Missouri School Leader Performance Assessment (MoSLPA)

Task Requirements

Task 2: Supporting Continuous Professional Development

In this task you will demonstrate your skills in establishing and supporting effective and continuous professional development with staff.

Standards and Indicators Measured in This Task

The following Missouri School Leader Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

- Standard 1, Quality Indicators 1 and 2
- Standard 2, Quality Indicators 2 and 3
- Standard 3, Quality Indicator 2
- Standard 6, Quality Indicator 1
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 28,500 characters (approximately nine typed pages) that
   • responds to all guiding prompts
   • references your artifacts to support your written evidence
   • describes, analyzes, and reflects on the evidence

2. Seven different artifacts (a maximum of eight pages), including
   • one representative page from the prioritized list
   • representative pages from the professional development plan (maximum of two pages) (A sample template is provided, but candidates can submit a form of their own.)
   • one representative page from the research (e.g., a bibliography, a specific online resource, or a district source)
   • one representative page of an assignment given to teachers and/or students
   • one representative page from a walkthrough observation form completed for one teacher (A sample template is provided, but candidates can submit a form of their own.)
   • one representative page of a student work sample from one student
   • one representative page from a feedback survey completed after the professional development (A sample template is provided, but candidates can submit a form of their own.)

3. For this task, you will also select three teachers with different levels of experience, observe them teaching, and determine the impact that the professional development had on their teaching and their students’ learning.

How to Submit Your Evidence (Refer to the Submission System User Guide for details.)
   • Upload your artifacts into your Library of Artifacts.
   • Refer to the artifacts in your Written Commentary.
   • Link the artifacts to your Written Commentary.
How to Compose Your Written Commentary
This task has four steps, 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: Designing Building-Level Professional Development
- Step 2: Implementing Building-Level Professional Development
- Step 3: Analyzing Three Teachers’ Responses
- Step 4: Reflecting on Building-Level Professional Development

*Please read the entire task before responding to any guiding prompts.* Use the textboxes under the guiding prompts to compose your responses and link your artifacts.
Contextual Information

**Overview:**

Many factors can affect teaching and learning; these 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 (approximately 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.

Enter your response in the textbox below.

**Type your response here.**
### Step 1: Designing Building-Level Professional Development

This step allows you to demonstrate your ability to work with colleagues to develop a prioritized list of significant professional development needs.

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a prioritized list of the professional development needs of your building-level teachers that are aligned to building or district and/or Comprehensive School Improvement Plan (CSIP) goals. Then respond to the guiding prompts below.</td>
</tr>
</tbody>
</table>

|Textbox 2.1.1: The Prioritized List |

<table>
<thead>
<tr>
<th>Guiding Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What process and data sources were used to prioritize the list of significant professional development needs that are aligned to building or district and/or Comprehensive School Improvement Plan (CSIP) goals?</td>
</tr>
<tr>
<td>b. Who was involved in developing the prioritized list (e.g., staff, department chairs, building leadership teams, students, parents, community members, district personnel, etc.)? Why were these individuals selected?</td>
</tr>
<tr>
<td>c. How do the prioritized needs address the goals of the building or district and/or a CSIP?</td>
</tr>
</tbody>
</table>

Enter your response in the textbox below. Link a representative page of the prioritized list (maximum of one page) from your Library of Artifacts to the first sentence in your response.

**Type your response here.**
Activity
Design a research-based professional development plan that addresses the most significant need(s) of your building-level teachers. Then respond to the guiding prompts below.

Textbox 2.1.2: Planning

Guiding Prompts
a. What need(s) from the prioritized list did you identify as the focus for the professional development plan? Why did you make this selection?

b. What is (are) the goal(s) of the professional development plan? How will you determine if the goal(s) is (are) achieved?

c. How will the professional development impact student learning?

d. What research supported the identified focus for the professional development (e.g., studies, strategies, information from experts in the field, or primary sources)? Explain the connection between the research and the identified focus for the professional development.

e. What other factors contributed to the development of the building-level professional development plan (e.g., budget, schedules, staff, facilities, time, or the CSIP)?

f. Whom did you involve in the planning of the professional development plan (e.g., staff, department members, building-level leadership teams, students, parents, community members, or district personnel)? Why did you involve these individuals?
Enter your response in the textbox below. Link representative pages of the professional development plan (maximum of two pages) from your Library of Artifacts to the first sentence discussing the plan. Link a representative page of the research you reviewed (maximum of one page) from your Library of Artifacts to the first sentence discussing the research.

Type your response here.
Step 2: Implementing Building-Level Professional Development

This step allows you to demonstrate your ability to facilitate professional development to address your building-level teachers’ needs.

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Facilitate building-level professional development that will improve teacher effectiveness and student learning. Then respond to the guiding prompts below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Textbox 2.2.1: Workshop Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guiding Prompts</strong></td>
</tr>
</tbody>
</table>
| a. What strategies/techniques were used to communicate the importance of the professional development?  
Provide a rationale for your choice of strategies/techniques. |
| b. What individuals did you select to participate in the professional development (e.g., professional staff, grade-level teachers, department members)?  
Why did you select them? |
| c. What approaches were used to facilitate the professional development (e.g., a structured program, informal discussions, hands-on learning, or a book study)?  
Provide a rationale for your choices. |
| d. What strategies were used to actively engage the teachers?  
Provide a rationale for your selected strategies. |
| e. What assignment(s) was (were) given to teachers and/or students to demonstrate the impact of the professional development on student learning?  
What is the connection between the assignment(s) and the professional development? |
Enter your response in the textbox below. Link a representative page of the assignment given to teachers and/or students (maximum of one page) from your Library of Artifacts to the first sentence discussing the assignment.

**Type your response here.**
Step 3: Analyzing Three Teachers’ Responses

This step allows you to demonstrate your ability to analyze the effectiveness of professional development on colleagues.

### Activity

**For this step you will**
- conduct classroom visits, complete walkthrough observation forms, and conduct individual follow-up sessions with three teachers with different levels of experience to determine the effect of the professional development and
- have each teacher bring to the follow-up session a student work sample to facilitate a discussion about student learning.

Then respond to the guiding prompts below.

### Textbox 2.3.1: Impact of Professional Development on Three Teachers

#### Guiding Prompts

a. Select three teachers with different levels of experience to determine the effect of the professional development. Provide a rationale for the selection of each teacher.

b. What method of follow-up did you provide for each teacher? Provide a rationale.

c. In what ways did the professional development influence the instructional practices of each teacher? Provide specific examples of the influence.

d. What was the impact of each teacher’s professional development on student learning? Provide examples from the student work to support your conclusions.
Enter your response in the textbox below.
Link a representative page of a completed walkthrough observation form for one teacher (maximum of one page) from your Library of Artifacts to the first sentence discussing the walkthrough.
Link a representative page of a student work sample (maximum of one page) from your Library of Artifacts to the first sentence discussing the impact on student learning.

Type your response here.
Step 4: Reflecting on Building-Level Professional Development

This step allows you to demonstrate an ability to reflect on the effectiveness of the implementation of building-level professional development.

Activity

Develop and conduct a follow-up survey for all teacher participants to provide feedback on the effectiveness of the professional development. Then respond to the guiding prompts below.

Textbox 2.4.1: Reflecting on Building-Level Professional Development

Guiding Prompts

a. Based on the results of the feedback survey, what conclusions can you draw about the effectiveness of the professional development for teachers?  
   Cite examples from the survey to support your conclusion.

b. What modifications would you make to the current professional development process?  
   Provide a rationale for your analysis based on all aspects of the professional development experience.

c. Considering all aspects of this professional development experience, what are the implications of the experience that will support continuous professional development?

Enter your response in the textbox below.  
Link a representative page of the feedback survey you developed that was completed by a teacher participant (maximum of one page) from your Library of Artifacts to the first sentence discussing the survey.

Type your response here.