

Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 4, Step 2: Observation and Feedback

Textbox 4.2.1: Observation(s)

Below are two examples of written responses to Textbox 4.2.1 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 Textbox 4.2.1

- a. What areas of the goals and instruction did you focus on during the observation(s)? Provide a rationale for your choices.
- b. Analyze the effectiveness of the assessment and other data-collecting tools used. Provide examples that support your analysis.
- c. Analyze the impact of the pre-observation feedback on the lesson(s)/unit.
- d. After observing the lesson(s)/unit, what aspect(s) of the pre-observation meeting would you revise? Provide a rationale.

Example 1: Met/Exceeded Standards Level (3-4)

- a. During the observation I focused on student engagement, the fulfillment of the objectives, and the equality of students answering questions. Student engagement is critical because when students are engaged in the learning process they are better able to make lasting connections and learning. I watched for the fulfillment of objectives because I would need to let the teacher know if I was able to observe her objectives during the course of the lesson or not. Lastly, I watched for the equality of students answering questions because that was something the teacher had asked me to watch for.
- b. I found the assessment tools to be closely tied to the lesson goals. The first assessment, an informal observation of student responses to guiding questions, was directly related to skill of sequence as outlined in the objectives of the lesson. Students would need to have a good grasp on the skill in order to answer the question appropriately. Failure to answer the

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

questions would indicate a need for re-teaching the skill of sequence. The creation of the timeline provides an opportunity for higher-level thinking and application of the skill. The evaluation using a rubric allows for specific feedback to be provided to each student concerning his or her work. The final assessment, which would come during a later day that same week, would provide a final and individual reflection of the effectiveness of the lesson.

In my opinion the interactions between the teacher and the students were effective in supporting the goals of the lesson and the instruction. The students were actively engaged during the part of the lesson in which the teacher read the passage aloud because they were instructed to watch out for the clue words and to point at them as they listened. They were then asked to show a partner where these clue words were, making each student accountable to this task. There were some students who took the task more seriously than others, but all participated in what they were asked to do.

During the timeline activity all students were engaged at the start of the activity. 2 students came to the teacher's desk to tell her that they weren't sure of the directions. She explained them again and both students returned to their seats and continued to work. Most of the students kept the passage open and used it as a direct reference when completing the activity, but 4 students chose to complete it by memory.

- c. The pre-observation form and process was very important to the overall process. It was very helpful to know what I would be seeing prior to observing the lesson, and it was useful that I know the objectives being taught ahead of time. I was able to come into the room in the correct mindset and knew some things I should be watching for. I felt better prepared to be a helpful evaluator due to the pre-observation conference. I also think the pre-observation process helped to put the teacher at ease before I came into her classroom environment.
- d. After observing the lesson, I believe I would add a focus on asking what she planned to do in the event that her students either were not engaged or not understanding the content. I would likely ask the questions "How will you know that they are engaged? What will you watch for to show they are not engaged in learning?" She and I both would have been better prepared for the situation when it occurred.

Refer to the Task 4 Rubric and ask yourself:

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

- A focus on appropriate goals and instruction during the observation
- The effectiveness of the assessment and other data-collecting tools
- An impact of the pre-observation feedback on the lesson(s)/unit
- Revisions that would be made to the pre-observation meeting after observing the lesson(s)/unit

Why is the candidate's response **effective** or **informed**, or even **in-depth**?

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

- a. During my observation I chose to concentrate on the different techniques used to engage students in discussion topics. My rationale for choosing this topic was to focus on what strategies helped all students engage in the topic being taught. Teacher-student interaction included large/small group discussion and Level of Questioning, which pushes students to ask higher level questions. The students were allowed ample time to think about their responses and every student's opinion was valued.
- b. After reading through the students' notes, I realized that almost every student came up with questions that were level three questions that required higher level thinking. Some students needed prompts with word choice, but understood why they were given the prompts and how they could be used to create questions.
- c. I felt that the pre-observation had a strong impact on the lesson, especially on the level of questioning.
- d. If we were to go back and change any pre-observation details, we would limit the amount of objectives listed. There was tremendous pressure to cover all the objectives of the lesson and not adequate time to cover them. Although we did reflect that having many objectives gave the instructor ample material to cover the entire class period with enriching activities.

Refer to the Task 4 Rubric and ask yourself:

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

- A focus on appropriate goals and instruction during the observation
- The effectiveness of the assessment and other data-collecting tools
- An impact of the pre-observation feedback on the lesson(s)/unit
- Revisions that would be made to the pre-observation meeting after observing the lesson(s)/unit

Why is the candidate's response ***partial*** or ***cursory***, or even ***ineffective***?

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.