate your ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning.

Standards and Functions Measured in This Task

This task addresses the following Interstate School Leaders Licensure Consortium (ISLCC) Standards and will be scored according to these standards.

- Standard 1, Functions B, C, D, and E
- Standard 4, Functions A and C
- Standard 6, Functions C, D, and F
- Standard 8, Function E
- Standard 9, Function C
- Standard 11, Functions C, E, and G

PASL Task 1 – Problem Solving in the Field

1



ETS Performance Assessment for School Leaders (PASL)

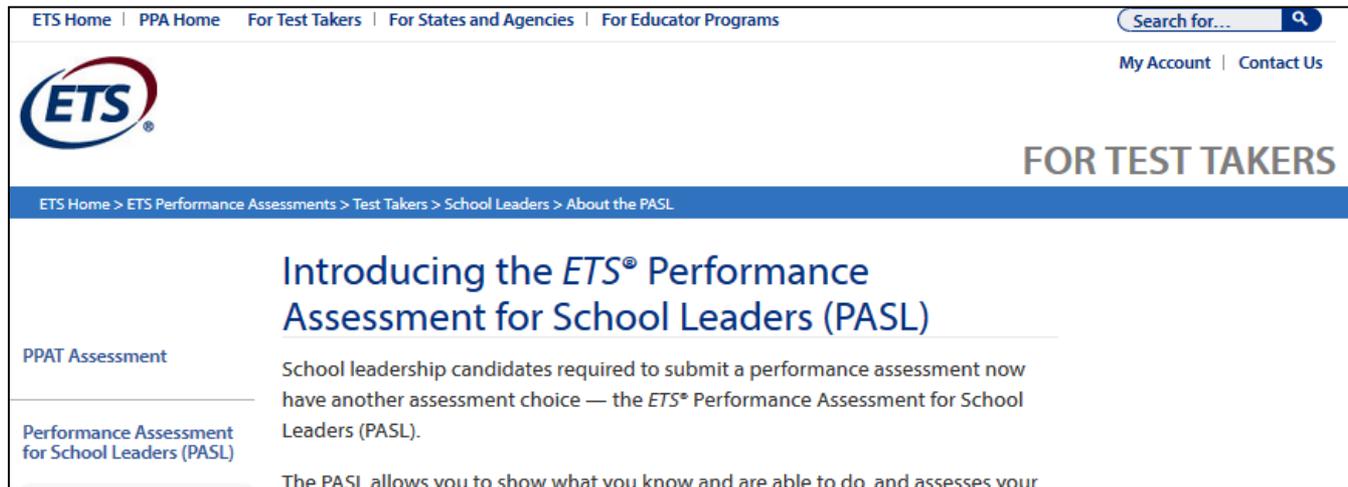
Task 1: Problem Solving in the Field

Rubric for Step 1: Identifying a Problem Challenge (Textbox 1.1.1)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect longitudinal data that supports the choice of a problem/challenge; and to anticipate results once the problem/challenge is addressed, including anticipating the impact on instructional practice and student learning.	A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect longitudinal data that supports the choice of a problem/challenge; and to anticipate results once the problem/challenge is addressed, including anticipating the impact on instructional practice and student learning.	A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect longitudinal data that supports the choice of a problem/challenge; and to anticipate results once the problem/challenge is addressed, including anticipating the impact on instructional practice and student learning.	A response at the 4 level provides <i>extensive</i> evidence that demonstrates the school leader candidate's ability to identify a significant problem/challenge and its impact on instructional practice and student learning; to collect longitudinal data that supports the choice of a problem/challenge; and to anticipate results once the problem/challenge is addressed, including anticipating the impact on instructional practice and student learning.

PASL Website with General Information

For EPPs and Candidates



The screenshot shows the ETS website interface. At the top, there is a navigation bar with links for "ETS Home", "PPA Home", "For Test Takers", "For States and Agencies", and "For Educator Programs". A search bar is located on the right side of the navigation bar. Below the navigation bar, the ETS logo is displayed on the left, and "FOR TEST TAKERS" is written in large, bold letters on the right. A blue breadcrumb trail reads "ETS Home > ETS Performance Assessments > Test Takers > School Leaders > About the PASL". The main content area features the heading "Introducing the ETS® Performance Assessment for School Leaders (PASL)". To the left of this heading, there are two sub-sections: "PPAT Assessment" and "Performance Assessment for School Leaders (PASL)". The text below the heading states: "School leadership candidates required to submit a performance assessment now have another assessment choice — the ETS® Performance Assessment for School Leaders (PASL). The PASL allows you to show what you know and are able to do, and assesses your

www.ets.org/ppa/test-takers/school-leaders/about

PASL Website (cont'd.)

For EPPs and Candidates (cont'd.)

Document Type	Description	Website link
Standards	TX Principal Standards Alignment to the PASL Assessment	www.ets.org/s/ppa/pdf/texas-principal-certificate-standards-alignment.pdf
Task Requirements	Task 1 Requirements	www.ets.org/s/ppa/pdf/pasl-task-1-requirements.pdf
	Task 2 Requirements	www.ets.org/s/ppa/pdf/pasl-task-2-requirements.pdf
	Task 3 Requirements	www.ets.org/s/ppa/pdf/pasl-task-3-requirements.pdf
Scoring Rubrics	Task 1 Rubric	www.ets.org/s/ppa/pdf/pasl-task-1-rubric.pdf
	Task 2 Rubric	www.ets.org/s/ppa/pdf/pasl-task-2-rubric.pdf
	Task 3 Rubric	www.ets.org/s/ppa/pdf/pasl-task-3-rubric.pdf
Ancillary Materials	Information about the Ancillary Materials (shown below)	www.ets.org/s/ppa/pdf/pasl-about-the-ancillary-materials.pdf
Handbook	Candidate and Prep Program Handbook	www.ets.org/s/ppa/pdf/pasl-candidate-educator-handbook.pdf
Candidate Templates	Optional Artifact Templates for use by candidates	www.ets.org/s/ppa/pdf/pasl-plan-template.pdf
Glossary	List of key terms referenced in the assessment	www.ets.org/s/ppa/pdf/pasl-glossary.pdf
Library of Examples	Sample candidate responses to illustrate responses that meet and do not meet standards	www.ets.org/ppa/test-takers/school-leaders/build-submit/library-examples
Permission Forms	Three different permission forms that may be needed for adult and student participants	www.ets.org/ppa/test-takers/school-leaders/build-submit/permission-forms
System User Guide	Information on the online submission system where candidates enter their responses and artifacts	www.ets.org/s/ppa/pdf/submission-system-user-guide.pdf
PASL Website	Information on all aspects of the assessment. Updated documents will be posted here.	www.ets.org/ppa/test-takers/school-leaders/about
PASL Webinar Overview	PowerPoint slides from the first webinar in this four-part series (password EPPAdmin)	http://cms.texas-ets.org/files/8615/0160/9804/PASL_overview_TX_8.1.2017.pdf

www.ets.org/ppa/test-takers/school-leaders/about

Library of Examples

Library of Examples – Task 1

MoSLPA Task 1, Step 1, Textbox 1.1.1

Below are two examples of written responses to Textbox 1.1.1 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 your interactions with your colleagues and the work that you supervised.

Refer to the Task 1 Rubric for Textbox 1.1.1 and ask yourself:

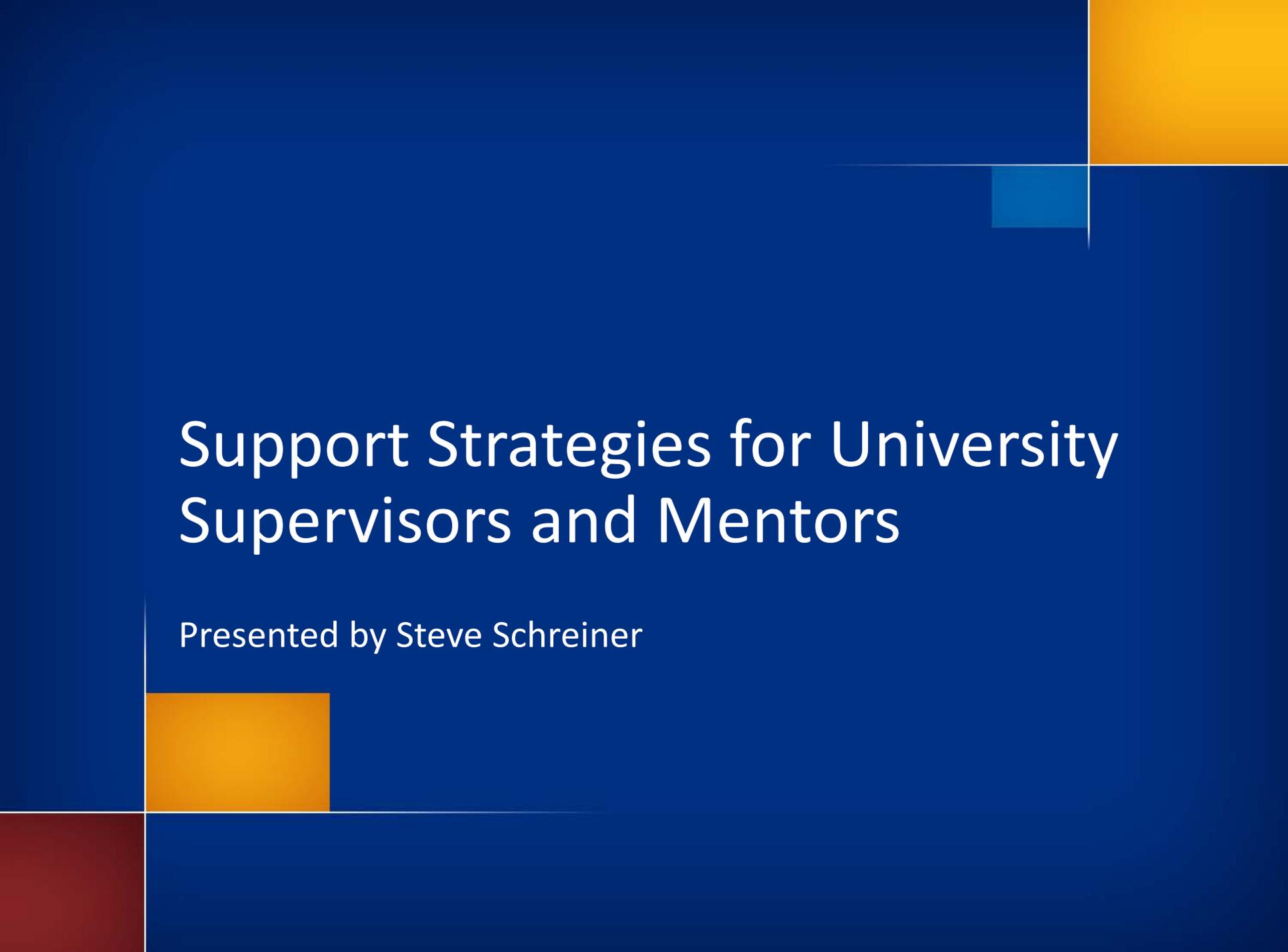
In the candidate's description of identifying a problem/challenge, where is there evidence of the following?

- The significance of the problem/challenge
- The collection of longitudinal data
- The anticipated results once the problem is solved
- How the change will impact instructional practice
- Why is the candidate's response likely to be effective?

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.



Support Strategies for University Supervisors and Mentors

Presented by Steve Schreiner

Support and Ethics

- What should instructors and mentors avoid as they provide support for candidates?
- They should avoid engaging in the following:
 - Making choices for the candidates
 - Correcting a task
 - Assigning a score to a task or in any other way evaluating responses
 - Giving an assignment that asks candidates to respond to a task's guiding prompts
 - Using the task rubrics to score an assignment

Support and Ethics (cont'd.)

- To what extent can an educator preparation program (EPP) curriculum and assignments reflect the actual PASL tasks?
- EPPs should provide instructional activities that support candidates in obtaining the knowledge and skills needed to successfully complete the PASL tasks.
- EPP guidelines include the following:
 - EPP instructors can assess and provide feedback using the instructor's or university's expectations and rubrics on assignments that students MAY select to use as part of their submission for a PASL task.
 - Assignments should not include the actual PASL guiding prompts and should not be graded using the PASL rubrics. Instead, assignments should be graded using criteria determined by the EPP program.
 - Assignments can include artifacts that candidates may use as a part of their PASL tasks.

Support and Ethics (cont'd.)

- To what extent can an educator preparation program (EPP) curriculum and assignments reflect the actual PASL tasks?
- EPPs should provide instructional activities that support candidates in obtaining the knowledge and skills needed to successfully complete the PASL tasks.
- EPP guidelines include the following:
 - Instructional assignments can be similar to parts of the PASL tasks and can even ask candidates to select topics, include written responses, and request one or more artifacts that could be used or adapted by candidates when submitting their PASL task responses.

Support and Ethics (cont'd.)

- EPP guidelines (cont'd.)
 - Instructional activities and assignments should allow candidates to have multiple experiences to draw from when creating their PASL task submissions. Various shorter instructional assignments can provide multiple opportunities for candidates to grow as educational leaders in the areas assessed by the PASL.
 - Some universities require performance-based assignments and student portfolios as a part of their program. The process of creating these collections of graded assignments can provide valuable experiences and artifacts that students may choose to draw from when submitting their PASL tasks. EPP instructors should refrain from coaching students when selecting assignments to use and adapt for their PASL submission.

Discussion

Discussion

- In order to ensure candidates are prepared to complete Task 1, what are implications for preparation programs and course curriculum?

Questions?

Thank You!