

Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 4, Step 2: Overall Analysis and Reflection

Textbox 4.3.1: Overall Analysis and Reflection

Below are two examples of written responses to Textbox 4.3.1 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 Textbox 4.3.1

- a. What was the response from the colleague to the feedback you provided throughout this collaborative process?
- b. How will that response and your analysis of your work with colleagues affect your ability to advance the professional skills of other colleagues and their students' learning needs?
- c. How will you work in the future to promote change in other colleagues' instructional practice through the collection of assessments and data results?

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

- a. After receiving feedback from Collaborative Colleague #1 I am very pleased with her review of the data collecting process. On Collaborative Colleague #1's Standardized Reflection Form, she began by describing the knowledge she gained from the data collecting process. She learned that data can be used to judge how much students know and also used to provide valuable information to help students learn. On the feedback form she mentioned that it was helpful having the pre-observation conference. I am glad she found this step in the data collecting process beneficial. The pre- observation conference was the most important step to me as well. The main focus of this pre-observation conference was scoring the pre-writing assessment. This information gave her a baseline of data to compare her students' growth on the post writing assessment. Additionally, this data will be used to improve her teaching strategies for future writing instruction. If students are not progressing at the rate she expects, she will modify instruction to improve student performance.

Example 1: Met/Exceeded Standards Level (cont'd.)

Collaborative Colleague #1 also stated in her feedback form that if it was not for collecting the pre-writing assessment data she would have had to guess which areas needed improving. After the pre-observation conference she had a clear understanding of which areas her students needed to improve. Using the data, she was able to align her instruction to the weak areas. This type of data-based decision making will help close the writing achievement gap in her classroom.

Collaborative Colleague #1 also found that collecting the baseline data made grouping her students according to their writing ability level easy and functional. She was able to identify which students needed specialized instruction. Collaborative Colleague #1 was able to pull these students into small groups and provide them with additional instruction. The groups she created were organized and flexible.

Collaborative Colleague #1 was receptive to all the feedback I provided her. She incorporated the pre- observation conference suggestions into her lesson. She asked questions to the advice I gave and I clarified any misconceptions she had. Collaborative Colleague #1 was glad to learn about the data collecting process and says she will continue to use data to help drive her instruction. Data was used in planning, creating, and implementing her instruction. Collaborative Colleague #1 checked for understandings using observation checklist during one-on-one conferences. During these conferences she was able to give feedback. This feedback gave students opportunity to intergrade what they learned during their conference into their writing. Collaborative Colleague #1 was happy with this assessment method and found it easy and useful in her classroom.

In the future I plan to continue to promote change in the data collecting process with the collaboration of new colleagues on my team. One area that can become overwhelming is the Response to Intervention (RTI) process. During my collaborative meetings I will be sharing how to collect data for RTI. The main focus of these meetings will be to review the data collecting process. I will explained to teachers that they should choose a data collecting method that can be managed in the classroom and also decide how frequently they will collect the data. I will provide teachers with examples of different data collecting methods that are often used. Next, I will explain the importance of collecting a baseline of data before starting an intervention. The baseline information will provide teachers with a starting point to compare performance at the end of the intervention. After that, teachers will need to determine the timespan of the intervention and set an attainable goal. Lastly, teachers will implement the intervention and evaluate its outcome. At the end of collaboration I will let the teachers know that I am available to assist them during the RTI process if they have any questions about data collecting or how to fill out the paper work online.

I hope this will help my new colleagues ease into the RTI process. It can be an overwhelming to begin a school year with students who have previously been on RTI. The data collecting process and the paper work involved can be a daunting task but with my assistance I hope to ease the stress and provide helpful solutions that they may one day use on their own.

Refer to the Task 4 Rubric and ask yourself:

In the candidate's description of planning collaboration with the site supervisor, where is there evidence of the following?

- The response from the colleague to feedback provided through the collaborative process
- How the colleague's response and candidate's analysis of work with colleagues will affect the ability to advance professional skills of others
- Analysis of how the candidate's work in the future will promote change in other colleagues' instructional practice through the collection of assessment and data results

Why is the candidate's response ***informed*** and ***appropriate***, even ***insightful***?

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

- a. The teacher was very open to the feedback and appreciated the dialogue. She also appreciated that I was not trying to revamp everything she was doing and was only trying to enhance what she was doing and suggest a few easy ways to assess students and provided my rationale. As a result of this experience she has come to me with other curriculum questions and I think that is because I didn't try to redo everything she was doing, but was there as a support to reflect with and grow.
- b. As a result of observing and talking to this teacher I feel more comfortable to share with others what I saw in her classroom and how I can transfer what I learned to other.
- c. I see a lot of teachers informally assessing, which is quick, easy, and valuable information, but it is impossible to remember how 24 students are doing in a certain subject as you go onto the next activity. Therefore I think it will now be easier for me to share with others the importance of having written assessments throughout the unit to maintain a strong understanding of how the students are doing in the units.

Refer to the Task 4 Rubric and ask yourself:

In the candidate's description of planning collaboration with the site supervisor, where is there evidence of the following?

- The response from the colleague to feedback provided through the collaborative process
- How the colleague's response and candidate's analysis of work with colleagues will affect the ability to advance professional skills of others
- Analysis of how the candidate's work in the future will promote change in other colleagues' instructional practice through the collection of assessment and data results

Why is the candidate's response ***partial*** and ***incomplete***, even ***trivial***?

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.