Study Guide

Field 108: School Building Leader Part 2
Sample Performance Tasks

Sample Directions

For each of the assignments in this section, you are to prepare a written response and record it in the on-screen response box presented with each assignment. You should use your time to plan, write, review, and edit your response for each assignment. **You must write responses to all of the assignments in this section.**

Read each assignment carefully before you begin to work. Think about how you will organize each of your responses. You may use the erasable *notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the on-screen response box presented with the assignment**. Each assignment contains directions for the suggested length for an appropriate response. You may use the word-count feature in the lower left corner of the response box to monitor the length of your response.

Your response to the written assignment will be evaluated on the basis of the following criteria:

COMPLETENESS: The degree to which the response addresses all parts of the assignment

ACCURACY: The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively

DEPTH OF SUPPORT AND UNDERSTANDING: The degree to which the response provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills

Your responses will be evaluated on the criteria above, not on writing ability. However, your responses must be communicated clearly enough to permit valid judgment of your knowledge and skills. Your responses should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses. You may work on the assignments in any order you choose, but be sure to finish all three assignments before the end of the test session.

*notebooklet: A small, hand-held erasable whiteboard

Assignment 2: Developing Human Capital

Use the information below and the five documents provided to complete the four tasks that follow.

> You are the new school building leader at Brickman Elementary School. Brickman is located in a rural community and enrolls approximately 250 students in grades K–5. Student enrollment has remained fairly steady for more than a decade.
>
> Your new school has a history of strong student achievement. Following the introduction of new and more rigorous state standards five years ago, students in most classes and grade levels have continued to show gains in performance on state and interim assessments. While you were preparing for your new position, you met with the superintendent, who praised the school's performance and stated her expectation that you would focus your efforts on building upon the school's prior successes. As the superintendent noted,

"We are all very proud of the many accomplishments of Brickman's students and staff to date."

Brickman has a total of 13 classroom teachers, many of whom have been at the school for ten years or more. Staff turnover is relatively low, with two new teachers hired during the last five years to replace one teacher who retired and one who moved to another part of the state. Early discussions with the teachers in your building suggest strong teacher morale, along with a high level of commitment to ensuring effective, high-quality learning experiences for every child.

Recently, you reviewed student and teacher data from Brickman, as well as the results of a teacher survey administered last year.

Document 1

Student Performance Indicators for Brickman Elementary School

State Assessment Results for All Students
Grades 3–5 Two-Year Comparison

This table displays the percentage of students in all groups scoring at or above Level 3 ("meets proficiency standard").

Subject	School		District		State	
	2 Years Ago	Last Year	2 Years Ago	Last Year	2 Years Ago	Last Year
ELA	75%	78%	71%	73%	56%	58%
Math	82%	84%	79%	80%	64%	66%

State Assessment Results, by Grade and All Students
Grades 3–5 Two-Year Comparison

This table displays the percentage of students, by group, scoring at or above Level 3 ("meets proficiency standard").

	2 Years Ago		Last Year	
	ELA	Math	ELA	Math
Copyright © 2014 by the New York State Education Department				89%
Grade 4	69%	76%	72%	77%
Grade 5	76%	84%	79%	87%
All Students Grades 3–5	75%	82%	78%	84%

Document 2

Teacher Evaluation Data

Composite Evaluation Scores: All Classroom Teachers (last year)

(as assessed through multiple measures, including a state-provided growth score or other comparable measure and locally selected measure of student achievement and other measures of teacher effectiveness)

Subject Area	Total Teachers	Ineffective		Developing		Effective		Highly Effective	
		N	%	N	%	N	%	N	%
Kindergarten	3	0	0.0%	0	0.0%	2	66.7%	1	33.3%
Grade 1	2	0	0.0%	0	0.0%	2	100%	0	0.0%
Grade 2	2	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Grade 3	2	0	0.0%	0	0.0%	1	50.0%	1	50.0%
Grade 4	2	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Grade 5	2	0	0.0%	0	0.0%	2	100%	0	0.0%
Total	13	0	0.0%	2	15.4%	9	69.2%	2	15.4%

Note: Data do not include specialty-area teachers for Languages Other Than English, Gifted and Talented, Physical Education, Art, and Music.

Adjusted Mean Growth Percentile (MGP) for Grade 4 and 5 Teachers

Teacher	Grade	Adjusted MGP	Adjusted MGP Confidence Range		Growth Rating
			Lower Limit	Upper Limit	
Teacher J	4	59	55	63	Effective
Teacher K	4	40	37	44	Developing
Teacher L	5	50	44	56	Effective
Teacher M	5	65	60	69	Effective

Document 3

Excerpt of Teacher Observation Summary Data on Teacher Practice Rubric for Teachers in Grades K–2

Domains and Selected Components	Teacher A (kindergarten)	Teacher B (kindergarten)	Teacher C (kindergarten)	Teacher D (grade 1)	Teacher E (grade 1)	Teacher F (grade 2)	Teacher G (grade 2)
Overall Observation Rating	3	4	3	3	3	2	3
Planning and Preparation	3	4	4	3	2	2	3
• Demonstrating knowledge of content	3	4	4	3	3	2	3
• Demonstrating knowledge of pedagogy	3	4	3	3	3	2	3
• Setting instructional outcomes	3	3	4	3	2	3	3
• Designing coherent instruction	3	4	4	3	2	2	3
• Designing student assessments	2	3	3	2	2	1	2
Classroom Environment	3	4	3	3	3	2	2
• Establishing a culture for learning	3	4	4	3	3	1	2
• Managing classroom procedures	3	4	3	2	3	2	3
• Managing student behavior	2	4	3	3	3	3	2
Instruction	3	4	3	3	3	2	3
• Communicating with students	3	4	3	3	3	2	2
• Using questioning and discussion	3	4	3	3	2	3	3
• Engaging students in learning	3	4	3	3	3	2	3
• Using assessment in instruction	2	3	3	2	3	1	2
• Demonstrating flexibility and responsiveness	2	4	3	2	2	2	3
Professional Responsibilities	2	3	3	3	4	3	3
• Reflecting on teaching	2	3	3	3	4	3	3
• Participating in a professional community	2	3	2	3	3	2	2

Key: 1 = Unsatisfactory   2 = Basic   3 = Proficient   4 = Distinguished

Document 4

**Excerpt of Teacher Observation Summary Data on Teacher Practice Rubric
for Teachers in Grades 3–5**

Domains and Selected Components	Teacher H (grade 3)	Teacher I (grade 3)	Teacher J (grade 4)	Teacher K (grade 4)	Teacher L (grade 5)	Teacher M (grade 5)
Overall Observation Rating	3	4	3	2	3	3
Planning and Preparation	3	4	2	2	3	3
• Demonstrating knowledge of content	4	4	3	3	3	3
• Demonstrating knowledge of pedagogy	3	4	3	2	3	3
• Setting instructional outcomes	3	4	2	1	3	2
• Designing coherent instruction	3	4	2	2	3	3
• Designing student assessments	3	4	2	2	3	2
Classroom Environment	2	4	3	2	2	4
• Establishing a culture for learning	2	4	3	2	3	4
• Managing classroom procedures	2	4	2	2	3	4
• Managing student behavior	3	4	3	2	2	4
Instruction	3	4	3	2	3	3
• Communicating with students	3	3	3	3	3	4
• Using questioning and discussion	3	4	3	2	3	3
• Engaging students in learning	2	3	3	2	3	3
• Using assessment in instruction	3	4	2	1	2	3
• Demonstrating flexibility and responsiveness	2	4	2	2	2	3
Professional Responsibilities	3	4	3	2	3	3
• Reflecting on teaching	2	4	3	2	3	3
• Participating in a professional community	3	3	2	2	2	2

Key: 1 = Unsatisfactory   2 = Basic   3 = Proficient   4 = Distinguished

Document 5

**Excerpt from Teacher Survey Results (last year)
(100% responded)**

	Percent Agreeing or Strongly Agreeing
I enjoy working at this school.	92%
School leadership is responsive to my needs.	77%
Performance expectations for teachers are clear.	85%
I receive encouragement and support from school leadership.	85%
School leadership recognizes my efforts and contributions.	85%
I have the resources and support to provide a highly effective learning environment for my students.	72%
My schedule allows for reasonable planning time.	67%
I have adequate opportunities for professional growth.	77%
I possess the knowledge and skills to analyze student achievement data to inform my instructional decisions.	61%
I possess the knowledge and skills to achieve instructional goals for all my students.	69%
I routinely differentiate instruction to meet varied student needs.	54%
I actively work with other faculty in my grade level.	48%
I actively work with faculty outside of my grade level.	41%
I routinely analyze formative assessment data.	56%
I routinely analyze formative assessment data with other teachers to inform my instruction.	48%

This assignment consists of four separate tasks. Task 1 addresses an immediate human capital issue. Task 2 addresses a long-term human capital issue. Tasks 3 and 4 address approaches to take with specific teachers.

Task 1

Based on the information provided and your understanding of school building leadership, what is the most pressing, immediate area to further develop human capital at Brickman Elementary and how would you address it? Explain why this action would be effective.

Be very specific in your answer, being sure to clearly identify area of need and describe the action you would take. Provide relevant evidence to support your response.

Your response should be approximately 100–200 words and may be in the format of your choice (e.g., paragraph, bulleted list).

Sample Response to Task 1

(193 words)

> The most pressing concern is moving teachers rated "Basic/Developing" (Teachers
> F and K) into the "Proficient/Distinguished" category so the school can build
> on its success. Last year two teachers, one each in grades 2 and 4, were rated
> "Basic/Developing." Without appropriate professional support, these teachers
> might not grow, resulting in instruction that yields little or no growth in
> student achievement. To address this concern, I would focus on components in
> which they are having difficulty, including establishing a culture of learning

and using assessment in instruction. Growth in these targeted areas may have a positive effect on other domains, resulting in improved overall ratings in the future.

I would include targeted professional development and in-service opportunities in these areas in both teachers' Teacher Improvement Plans. I would also conduct targeted observations and provide evidence-based feedback on areas in need of improvement. Both developing teachers have strengths that can be leveraged to achieve improvements in areas of need. I would pair each teacher with an effective or highly effective colleague for peer coaching. In addition, these teachers, as well as their colleagues, may benefit from schoolwide emphases on collaboration and analysis of assessment data.

Analysis of Response

The response demonstrates strength in the following Performance Characteristics.

Completeness: The degree to which the response addresses all parts of the assignment

> The response completely addresses all elements of the task. The immediate human capital development need is identified as providing support for teachers who are rated "basic" or "developing." A specific course of action is laid out and a rationale is presented in terms of effect the action will have on student learning and other domains of teacher performance. Evidence from multiple sources is cited, including teacher evaluation ratings, observation ratings, and survey responses.

Accuracy: The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively

> The response accurately identifies specific teachers—the two rated "basic" or "developing"—as well as particular areas in which the identified teachers need further development. The response describes targeted professional development and in-service opportunities to improve teachers' effectiveness while building upon existing strengths. The response also suggests school-wide analysis of assessment data, which will have a positive effect on these specific teachers, as well as on their peers.

Depth of Support and Understanding: The degree to which the response provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills

> The response makes extensive use of multiple data sources to substantiate points regarding the most pressing need, demonstrating deep understanding of the situation in the school. The strategies outlined in the response both address the immediate need and frame it in the larger context of total staff growth and student learning. For this reason, the response links the specific assignment to the overall mission of a school building leader.

Task 2

Based on the information provided and your understanding of school building leadership, what are the two most important actions you can take to make long-term human capital improvements at Brickman Elementary? Explain why these actions would have long-term benefits.

Be very specific in your answer, being sure to describe clearly the actions you would take. Provide relevant evidence to support your response.

Your response should be approximately 100–200 words and may be in the format of your choice (e.g., paragraph, bulleted list).

Sample Response to Task 2

(180 words)

> First, I would expand opportunities for meaningful collaboration. Only 48% of teachers report actively working with other faculty at their grade level; only 41% collaborate outside their grade levels. I would make greater collaboration a priority and adjust teaching schedules to include common planning time. This step would reduce teacher isolation and create opportunities for collaborative activities such as analyzing student work and discussing instructional practice. The ultimate goal would be to see the school grow into a professional learning community.
>
> Second, I would leverage the skills and knowledge of high-performing teachers to strengthen instruction schoolwide. Nine teachers are rated "Proficient/Effective" and two are "Distinguished/Highly Effective," providing a built-in resource for professional development. Highly ranked teachers could lead formative assessment discussions, increasing the percentage of staff who routinely analyze formative assessment data to inform instruction. "Distinguished/Highly Effective" teachers could also help establish a peer-coaching program, benefiting all teachers and developing more teacher-leaders. These approaches extend professional learning for skilled teachers while reinforcing the school's instructional goals. I would also encourage leadership by providing ongoing professional development opportunities and other incentives.

Analysis of Response

The response demonstrates strength in the following Performance Characteristics.

Completeness: The degree to which the response addresses all parts of the assignment

> The response completely addresses all elements of the task. Two actions are outlined—expanding opportunities for collaboration and leveraging the skills and knowledge of high-performing teachers—and rationales are provided to explain how and why each action would improve teacher performance and develop human capital over the long term. Evidence is cited from the teacher survey and teacher evaluation ratings.

Accuracy: The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively

> The response accurately analyzes data provided in the documents. An overview of the scenario and documents, in particular the Teacher Observation Summary Data and the Teacher Survey Results, indicate a need for meaningful collaboration among staff and for leadership from high-performing teachers. Additional recommendations for ongoing professional development to nurture teacher leadership are also likely to yield long-term human capital improvement.

Depth of Support and Understanding: The degree to which the response provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills

> The response demonstrates a logical connection between long-term human capital issues and specific, teacher-related data. The response focuses first on the teacher survey to identify needs that can be effectively addressed through school building leader-initiated actions. The response then uses evidence from teacher ratings and observation data to identify teachers who have strengths that can be leveraged to support their peers' professional growth and development.

Task 3

Based on the information provided and your understanding of school building leadership, describe how you would ensure that Teacher K develops into a more effective teacher. Explain why.

Be very specific in your answer, being sure to describe clearly how you would ensure Teacher K's development. Provide relevant evidence to support your response.

Your response should be approximately 100–200 words and may be in the format of your choice (e.g., paragraph, bulleted list).

Sample Response to Task 3

(197 words)

> I would meet with Teacher K to review performance and set goals for improvement. I'd first ask K to reflect on each domain and self-identify areas for growth, engaging K in analyzing performance and participating fully in the improvement process. At the meeting, we'd discuss areas for growth while identifying strengths to leverage. For example, K is proficient in "demonstrating knowledge of content" and "communicating with students." These proficiencies can support improvement in components where K faces challenges, in particular "setting instructional outcomes" and "using assessment in instruction."
>
> We would then develop a Teacher Improvement Plan that sets goals for K's two "Unsatisfactory" components, targets one "Basic"-rated component in each domain for improvement, and establishes a timeline to guide the process. Between benchmarks, I would conduct observations and conferences. K could benefit from focused pre-conference conversations with me or a peer coach to clarify instructional objectives and plan ways to assess student learning in progress. I would also ensure K has needed resources, including in-service and mentoring/coaching from proficient/distinguished teachers. At the end of the timeline, I would conduct a summative observation, which Teacher K and I could use to discuss and implement plans for future growth.

Analysis of Response

The response demonstrates strength in the following Performance Characteristics.

Completeness: The degree to which the response addresses all parts of the assignment

> The response completely addresses all aspects of the task. The response identifies specific steps to take in working with Teacher K and describes why each step is important. Information from the teacher evaluation ratings and observation data, such as specific areas of strengths that can be leveraged to support improvement in areas in need of growth, are included as evidence.

Accuracy: The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively

> The response accurately interprets the teacher evaluation and observation data to identify Teacher K's instructional strengths and areas of need. The actions outlined in the response, including holding a meeting to review performance and set goals, developing a Teacher Improvement Plan, implementing the plan with observations and conferences, and providing support from a highly effective peer, are all highly appropriate

for human capital development.

Depth of Support and Understanding: The degree to which the response provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills

> The response demonstrates strong understanding of the knowledge, skills, and responsibilities of a school building leader with regard to human capital development. An accurate interpretation of Teacher K's needs is combined with a clear understanding of the appropriate steps for supporting the improvement of a developing teacher. The response includes specific details that define the role of the school building leader in addressing a teacher's areas of needs and developing, implementing, and following through with a Teacher Improvement Plan.

Task 4

Based on the information provided and your understanding of school building leadership, what professional growth opportunities would you suggest for Teacher H? Explain why.

Be very specific in your answer, being sure to describe clearly the opportunities you would suggest for Teacher H. Provide relevant evidence to support your response.

Your response should be approximately 100–200 words and may be in the format of your choice (e.g., paragraph, bulleted list).

Sample Response to Task 4

(187 words)

> H is an effective teacher demonstrating proficiency in three of four domains. I would ask H to reflect on Teacher Observation data and identify strengths and areas of need. Then, at a meeting to review performance and set goals for future growth, I would focus with H on the Classroom Environment domain to identify strategies for improvement. Some strategies that helped H gain proficiency in other domains may be useful. For example, H could leverage strengths in "communicating with students" and "using questioning and discussion" to improve performance in "establishing a culture for learning."
>
> H should include growth in a higher-rated domain in a long-term improvement plan. The goal would be to help H continue growing, even in areas of proficiency. In-service and mentoring opportunities are also important. Pairing H with Teacher I, a "Distinguished" teacher in the same grade, could yield significant benefits, including preparing H to mentor other teachers. I would support H's ongoing professional growth by conducting observations and providing evidence-based feedback. To promote improvement in reflecting on teaching, I would guide H through a reflective process to determine strategies for improving student achievement.

Analysis of Response

The response demonstrates strength in the following Performance Characteristics.

Completeness: The degree to which the response addresses all parts of the assignment

> The response completely addresses the task, providing specific professional growth opportunities for Teacher H and explanations why each is important. In addition, the response identifies the strongest

aspects of the teacher's practice along with areas in need of professional growth. The response is supported with evidence from teacher evaluation ratings and observation data.

Accuracy: The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively

This response accurately evaluates Teacher H's proficiencies and areas of need. Appropriate steps for the school building leader to take, including conducting observation and following up with evidence-based feedback to nurture the teacher's growth, are also outlined. In addition, the response uses performance and observation data to pair Teacher H with a distinguished teacher in the same grade for mentoring.

Depth of Support and Understanding: The degree to which the response provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills

The response demonstrates a thorough understanding of the role of the school building leader. For example, data from the teacher evaluation ratings and observation summaries are analyzed, and that analysis is used to support specific steps to promote Teacher H's continuing professional growth and development. The response further demonstrates a depth of understanding by acknowledging the importance of working from a strengths-based perspective to continue the growth of a teacher who is already proficient in a majority of areas.

Assignment 3: Family and Community Engagement

Use the information below to complete the task that follows.

You have recently been hired as the school building leader of High School A, a 9–12 high school in a large suburban district. Due to budget cuts and an ongoing decline in student enrollment at the secondary level, the district consolidated its two high schools into one at the end of the prior school year. With the consolidation, your enrollment for the upcoming year will be 4,000 students, of which 1,000 students are from the now-closed High School B. Additionally, over 40 staff members from the closed school will now be transferred to your school, including 3 assistant principals, 30 teachers, 4 counselors, and other staff.

Prior to the beginning of the new school year, you met with the superintendent to discuss the status of the school consolidation and to identify issues that you will need to address as school building leader. During this meeting you learned that High Schools A and B used to be arch rivals in sports and that the demographics of the two buildings differ substantially. High School A, the remaining school, offers 15 Advanced Placement® classes and is viewed by the community as the better high school, with 95% of students graduating (60% with a Regents Diploma with Advanced Designation) and approximately 90% of students going on to college. The now-closed High School B did not have similar academic success. High School B offered only 4 Advanced Placement® classes and had a 75% graduation rate, with 20% of graduates earning a Regents Diploma with Advanced Designation and less than 50% of students going on to college.

Over the summer, you reviewed survey data from each high school to better understand how families perceive the schools. You noticed that the response rate from High School A was 60% and the response rate from High School B was 35%. The results of the surveys are summarized below.

You also were visited by families and community members from both schools who expressed concerns about the transition. Concerns included the increased distance and commuting time that transferred students will incur (up to 30 additional minutes for some students), class size/crowding issues, and the effect of the consolidation on the school's athletic program. In addition, parents from High School A, the higher-achieving school, are concerned that the transferred students are less academically oriented and that teachers will need to "slow down" the pace of instruction to re-explain content or to address behavioral issues.

As a result of the conversations over the summer, you recognize the fragility of the now-consolidated high

school and pledge to find ways to unite and advance both learning and partnerships in the new school community.

Family Perception Survey Results for High School A and High School B, Last Year (prior to consolidation)		
Survey Question	High School A (% responding "Quite a bit" or "A tremendous amount")	High School B (% responding "Quite a bit" or "A tremendous amount")
1. How much of a sense of belonging does your student feel at his or her school?	83%	76%
2. How well do activities offered at your student's school match his or her interests?	78%	64%
3. How well do the teaching styles of your student's teachers match his or her learning style?	76%	53%
4. How well do you feel your student's school is preparing him or her for the next academic year?	84%	66%
5. How often do you meet with teachers at your student's school?	52%	31%
6. How confident are you that teachers can motivate your student to do his or her best in school?	66%	26%
7. How comfortable are you about communicating with and becoming involved with your student's school?	74%	48%
8. How welcome does the school make you feel as a parent?	62%	46%

Based on the information provided, respond to each of the following prompts. Be very specific in your answers, citing evidence from the scenario as appropriate.

   A.   What are two important issues you anticipate may occur as your blended school opens?
   B.   Explain why and how it would be beneficial to involve families with regard to these issues.
   C.   What actions would you implement to work with families to address *each* issue you identified in Part A? Explain why these actions would be effective.
   D.   What additional challenges might your actions create and what are some ways you could manage those challenges?

Your response should be approximately 400–500 words and may be in a format of your choice (e.g., paragraphs, bulleted list).

Sample Response to Assignment 3

(423 words)

I anticipate that different achievement levels at Schools A and B create a potential for conflict at the newly consolidated school. Some School A parents/guardians do not believe School B students can meet rigorous academic

standards. The difference in graduation rates in the two schools supports this concern. Teachers and students may share this belief, which could have a negative effect on achievement for School B students. A second issue is the reluctance of School B families to involve themselves in school activities. Only 35% of families from School B responded to last year's family perception survey, showing that more than half of School B parents/guardians were disengaged from their school. Of those responding, fewer than half reported feeling "quite a bit" welcome. These families could become disenfranchised.

As the consolidated school opens, it will be important to engage families from both schools in order to form positive relationships, set a tone, and establish a model of working together. The concern demonstrated by School A parents/guardians and disengagement by School B parents/guardians must be addressed by bringing families together. Involving families from both schools will demonstrate that this is a "new" school. Staff and students should be aware that parents/guardians from both schools are reaching out and encouraging other parents/guardians and students. The traditional sports rivalry between the schools will likely be resolved as parents/guardians form shared commitments.

My first action to address these issues would be to conduct outreach to School B families. In advance of the beginning of the school year, I would hold a series of meetings with School B parents/guardians to discuss expectations for student achievement, hear their concerns, and encourage their involvement in the consolidated school. Outreach will be necessary to engage these families in school activities. Finally, as the consolidated school opens, I would hold an open meeting for all families to ask questions and offer input and assistance. This would give all parents/guardians opportunity to participate from the beginning.

Additional challenges may result from involving families to this extent. There may be tension between families from School A and School B, especially for parents/guardians heavily involved in the sports rivalry. Additionally, School A families, students, and staff may continue to feel resentment related to the consolidation. To manage these challenges, I plan to continue holding open meetings and working with the transition team, not only to develop positive relationships but also to be responsive, understanding, and proactive about problems. Recognition of new relationships and excellent work will also be important to ensuring a harmonious school environment.

Analysis of Response

The response demonstrates strength in the following Performance Characteristics:

Completeness: The degree to which the response addresses all parts of the assignment

> The response fully addresses each of the prompts. Two significant issues are identified and substantiated with evidence drawn from the scenario and data. The response also establishes the importance of engaging families with regard to these issues and identifies actions the school building leader can take to address the identified issues. Finally, additional challenges are anticipated, as are responses to those challenges.

Accuracy: The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively

The response accurately identifies two areas of potential conflict, drawing on the scenario and survey data. The importance of family engagement is accurately explained, including the recognition that School B parents/guardians could become disenfranchised and that the sports rivalry is a potential concern. The response outlines an appropriate course of action for the school building leader to follow, including outreach to the School B community. All actions are supported by an accurate analysis of and examples from the scenario. Identified challenges represent a logical interpretation of the scenario and survey data. Ongoing meetings and proactive responses to issues as they emerge are appropriate and have the potential to be highly effective.

Depth of Support and Understanding: The degree to which the response provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills

The response demonstrates a thorough understanding of the role and responsibilities of the school building leader in the situation established by the scenario, including conducting outreach, building relationships, creating partnerships, and shepherding all stakeholders through the consolidation process. Overall, the response reflects a highly effective application of knowledge and skills related to family and community engagement. The response demonstrates sound reasoning throughout, including strong rationales for all proposed actions and sufficient and relevant examples.

Performance Characteristics

The following characteristics guide the scoring of responses to each assignment.

COMPLETENESS	The degree to which the response addresses all parts of the assignment
ACCURACY	The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively
DEPTH OF SUPPORT AND UNDERSTANDING	The degree to which the response provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills

Score Scale for Assignment 2

Scores will be assigned to each response to the assignment according to the following score scale.

Score Point	Score Point Description
3	The "3" response reflects a thorough command of the relevant knowledge and skills.
2	The "2" response reflects a general command of the relevant knowledge and skills.
1	The "1" response reflects a limited or no command of the relevant knowledge and skills.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.
B	No response.

Score Scale for Assignment 3

Scores will be assigned to the response to the assignment according to the following score scale.

Score Point	Score Point Description

4	The "4" response reflects a thorough command of the relevant knowledge and skills.
3	The "3" response reflects a general command of the relevant knowledge and skills.
2	The "2" response reflects a limited command of the relevant knowledge and skills.
1	The "1" response reflects little or no command of the relevant knowledge and skills.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.
B	No response.

Study Guide

Field 108: School Building Leader Part 2
Sample Assignment One: Video Observation and Analysis

Sample Directions

New York State's Annual Professional Performance Review (APPR) procedures require school building leaders to use a rubric when observing and evaluating teachers. These rubrics have multiple domains and are aligned to the New York State Teaching Standards.

For this assignment, you will watch a 15-minute video clip of a teacher's instruction and then you will evaluate the teacher's performance against the criteria set forth in the Teacher Observation Rubric provided.

The video clip will only play once. You will not be able to pause, stop, or replay the video. While the video is playing, you will be able to view only the component text from the rubric. You may use the erasable *notebooklet provided to take notes. After you watch the video, you will once again see both the assignment and the complete rubric while you write your response.

You should familiarize yourself with the assignment and the rubric before you go on to the next screen and watch the video. The rubric is provided on the right side of this screen. The assignment to which you will respond is shown in the box below.

You will be asked to write a response in preparation for your post-observation conference with the teacher. Your response should be approximately 300–600 words and may be in a format of your choice (e.g., paragraphs, bulleted list). Be sure your evaluation clearly responds to each part of the task. The final version of your evaluation should conform to the conventions of edited American English.

In your evaluation, you will identify evidence of teaching related to each rubric component and assign a performance level for each rubric component. Then, using the evidence and the performance levels you have identified, you will identify one strength and one area for improvement in the teacher's performance.

Your evaluation of the teacher's performance will be based on your observation of the video-recorded instruction and your application of the criteria defined in the rubric. While you may see evidence of other teacher practices that are not addressed in the rubric, your task is to identify evidence from the video relating to the specific components of practice defined in this rubric and then assess the level of performance exhibited on those components.

*notebooklet: A small, hand-held erasable whiteboard

You will be asked to complete the following task:

Using the evidence you observed in the video and the Teacher Observation Rubric provided, prepare a 300–600 word evaluation of the observed teaching for your post-observation conference in which you:

for each rubric component, cite observable, objective evidence from the video;

assign a performance level (level 1 to level 5) for each rubric component, citing the evidence you identified;

identify one significant strength exhibited in the teacher's performance, citing the relevant component(s) of the Teacher Observation Rubric and observable evidence as support; and

identify one significant area for improvement exhibited in the teacher's performance, citing the relevant component(s) of the Teacher Observation Rubric and observable evidence as support.

Teacher Observation Rubric

Domain I: Engaging Students in Learning

Component 1: Engages students in learning tasks that develop understandings and/or skills relevant to the learning objective	
Level 1	Students are passive or inattentive. OR Students are participating in tasks that are vaguely or superficially related to the lesson objective.
Level 2	Students are participating in learning tasks focused primarily on basic facts or procedures relevant to the lesson objective with little or no attention to deeper understandings and/or more complex skills applications.
Level 3	Students are engaged in learning tasks that address understandings and/or skills relevant to the lesson objective.
Level 4	Students are engaged in learning tasks that develop deep understandings and/or complex skills relevant to the lesson objective.
Level 5	Students are engaged in differentiated learning tasks that deepen and extend understandings and/or skills relevant to the lesson objective by addressing their individual learning needs.

Domain II: Deepening Student Learning

Component 2: Elicits and builds on students' responses to promote conceptual and/or skills development	
Level 1	Teacher does most of the talking and students provide few responses. OR Teacher responses lead to significant student confusion and/or misunderstandings.
Level 2	Teacher primarily asks surface-level questions and evaluates student responses as correct or incorrect.
Level 3	Teacher elicits student responses that require and promote conceptual and/or skills development.
Level 4	Teacher elicits and builds on students' responses to promote conceptual and/or skills development.
Level 5	Teacher designs learning experiences that allow students to evaluate their own abilities to understand and apply relevant concepts and/or skills.

Component 3: Uses instructional strategies in ways that deepen students' understanding of and/or ability to apply relevant concepts or skills	
Level 1	Teacher focuses on facts with no opportunities for student application or practice. OR There is a clear mismatch between instructional strategies, skills, and students' readiness to learn.
Level 2	Teacher uses instructional strategies that address concepts and/or skills in vague or superficial ways or that give students very limited opportunity to apply new concepts and/or skills.
Level 3	Teacher uses instructional strategies in ways that help students understand and/or apply relevant concepts or skills.
Level 4	Teacher uses instructional strategies in ways that deepen students' understanding of and/or ability to apply relevant concepts or skills.
Level 5	Teacher uses instructional strategies in ways that deepen students' understanding of and/or ability to apply relevant concepts or skills and facilitates interactions among students to promote conceptual and/or skills development.

Domain III: Maintaining a Positive and Challenging Learning Environment

Component 4: Demonstrates rapport with and respect for students in a positive and challenging learning environment	
Level 1	There is evidence of disrespectful and/or disruptive behavior that interferes with student learning.
Level 2	Teacher provides a learning environment that serves primarily to control student behavior and does not challenge students academically.
Level 3	Teacher demonstrates rapport with and respect for students in a positive learning environment.
Level 4	Teacher demonstrates rapport with and respect for students in a positive and challenging learning environment.
Level 5	Teacher demonstrates rapport with and respect for students in a positive and challenging learning environment where students demonstrate willingness to take risks and support each other to achieve.

Video Description

At the test center, the examinee watches a 15-minute video clip of a teacher's instruction. The video clip will only play once. Examinees will not be able to pause, stop, or replay the video. While the video is playing, examinees will be able to view only the video and the component text from the rubric.

Setting: third-grade class English Language Arts lesson (35 students)

> **Lesson Objective:** "Students will be able to think analytically, address problems creatively, and advocate persuasively."

Rubric Components

> ### Domain I: Engaging Students in Learning
>
> Component 1: engages students in learning tasks that develop understandings and/or skills relevant to the learning objective
>
> ### Domain II: Deepening Student Learning
>
> Component 2: elicits and builds on students' responses to promote conceptual and/or skills development
>
> Component 3: uses instructional strategies in ways that deepen students' understanding of and/or ability to apply relevant concepts or skills
>
> ### Domain III: Maintaining a Positive and Challenging Learning Environment
>
> Component 4: demonstrates rapport with and respect for students in a positive and challenging learning environment

Complete the task that follows.

Using the evidence you observed in the video and the Teacher Observation Rubric provided, prepare a 300–600 word evaluation of the observed teaching for your post-observation conference in which you:

for each rubric component, cite observable, objective evidence from the video;

assign a performance level (level 1 to level 5) for each rubric component, citing the evidence you identified;

identify one significant strength exhibited in the teacher's performance, citing the relevant component(s) of the Teacher Observation Rubric and observable evidence as support; and

identify one significant area for improvement exhibited in the teacher's performance, citing the relevant component(s) of the Teacher Observation Rubric and observable evidence as support.

Performance Characteristics

The following characteristics guide the scoring of the response to the assignment.

COMPLETENESS	The degree to which the response addresses all parts of the assignment
ACCURACY	The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively
DEPTH OF SUPPORT AND UNDERSTANDING	The degree to which the response provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills

Score Scale

Scores will be assigned to the response to the assignment according to the following score scale.

Score Point	Score Point Description
4	The "4" response reflects a thorough command of the relevant knowledge and skills.
3	The "3" response reflects a general command of the relevant knowledge and skills.
2	The "2" response reflects a limited command of the relevant knowledge and skills.
1	The "1" response reflects little or no command of the relevant knowledge and skills.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.
B	No response.

Study Guide

Field 108: School Building Leader Part 2
Sample Selected-Response Items

Competency 0002
Family & Community Engagement

Use the information below to answer the five questions that follow.

Mr. G is the new school building leader at Willowbrook Elementary School, a suburban school that enrolls approximately 470 students in grades K–5. Willowbrook is known for a high level of family involvement and for its strong focus on foundational skills. Most teachers at Willowbrook are rated effective or highly effective, and students generally perform at or above district and state averages. Student performance remained strong as Willowbrook implemented a new, district-adopted curriculum aligned to the New York State Common Core Learning Standards last year.

Several years ago, the previous school building leader at Willowbrook established a partnership with the undergraduate teacher education program at a local college. College students enrolled in sections of an upper-level reading instruction course are assigned to serve at Willowbrook as tutors for students who are struggling readers. The college tutors each spend four hours per week tutoring at Willowbrook as a course requirement. Several college faculty members teach sections of the reading instruction course on a rotating basis. Most faculty who teach this course do not meet with Willowbrook staff. Instead, a faculty coordinator at the college meets with administrators and the English Language Arts (ELA) coordinator at the school at the beginning of each school year and on an as-needed basis as the year proceeds.

The Everyone Reads tutoring program was embraced by Willowbrook's staff and by the school community when it began, and the tutoring sessions yielded improvements in reading achievement for Willowbrook students who participated. Now entering its fifth year, the program provides tutoring in reading to approximately 75 students. During his first weeks at Willowbrook, Mr. G met with the parents/guardians of 23 students who participate in the program. These parents/guardians were unanimous in their support for the program, stating that their children have better attitudes toward reading and show greater confidence in their reading abilities as a result of tutoring. Parents/guardians of students in grades 3 through 5 also noted that their children spend two to three hours more per week reading at home than they did before they began participating in the program.

In initial meetings with school staff, however, Mr. G learned that teacher support for the program has declined somewhat. Individual teachers expressed concern that energy for the program has been flagging and that college faculty do not seem as engaged with the program as they had been at the outset. Mr. G hopes to strengthen Willowbrook's partnership with the college's undergraduate teacher education program and reinvigorate staff support for the Everyone Reads program. He reviewed formative assessment data related to literacy skills, as well as the results from an annual teacher survey regarding the program. In addition, he read a letter to the college faculty coordinator written by Ms. R, the previous school building leader at Willowbrook, at the

end of the program's first year.

Document 1

Willowbrook Elementary School
Fourth Quarter Formative Assessment Results for Literacy Skills,
Grades 1 through 5

(percentage of students answering more than 65% of formative assessment items correctly)

	5 Years Ago	3 Years Ago	Last Year
Grade 1			
Print Concepts	79%	84%	85%
Phonological Awareness	74%	80%	80%
Phonics and Word Recognition	72%	78%	77%
Fluency	68%	73%	73%
Key Ideas and Details	64%	70%	70%
Craft and Structure	59%	66%	65%
Integration of Knowledge and Ideas	63%	68%	69%
Grade 2			
Phonics and Word Recognition	78%	82%	82%
Fluency	72%	76%	75%
Key Ideas and Details	67%	72%	72%
Craft and Structure	63%	69%	68%
Integration of Knowledge and Ideas	66%	71%	70%
Grade 3			
Phonics and Word Recognition	83%	86%	87%
Fluency	77%	81%	81%
Key Ideas and Details	70%	74%	73%
Craft and Structure	65%	70%	70%
Integration of Knowledge and Ideas	68%	73%	72%
Grade 4			
Phonics and Word Recognition	87%	89%	88%
Fluency	81%	85%	85%
Key Ideas and Details	71%	76%	76%
Craft and Structure	69%	74%	72%
Integration of Knowledge and Ideas	72%	76%	75%
Grade 5			
Phonics and Word Recognition	88%	92%	92%
Fluency	86%	89%	88%
Key Ideas and Details	73%	78%	77%
Craft and Structure	68%	74%	74%
Integration of Knowledge and Ideas	72%	77%	78%

Document 2

Willowbrook Elementary School
Survey of Teachers with Students Participating in
the Everyone Reads Tutoring Program

	Percent Agreeing or Strongly Agreeing	
	3 Years Ago*	Last Year**
Struggling readers in my class benefit from the Everyone Reads program.	90%	80%
Tutors assigned to my class are knowledgeable about effective reading instruction for struggling readers.	76%	65%
Tutors assigned to my class respond effectively to my students' varied learning needs.	81%	70%
Tutors assigned to my class are familiar with Willowbrook's English Language Arts curriculum.	71%	45%
Struggling readers in my class look forward to the time they spend with their tutor.	86%	79%
I find it easy to work with tutors assigned to my class.	76%	60%
Tutors assigned to my class are available to consult with me about their work with my students.	76%	65%
Tutors assigned to my class need additional training to be effective with my students.	19%	45%
The college coordinator of the Everyone Reads program is available to communicate with me as needed.	57%	45%
The college coordinator of the Everyone Reads program is responsive to my comments/concerns.	67%	50%
Willowbrook teachers would benefit from:		
• opportunities to collaborate with college partners on reading-related instructional planning and design	52%	58%
• professional development activities led by college faculty involved in the Everyone Reads program	62%	67%

* 88% of eligible teachers responded
** 94% of eligible teachers responded

Document 3

Letter to the College Faculty Coordinator from the Previous School Building Leader

Dear Professor K,

Please accept my congratulations on a very successful first year for the Everyone Reads tutoring program. Willowbrook's students have benefited greatly from the college's involvement in our school community.

Over the course of the year, 22 college tutors made regular visits to Willowbrook, and 72 of our students across several grade levels received one-on-one tutoring. The results, I'm pleased to say, were outstanding. Students were excited about working with the tutors, and all showed gains in reading. The collaborative efforts of the

college's faculty and students were well received by our staff. The program enjoyed the enthusiastic support of parents/guardians and the entire school community. All in all, we accomplished a great deal, of which we should be proud.

As we reflect on this past year and move toward the next, we are excited about exploring some of the ideas for program expansion that you and other faculty at the college have suggested. My teachers are particularly interested in your idea about having college faculty who are involved in the Everyone Reads program lead professional development activities at our school. The inclusion of the professional development link would no doubt be very useful for exposing teachers to current research and best practices in the field of reading instruction. We are also interested in pursuing your idea of increasing opportunities for our teachers to consult with college faculty on reading instruction that is effective and appropriate for all of their students. Opportunities such as these would provide excellent support for school staff and would help sustain the strong relationship we all enjoyed in this first year.

Please share my congratulations with your colleagues. We are very appreciative of all of your efforts, and of the efforts of your students.

Best regards,

Ms. R
Principal
Willowbrook Elementary School

1. Mr. G is planning an initial meeting with the current college faculty coordinator for the Everyone Reads tutoring program. Based on the information provided, Mr. G should give most attention to which issue at the meeting?

    A.   improving the college faculty's responsiveness to Willowbrook staff

    B.   increasing the tutors' knowledge of Willowbrook's current curriculum

    C.   exploring formative assessment data for Willowbrook students

    D.   identifying additional strategies for teaching reading at Willowbrook

Answer

Correct Response: B. This item requires examinees to apply knowledge of skills and strategies for building productive partnerships with institutions of higher education to meet school needs. The scenario indicates that Willowbrook implemented a new curriculum last year that is aligned to the New York State Common Core Learning Standards. Meanwhile, last year's survey of teachers with students participating in the Everyone Reads tutoring program (Document 2) indicates that only 45 percent of teacher respondents agreed or strongly agreed that the tutors assigned to their classes were familiar with the school's current ELA curriculum. To be fully effective in their work with students who are struggling readers, the tutors need to understand and know how to apply the school's new ELA curriculum. Therefore, when meeting with the college faculty coordinator for the Everyone Reads tutoring program, Mr. G's most immediate concern should be the issue of increasing the tutors' knowledge of relevant aspects of the school's new ELA curriculum.

2. Mr. G plans to share school data with college faculty involved in the Everyone Reads tutoring program in order to encourage their engagement in further program planning. Which modification to the data shown would best serve this purpose?

    A.   providing formative assessment results for each year since the program began, rather than for selected years only

    B.   organizing the teacher survey data to more clearly indicate areas of significant teacher concern

    C.   breaking out the formative assessment results for program participants versus nonparticipants

    D.   including with the teacher survey data information regarding the specific tutors who worked in each classroom

Answer

Correct Response: C. This item requires examinees to apply knowledge of strategies for engaging the community to support planning and implementation of change. Mr. G could best engage relevant college faculty in further planning for the Everyone Reads tutoring program by providing them with data highlighting specific ways in which the program has been more and less successful in improving students' reading performance over time. The formative assessment data provided in Document 1 is for all students at the school, so the effects of the tutoring program on those students participating in it are difficult or impossible to discern. These data would be far more helpful to the college faculty if they were broken out in ways that distinguish the performance of student participants in the program versus nonparticipants. Such data would allow the college faculty to identify specific program strengths and needs and clarify those areas requiring change in order to be more successful.

3. Based on the information provided, Mr. G can best leverage which area of strength in order to reinvigorate teacher support at Willowbrook for the Everyone Reads tutoring program?

    A.   gains in student performance in literacy skills since the program was implemented

    B.   the potential interest of college faculty in providing teachers with professional development activities related to the program

    C.   the percentage of teachers reporting positive classroom experiences with tutors

    D.   reports from parents/guardians about the program's positive impact on children's attitudes about and time spent in reading

Answer

Correct Response: D. This item requires examinees to apply knowledge of strategies for engaging families to support the implementation of change. The scenario indicates that teacher support for the Everyone Reads tutoring program is declining. Available formative assessment data suggest that benefits of the program in terms of improved student test performance may have flattened out in the last couple of years. However, the striking level of family support the program enjoys can be used to reinvigorate teacher support for the program. As they learn about reports from many parents/guardians that the program continues to have positive effects on the attitudes of participating students about reading and, most notably, on the amount of time these students spend reading outside of school, teachers will be more likely to support strengthening the program.

4. Which action taken by Mr. G would likely be most helpful for promoting the effectiveness and vitality of the Everyone Reads tutoring program moving forward?

    A.   Establish a system to ensure regular, ongoing communication between the school and college faculty.

    B.   Provide college faculty with formative and state assessment results in reading as the results become available.

    C.   Invite college faculty to conference with teachers and tutors periodically throughout each semester.

    D.   Put in place procedures for individual teachers to contact college faculty as tutor-related issues arise in their classrooms.

Answer

Correct Response: A. This item requires examinees to apply knowledge of effective communication systems between the school and outside stakeholders. A partnership between a school and an outside organization benefits from regular, ongoing communication to help ensure that the needs and expectations of both entities are being met and that any issues that arise can be dealt with promptly and in a mutually acceptable way. The scenario states that meetings between school and college staff occur infrequently and, when they do occur, involve only a small number of school staff and one college faculty coordinator. Given declining faculty support for the program and increasing concerns about various aspects of the program, establishing a system for regular, ongoing communication between the school and college faculty, such as weekly conference calls or monthly meetings, would be one important way of promoting the program's effectiveness and vitality moving forward.

5. Over the next several years, Mr. G's highest priority for strengthening Willowbrook's partnership with the college's undergraduate teacher education program should be

    A.   ensuring that the college's undergraduate teacher education students are adequately prepared to serve as tutors

    B.   expanding opportunities for Willowbrook staff to work directly with the college's undergraduate teacher education faculty

    C.   evaluating the extent to which the partnership with the college continues to support the goal of improving student success

    D.   encouraging Willowbrook teachers to pursue professional development related to reading at the college campus

Answer

Correct Response: B. This item requires examinees to apply knowledge of skills and strategies for building productive partnerships with institutions of higher education to meet school needs. The teacher survey indicates that many teachers whose students participate in the program believe they would benefit from opportunities to collaborate with and learn from college faculty, an idea discussed in the previous building leader's letter to the college's faculty coordinator for the program. Moreover, many teachers are experiencing program-related issues that could be addressed through opportunities to interact with their partners at the college, and many would like to see more communication with and responsiveness by the college. Therefore, an important priority for Mr. G in working to strengthen the school-college partnership should be to expand opportunities for school staff to work directly with the college's undergraduate teacher education faculty.

Competency 0003
Operational Systems, Data Systems, and Legal Guidelines to Support Achievement of School Goals

6. A middle school building leader is determining whether to search a student's backpack for a possible illegal substance. Which statement describes the minimum requirement for moving forward with the search?

> A.   The student gives verbal permission to conduct the search.
>
> B.   A reasonable suspicion exists that the student is violating the law.
>
> C.   The student has been observed committing an illegal action.
>
> D.   The search is conducted in the presence of the student's parents/guardians.

Answer

Correct Response: B. This item requires examinees to apply knowledge of laws related to student rights. The Fourth Amendment to the U.S. Constitution guarantees individuals the right to be free from unreasonable searches. In the case of *New Jersey v. T.L.O.*, 469 U.S. 325 (1985), the Supreme Court ruled that school officials have a right to search students based only on "reasonable suspicion," a less rigorous standard than "probable cause," which generally applies to searches outside of a school environment. Therefore, in the situation described, the minimum requirement for a building leader to move forward with a search of a student's backpack is the existence of a reasonable suspicion that the student is violating the law by being in possession of an illegal substance.