

Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 1, Your Colleagues

Below is an example of a written response to the Your Colleagues textbox. The candidate response was not corrected or changed from what was submitted. This information is being provided for illustrative purposes only. While the Your Colleagues textbox does not receive a score, this is an example that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work in order to give the rater a perspective on the colleagues on whom this response is based.

Guiding Prompts for Your Colleagues

- a. Describe your colleagues with whom you worked and their stages of career development, their backgrounds, and their perspectives.
- b. Describe the context in which you worked together. (Although you may have worked with more than four people, for the purposes of this task, when discussing interactions with individuals, focus on a maximum of four colleagues. When discussing the group include all involved colleagues.)

Example

- a. Teacher number one is considered a veteran teacher. In her eighteen years of experience, nine years have been spent in our building as an English Language Arts teacher. This year is her first year teaching writing as stand-alone content to eighth grade students. Teacher number two is in the middle stages of her career with eleven years of experience. She teaches sixth grade social studies. Teacher number three has been teaching for ten years, but this is his first year in our building. He teaches sixth grade writing. In addition, this is his first year teaching writing as a stand-alone content. Teacher number four is a novice teacher. He student taught reading in our building last fall, and he was hired this year as a special education collaborative teacher. This is his first year, and he supports reading in grades six, seven, and eight, and he supports science in grade six.
- b. As the teacher leader of a middle school, I am afforded the opportunity to work with a variety of teachers, in multiple content areas, at various stages of their careers. My work with the above teachers includes individual weekly learning focused conversations, in which we discuss student work, disseminate data as a result of student work, plan for student learning, and determine weekly, monthly, and yearly instructional goals. In addition, I facilitate building and district level staff development, both of which these teachers attend.