**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

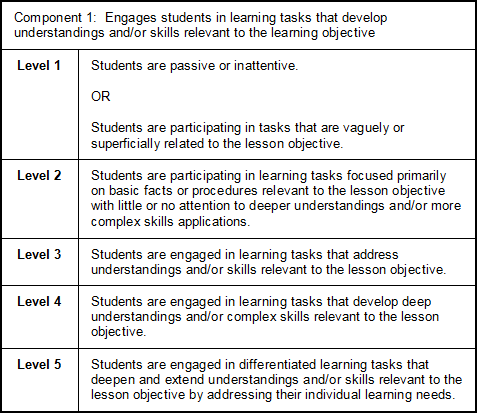
**You will be asked to complete the following task:**

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:

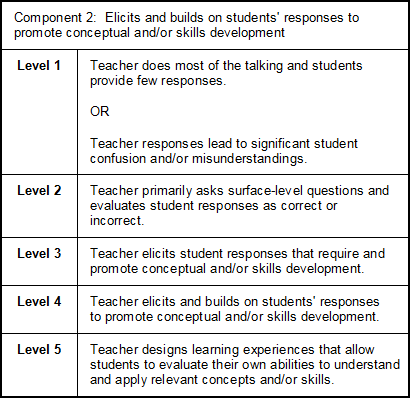
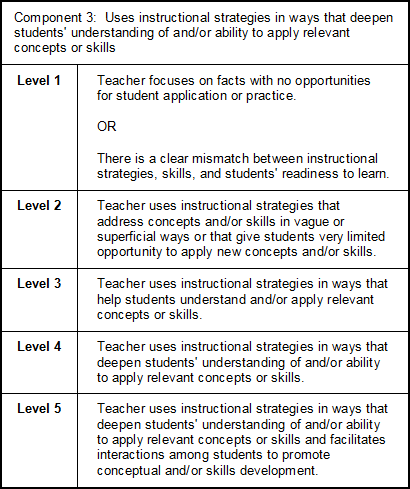
* for each rubric component, cite observable, objective evidence from the video;
* assign a performance level (level 1 to level 5) for each rubric component, citing the evidence you identified;
* identify one significant strength exhibited in the teacher's performance, citing the relevant component(s) 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**

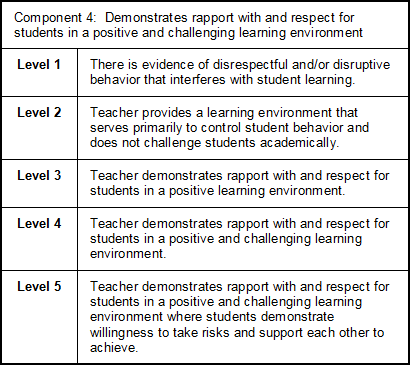
**Domain I: Engaging Students in Learning**



**Domain II: Deepening Student Learning**

**Domain III: Maintaining a Positive and Challenging Learning Environment**



Copyright © 2011 Board of Trustees of the Leland Stanford Junior University. All rights reserved. Adapted with permission.

**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.

## 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.

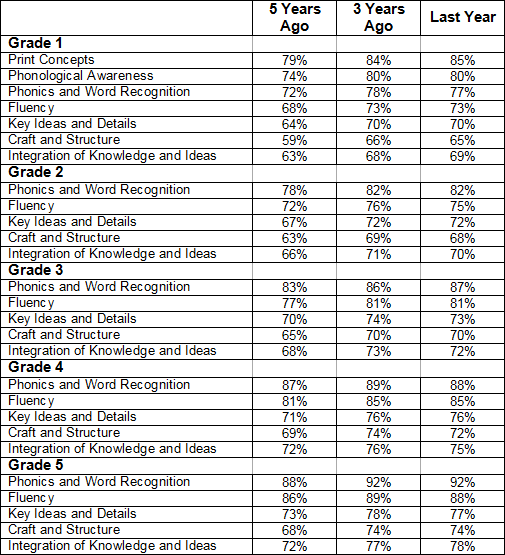
The Everyone Reads tutoring program was embraced by Willowbrook's staff and by the school community when it began, and the tutoring sessions yielded improvements in reading achievement for Willowbrook students who participated. Now entering its fifth year, the program provides tutoring in reading to 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

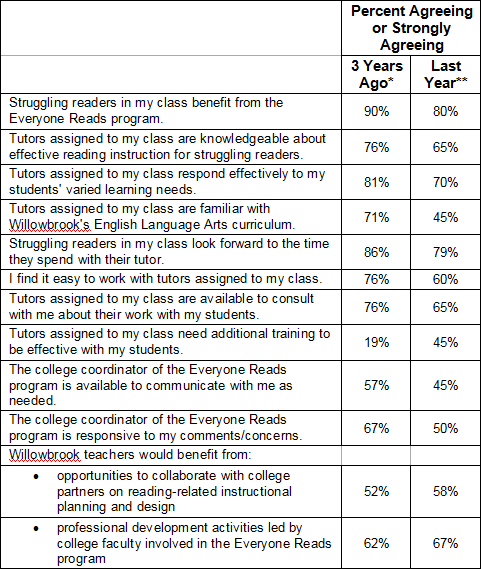
**Willowbrook Elementary School  
Fourth Quarter Formative Assessment Results for Literacy Skills,  
Grades 1 through 5**

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



#### Document 2

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



\* 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?

1. improving the college faculty's responsiveness to Willowbrook staff
2. increasing the tutors' knowledge of Willowbrook's current curriculum
3. exploring formative assessment data for Willowbrook students
4. identifying additional strategies for teaching reading at Willowbrook

**Answer**

**Correct Response: B.**

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?

1. providing formative assessment results for each year since the program began, rather than for selected years only
2. organizing the teacher survey data to more clearly indicate areas of significant teacher concern
3. breaking out the formative assessment results for program participants versus nonparticipants
4. including with the teacher survey data information regarding the specific tutors who worked in each classroom

**Answer**

**Correct Response: C.**

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?

1. gains in student performance in literacy skills since the program was implemented
2. the potential interest of college faculty in providing teachers with professional development activities related to the program
3. the percentage of teachers reporting positive classroom experiences with tutors
4. reports from parents/guardians about the program's positive impact on children's attitudes about and time spent in reading

**Answer**

**Correct Response: D.**

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?

1. Establish a system to ensure regular, ongoing communication between the school and college faculty.
2. Provide college faculty with formative and state assessment results in reading as the results become available.
3. Invite college faculty to conference with teachers and tutors periodically throughout each semester.
4. Put in place procedures for individual teachers to contact college faculty as tutor-related issues arise in their classrooms.

**Answer**

**Correct Response: A.**

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

1. ensuring that the college's undergraduate teacher education students are adequately prepared to serve as tutors
2. expanding opportunities for Willowbrook staff to work directly with the college's undergraduate teacher education faculty
3. evaluating the extent to which the partnership with the college continues to support the goal of improving student success
4. encouraging Willowbrook teachers to pursue professional development related to reading at the college campus

**Answer**

**Correct Response: B.**

##### **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?

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

**Answer**

**Correct Response: B.**

7. A family with several children in a school was displaced from their home. The children's mother has notified the school that the family must move to a shelter in a nearby school district. Under the McKinney-Vento Homeless Assistance Act, which response best describes the school building leader's first responsibility in this situation?

1. making a decision regarding the children's placement based on the expected length of the family's residence at the shelter
2. working with the children's mother to determine whether continuing to attend their current school would be in the children's best interest
3. providing the children's mother with the documents she will need to register the children at a school near the shelter
4. determining the feasibility of providing the children with transportation that would allow them to stay at their current school

**Answer**

**Correct Response: B.**

## 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."

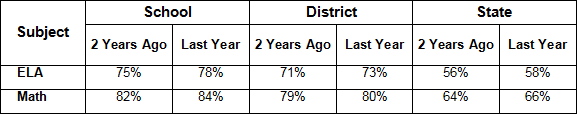
Brickman has a total of 13 classroom teachers, many of whom have been at the school for ten years or more. Staff turnover is relatively low, with two new teachers hired during the last five years to replace one teacher who retired and one who moved to another part of the state. Early discussions with 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

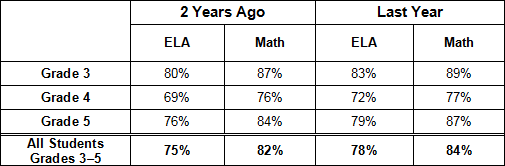
**Student Performance Indicators for Brickman Elementary School  
  
State Assessment Results for All Students  
Grades 3–5 Two-Year Comparison**

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



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

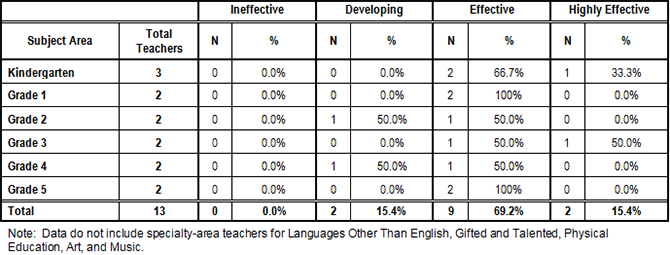
This table displays the percentage of students, by group, scoring at or above Level 3 ("meets proficiency standard").



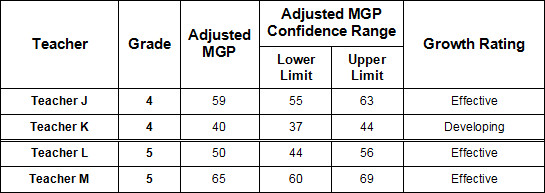
#### Document 2

**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)**

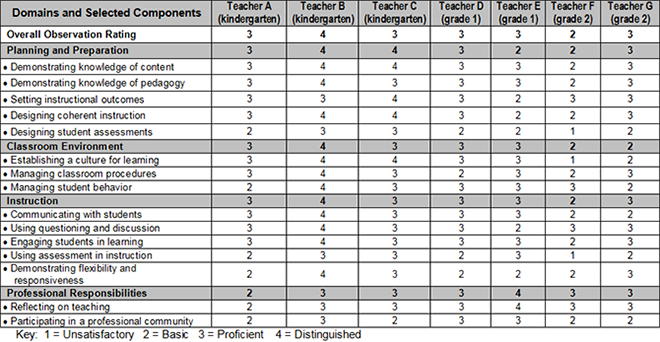


**Adjusted Mean Growth Percentile (MGP) for Grade 4 and 5 Teachers**



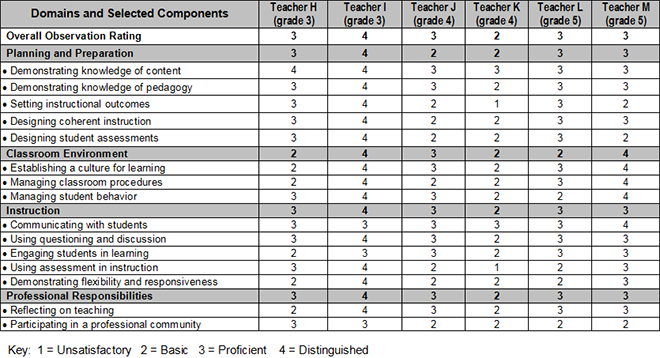
#### Document 3

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



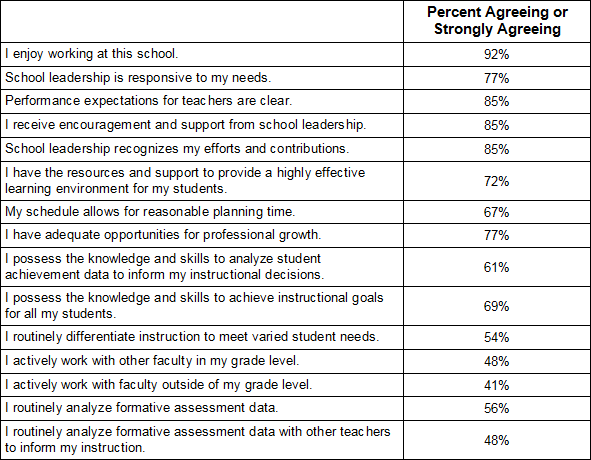
#### Document 4

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



#### Document 5

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



**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).

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).

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).

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).

### Assignment 3: Family and Community Engagement

**Use the information below to complete the task that follows.**

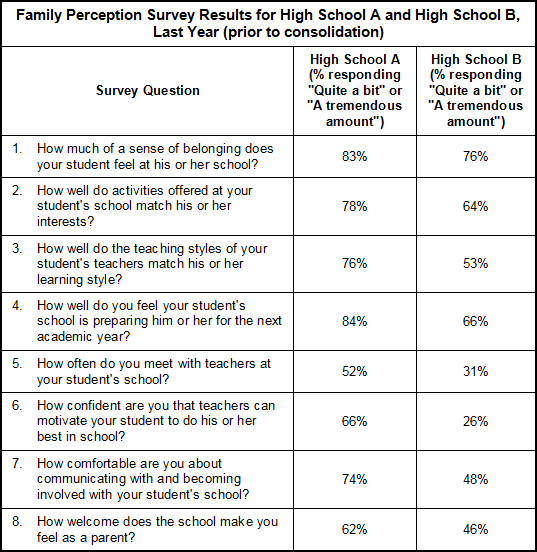
You have recently been hired as the school building leader of High School A, a 9–12 high school in a large suburban district. Due to budget cuts and an ongoing decline in student enrollment at the secondary level, the district consolidated its two high schools into one at the end of the prior school 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.



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.

1. What are two important issues you anticipate may occur as your blended school opens?
2. Explain why and how it would be beneficial to involve families with regard to these issues.
3. 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.
4. 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).