

Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 3, Step 3: Evaluation of the Professional Learning Plan

Textbox 3.3.1: Feedback and Reflection

Below are two examples of written responses to Textbox 3.3.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level (3-4), and the other response was scored at the Did Not Meet/Partially Met Standards Level (1-2). This information is being provided for illustrative purposes only. These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

Guiding Prompts for Task 3, Textbox 3.3

- a. How will the feedback you received from students, teachers, and/or administrators as well as your analysis of this feedback inform and facilitate the design and implementation of future professional learning? Provide examples to support your response.
- b. Based on what you learned from this experience, what supports (e.g., time, resources) would you advocate for promoting sustained professional learning? Provide a rationale.

Example 1: Met/Exceeded Standards Level (2-4)

The feedback and score results from the Georgia High School Writing Test (GHSWT) proved that the remediation and professional learning community was an effective program for student growth and achievement. Of the students who received the remediation, (82 students) only 2 students did not pass the GHSWT (they had another opportunity in February and both passed). The GHSWT is no longer administered and does not count against students for graduation, however, the new Georgia Milestones does have a writing portion on it and will require students to respond to a writing prompt. The purpose of providing the remediation benefitted the students who were not currently enrolled in an English class due to block scheduling, while students currently enrolled in the class received instruction during class time- with remediation and acceleration opportunities. The feedback from students, teachers, parents, and administrators was all positive. Most expressed favorable experiences and students talked about how it was helpful to have some instruction prior to the assessment. In the future, I believe teachers will try to provide additional remediation for student assessments. In our PLC, we have discussed providing a Saturday remediation opportunity for the Senior Project and after school slam sessions for the End of Course exam.

To promote sustained professional learning, more support needs to be provided to the teachers. Some of the CTAE (Career, Technical and Agricultural Education teachers felt they

Example: Met/Exceeded Standards (cont'd.)

needed more assistance in grading the final T (tone) of RAFT (Role, Audience, Format, Topic), the thesis statement. In the future, I will organize the teachers and our team to create a formula and checklist that we all can use when we review the students' thesis statements. I also will make sure that we share strategies on how to grade them efficiently. For example, one teacher noticed that when she put her checklist on a sticky note, it was much easier to refer to while she was grading. Little tips like this are instrumental in helping everyone get better, but, they often get overlooked. In the future, I want to make a consistent effort to send out reminder emails to my colleagues with tips, strategies and with times for us to gather together to share what is working and where we need support.

Professionally, my PLC and I learned how to provide direct, remedial instruction for the GHSWT. In the past, only the junior English teachers assumed responsibility for the writing test, but with our efforts, all of our colleagues were invested in the process for the students, including many CTAE (Career, Technical and Agricultural Education) teachers. With additional time and resources for the GADOE, released exam examples and prompts, students and teachers will greatly benefit from extra study sessions before state mandated testing.

Refer to the Task 3 Rubric and ask yourself:

In the candidate's analysis of the feedback, where is there evidence of the following?

- How the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning
- Advocacy for supports to promote sustained professional learning, with rationale

Why is the candidate's response **appropriate** or **complete**?

Example: Did Not Meet/Partially Met Standards Level (1-2)

Based on the feedback received from students, teachers and administrators, along with my analysis of this feedback, the following areas are a need for professional learning in the future. Teachers indicated that there are best practices for improving the academic achievement of struggling learners. The following topics should be addressed as part of our school's professional learning:

- a. the needs of ESL learners
- b. the needs of special education learners.
- c. Catching up students who are multiple grade levels behind
- d. Math improvement- previous focus has been on reading and written expression
- e. Parent Involvement- having materials to support students at home, academics and discipline at home
- f. Reading fluency and comprehension (reading on grade level) Teachers attending Professional Learn and teaching content and literacy across the curriculum will help facilitate the implementation of future professional learning. Also, having team lead professional learning will help. Analyzing and receiving student data; teachers attending professional training to improve student learning; having a team lead trainings; and providing surveys to teachers and staff to get feedback are all great resources to promote sustained professional training.

Refer to the Task 3 Rubric and ask yourself:

In the candidate's analysis of the feedback, where is there evidence of the following?

- How the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning
- Advocacy for supports to promote sustained professional learning, with rationale

Why is the candidate's response *global* or *uneven*?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.