

## **Performance Task #1 - Meeting Simulation**

### *Initial Information for the Applicant*

You have been asked to facilitate a meeting to discuss next steps in supporting the initial implementation of MTSS in all but one of the districts (a smaller rural district that participated in a MiBLiSI training with the ISD in the neighboring county) and the four PSAs that are in this county. You are going to be meeting with the Associate Superintendent of Teaching and Learning for this ISD (basically, the academic officer of the ISD), whom you have spoken to before about this effort. She was enthusiastic about this effort in your initial discussion with her, commenting that she concern is with follow-through with initiatives in most of the schools.

You will also be meeting with their School Improvement Facilitator, who has been at the ISD for some time working with some of their Priority schools (and whom the Assoc. Sup't. said would be skeptical of this effort based on her experience with neighboring county schools), and with the newly hired Literacy Coach who will be coming in to work on early literacy support with the elementary schools in this effort. Also present will be their technology director, who is planning to work with the school districts on supporting their data systems for reporting needs of MTSS.

You are being asked to develop a short agenda (20 minutes) to share main ideas about MTSS, to talk about the implementation focus for fidelity of implementation (to get buy-in from the people you are meeting with), and to determine next steps with the ISD.

### *Situation (presented five minutes prior to the simulation)*

You are headed in to facilitate a meeting with ISD leadership to discuss next steps in supporting initial implementation of MTSS in all but one of the districts and all of the PSAs in a large county with a significant urban center (one of the "Middle Cities" of Michigan). You have worked hard to develop the agenda and prepare as your role as a facilitator of the meeting. Upon arriving, you learn that the Associate Superintendent for Teaching and Learning, who has championed this effort, has resigned. The interim associate superintendent that is taking her place from the ISD is the ISD School Improvement Facilitator, who has previously expressed skepticism about the MTSS implementation work.

### *Instructions to the Applicant*

You have an opportunity to meet with the interim associate superintendent prior to the meeting. Respond to the situation as you see fit. There are no right or wrong approaches. Don't worry about the specifics (names, places, events). Make it up along with any other information you want and [name] will go along with you in the role-play.

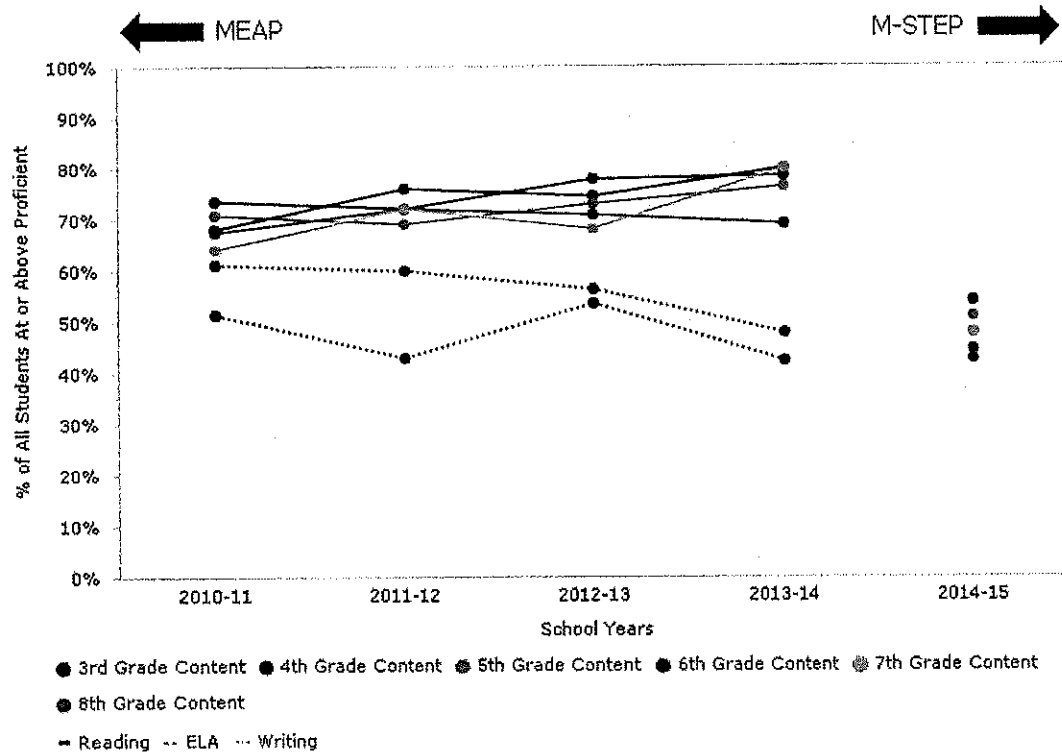
## **Performance Task #2 – Data Analysis and External Communications**

The following writing task is being used to demonstrate your ability to analyze data and information and transform that information into communications that would be similar to authentic tasks that the State Transformation Specialists might need to create. This task should be completed on-site during the scheduled interview process (no advance preparation).

### **Task:**

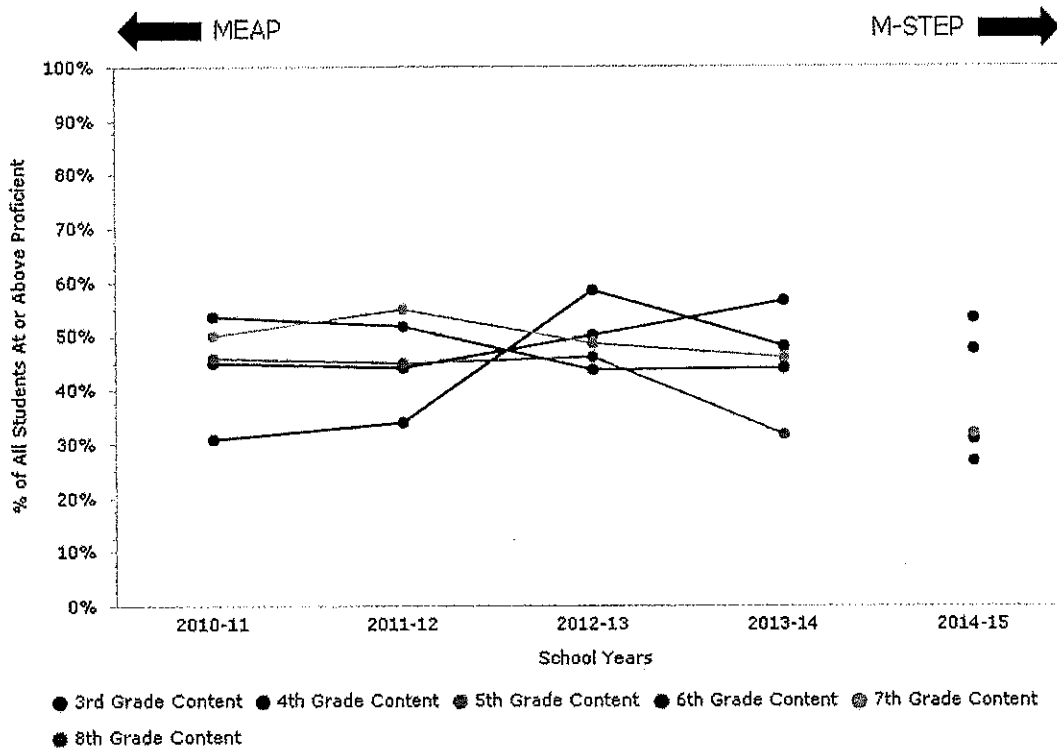
You are going to begin working with one of the Literacy Coaches and the School Improvement Teams at three different local schools districts within a single ISD. You have been asked to review the data on each of the schools from the standard reports for ELA and Mathematics Proficiency trends from MISchoolData for each of the schools. Based on this data, they would like to you write a memo to the Literacy Coach and School Improvement Teams regarding your analysis of the performance of each of the schools and possible next steps for engaging each of the schools in their early literacy, MTSS, and early numeracy work. Please include your recommendations for focus areas for each school to work on in the coming year, as well as seeming strengths to build upon, based on the data. Reference the data where possible, and include any additional information that you wish. The memo should not exceed two pages.

## Elementary and Middle Grades ELA Trend Data for School District #1



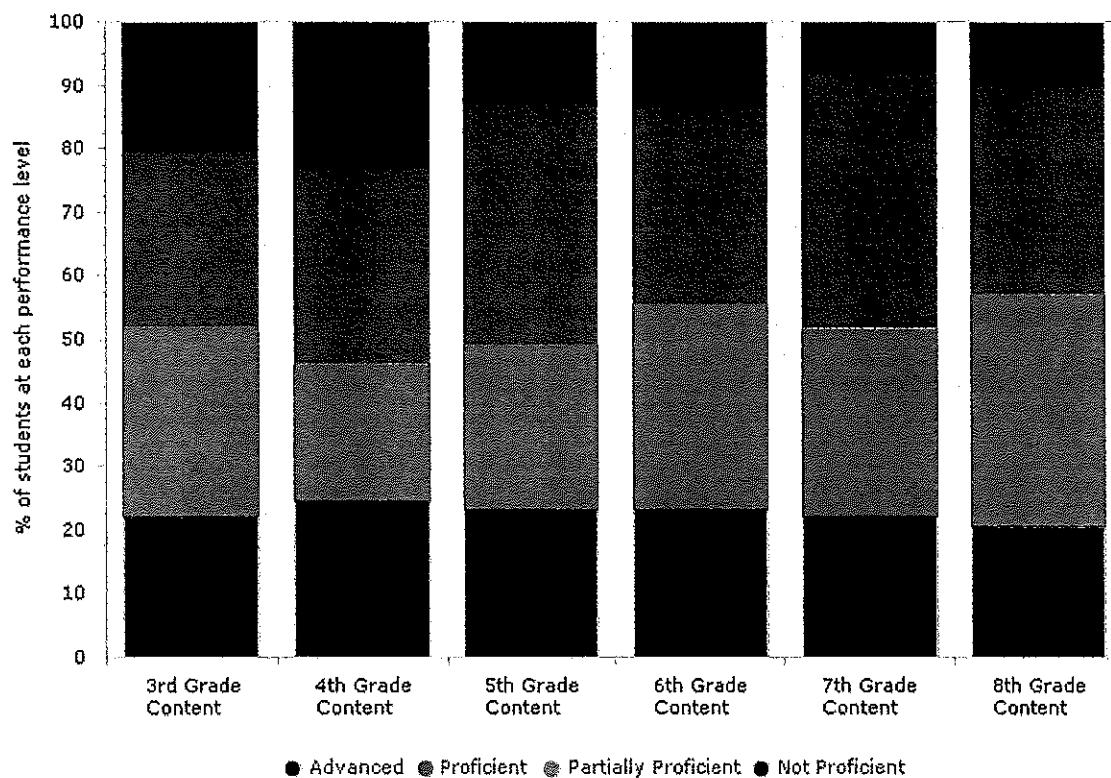
MEAP: 2013-14 and earlier. M-STEP: 2014-15 and later.

## Elementary and Middle Grades Mathematics Trend Data for School District #1

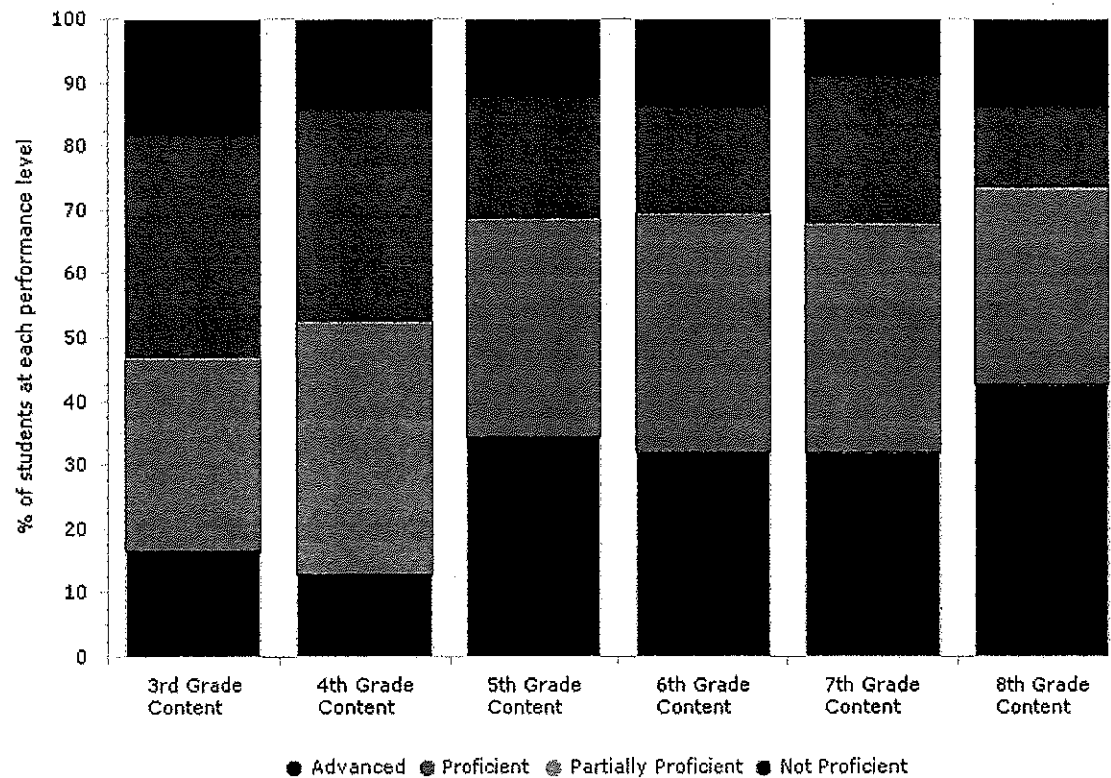


MEAP: 2013-14 and earlier. M-STEP: 2014-15 and later.

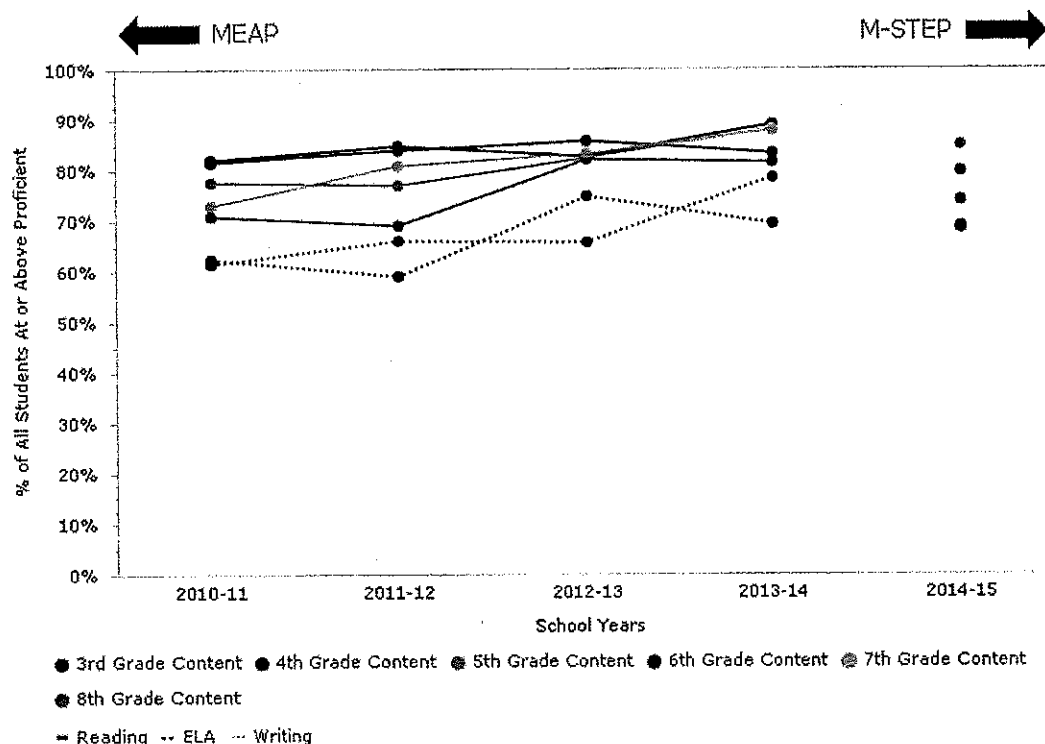
## Elementary and Middle Grades ELA Proficiency Level Data for School District #1



## Elementary and Middle Grades Mathematics Proficiency Level Data for School District #1

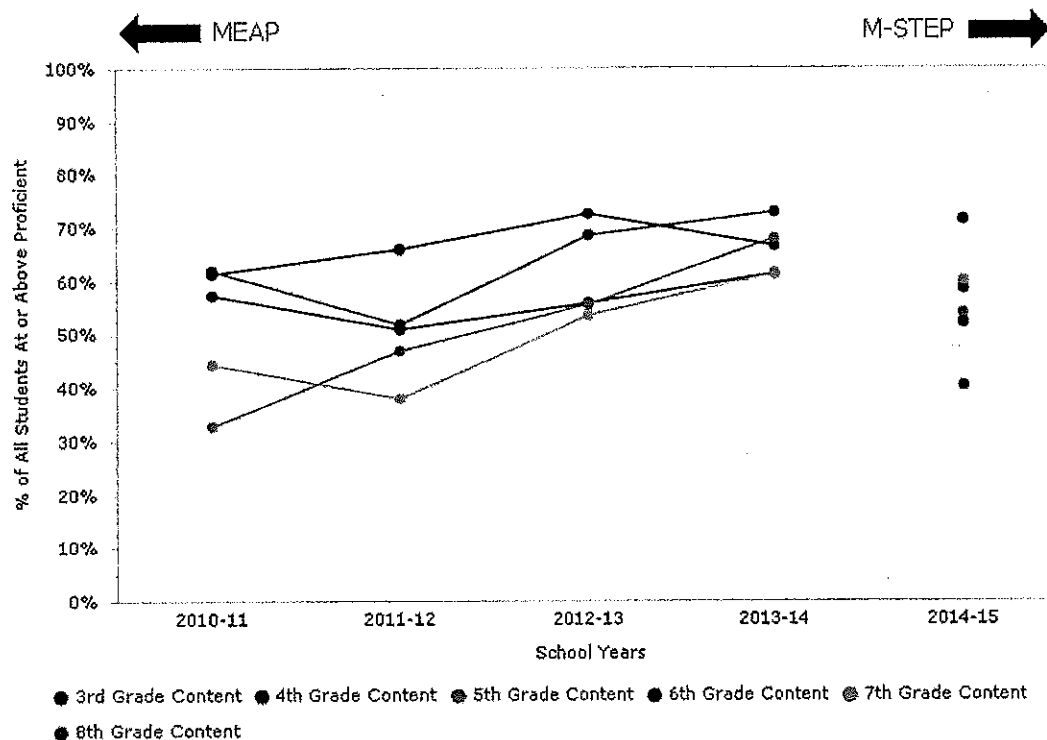


## Elementary and Middle Grades ELA Data for School District #2



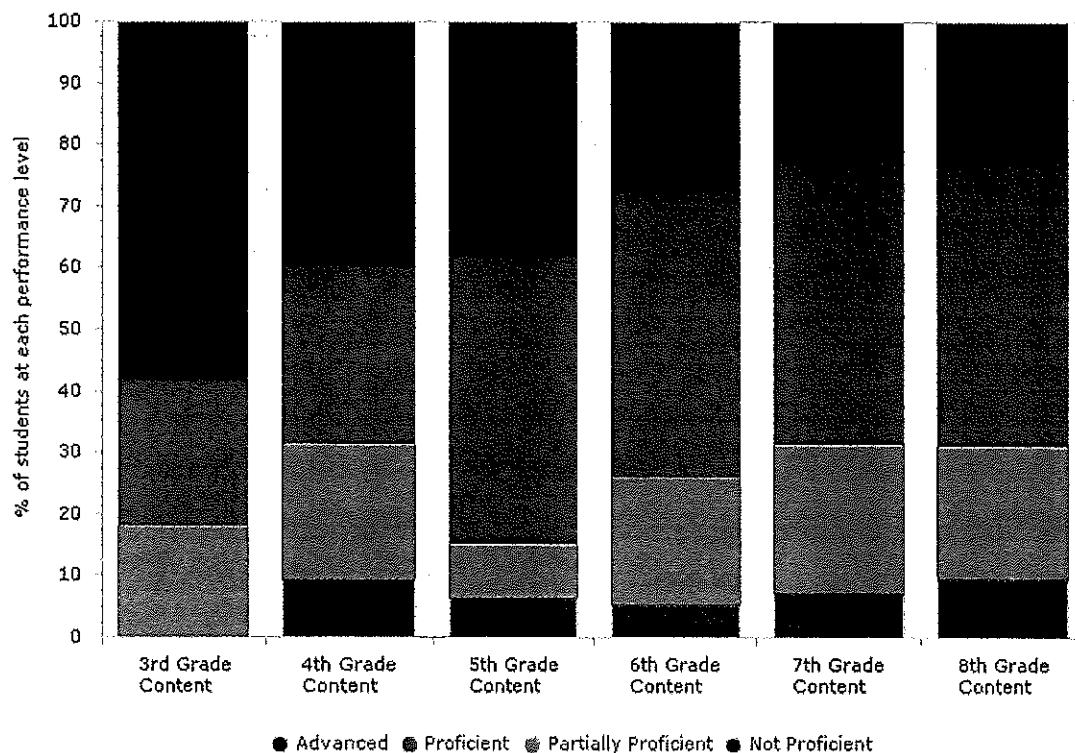
MEAP: 2013-14 and earlier. M-STEP: 2014-15 and later.

## Elementary and Middle Grades Mathematics Data for School District #2

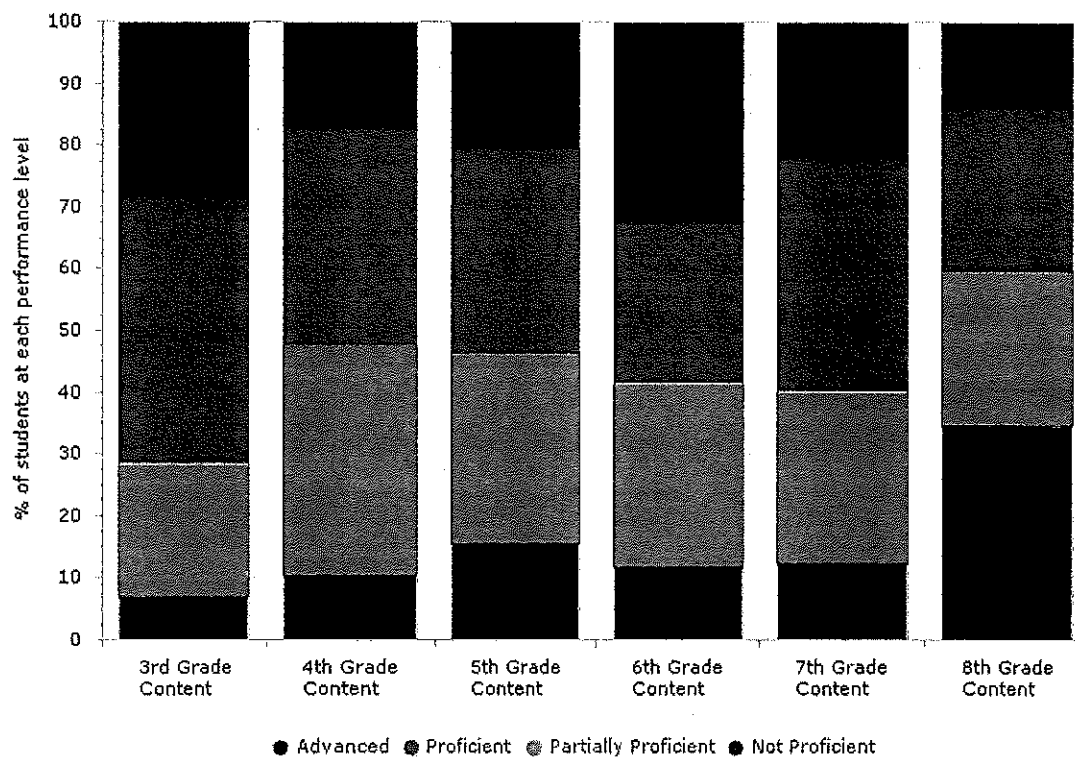


MEAP: 2013-14 and earlier. M-STEP: 2014-15 and later.

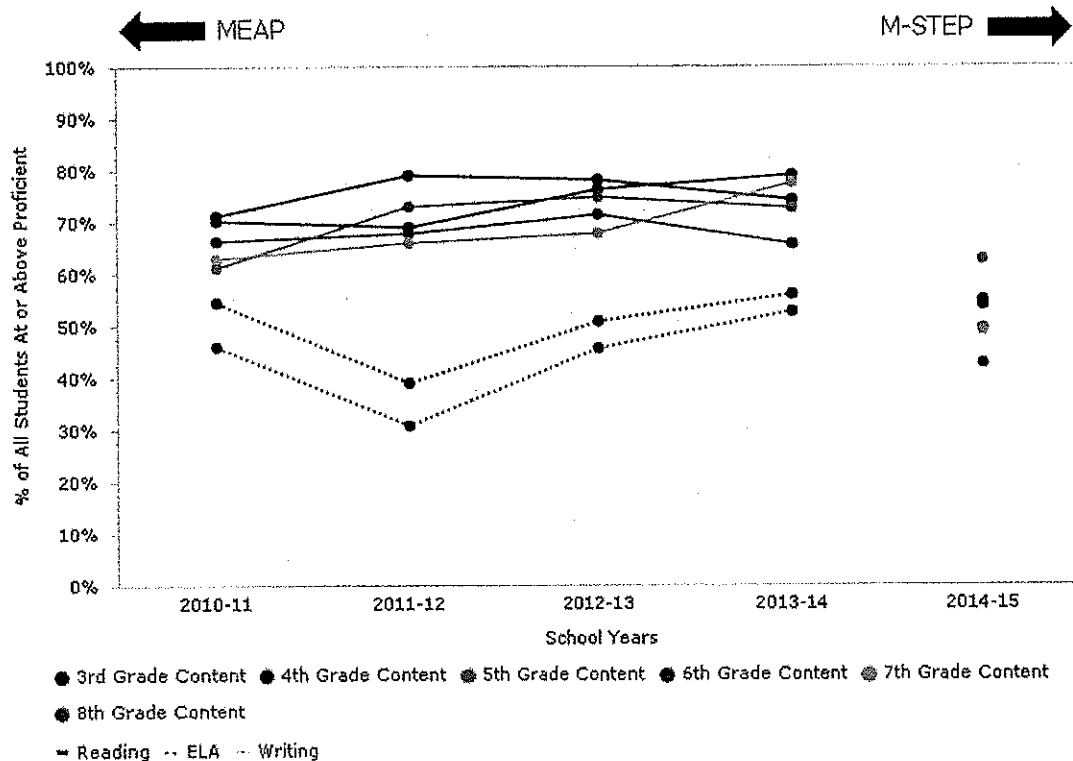
## Elementary and Middle Grades ELA Proficiency Level Data for School District #2



## Elementary and Middle Grades Mathematics Proficiency Level Data for School District #2

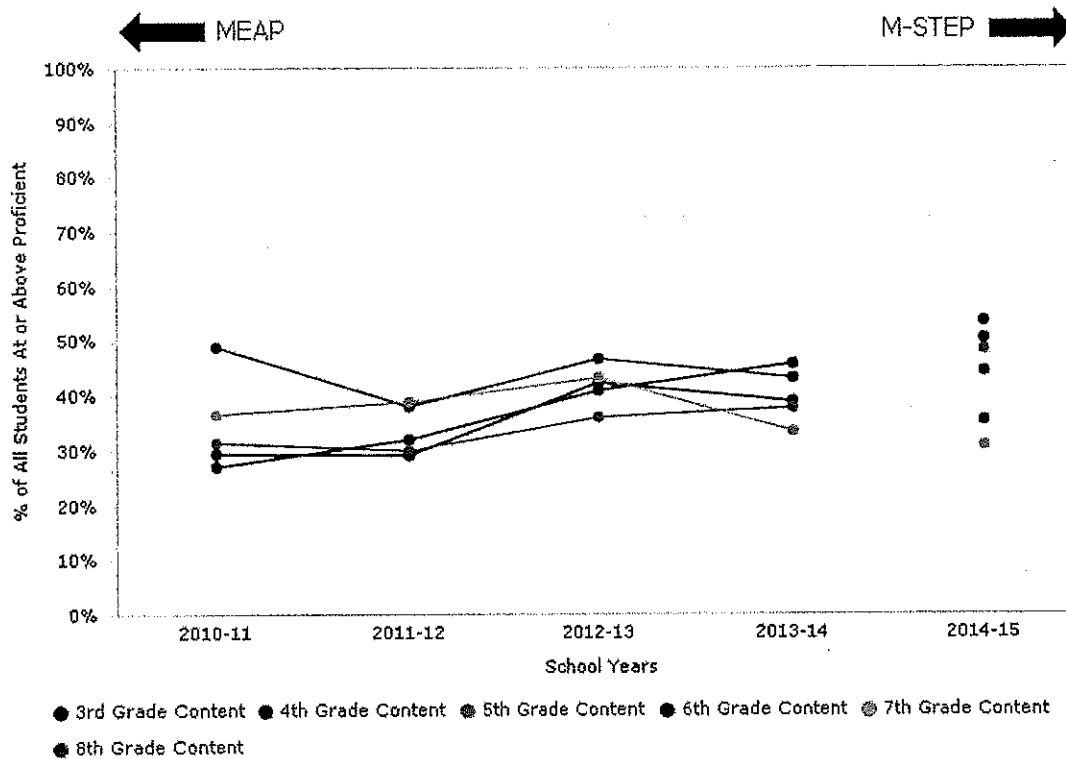


## Elementary and Middle Grades ELA Data for School District #3



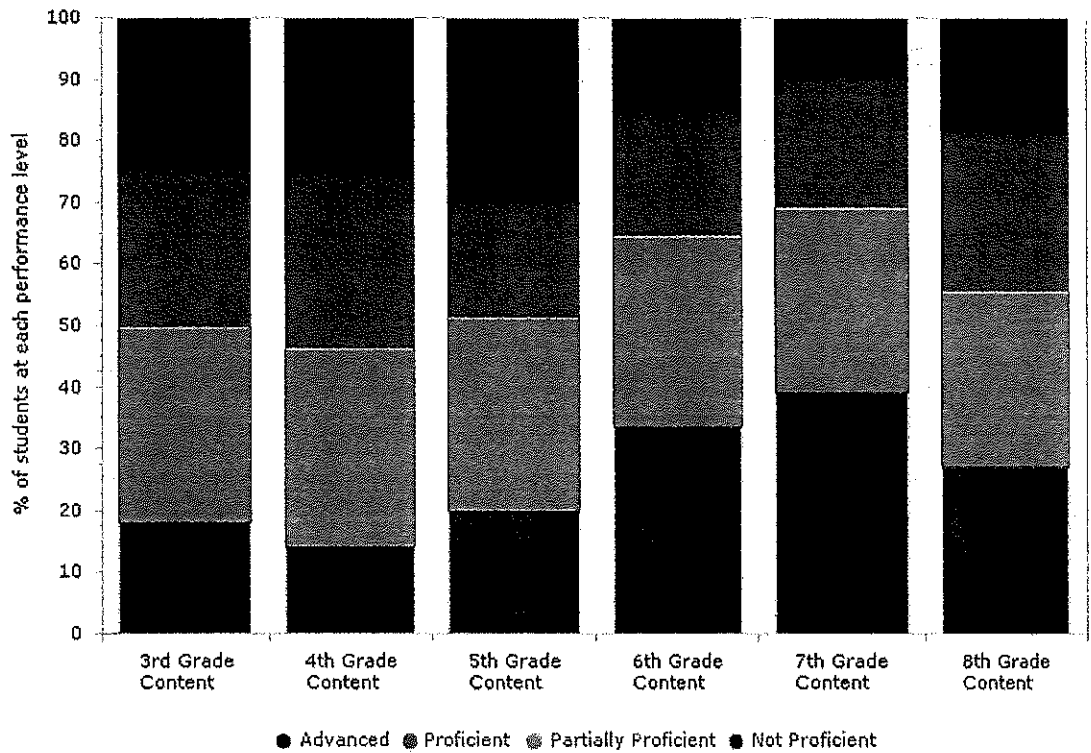
MEAP: 2013-14 and earlier. M-STEP: 2014-15 and later.

## Elementary and Middle Grades ELA Data for School District #3



MEAP: 2013-14 and earlier. M-STEP: 2014-15 and later.

Elementary and Middle Grades ELA Proficiency Level Data for School District #3



Elementary and Middle Grades Mathematics Proficiency Level Data for School District #3

