ETS Performance Assessment for Teacher Leaders (PATL)

Task Requirements

Task 4: Observation and Use of Assessment Data

In this task, you will be focusing on a situation in which you were able to advance the professional skills of a colleague by demonstrating and applying expertise in observational skills and in providing quality feedback to support reflective practice. More specifically, think about how you have been able to inform and facilitate the selection or the design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions.

Standards Measured in This Task

This task addresses Teacher Leader Model Standards: Domains 4 and 5.

Domain 4: Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.

Domain 5: Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school- and district-improvement strategies.

PATL Task 4 – Observation and Use of Assessment Data
What Do You Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 18,000 characters (equivalent to six pages typed) that
   • responds to all guiding prompts;
   • references your artifacts to support your written evidence; and
   • describes, analyzes, and reflects on the evidence.

   Select a situation different from those selected in any other task. You may use work from the previous two years.

2. Artifacts

   The required artifacts for this task:

<table>
<thead>
<tr>
<th>Required Artifact</th>
<th>Maximum Number of Pages</th>
<th>Textbox Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback from colleague (Standardized Reflection Form)</td>
<td>1</td>
<td>4.1</td>
</tr>
<tr>
<td>Representative pages from any of the following sources:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• teacher leader outline of pre-observation interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• teacher leader notes written while observing the lesson(s)/unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• teacher-colleague lesson plan</td>
<td>3</td>
<td>4.1</td>
</tr>
<tr>
<td>• script from a discussion with the teacher-colleague at any point during the process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• teacher-colleague outline of a student assessment plan or copy of an assessment tool that was part of the observed lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Submit Your Evidence

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Attach the artifacts to your Written Commentary within the appropriate textbox.

How to Compose Your Written Commentary

This task has four textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address all parts of each of the guiding prompts.

- Textbox 4.1: Pre-observation
- Textbox 4.2: Observation(s)
- Textbox 4.3: Post-observation and Feedback
- Textbox 4.4: Overall Analysis

Please read the guiding prompts in each textbox before responding. Use the guiding prompts to compose your response. Remember to include any required artifacts.
Textbox 4.0: Preliminary Activity

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached toTextbox 4.0.

a. Select a colleague with whom you will work. (The colleague can be a novice or experienced colleague.) Briefly describe the colleague’s career stage. In consultation with the colleague, select a lesson (or lessons) or unit to observe.

b. The lesson(s)/unit chosen to observe must be rich enough to support the use of multiple assessments (evaluation instruments and effective assessment practices).

c. The observed lesson(s)/unit may extend over a multiple-day period and may require several observations.

d. The observed lesson(s)/unit may be newly developed or previously taught and under revision.

**Type your response in the textbox below.**
Textbox 4.1: Pre-observation

Guiding Prompts

a. What steps did you take to plan for the pre-observation meeting(s) with this colleague?

b. During this meeting, how did you help the colleague collect, analyze, and apply data to determine area(s) of focus for the lesson?

c. How did you support the colleague’s selection and inclusion of multiple assessments and other data-collecting tools? How were these choices aligned with the goals of the lesson as well as with the state and local standards?

d. What feedback did you give at the pre-observation meeting(s) concerning the colleague’s proposed lesson design?

e. What strategies of reflective practice did you model?

Provide examples to support all your responses.

Required artifacts for this textbox:

- Feedback from colleague (as part of the examples provided, you will ask your colleague to complete the Standardized Reflection Form where he or she will describe the impact of the observation and feedback received on improving the selection or on the design, use, and interpretation of multiple assessments and other data-collecting tools) (maximum of one page)

- Representative pages from any of the following sources (maximum of three pages):
  - teacher leader outline of pre-observation interview
  - teacher leader notes written while observing the lesson(s)/unit
  - teacher-colleague lesson plan
  - script from a discussion with the teacher-colleague at any point during the process
  - teacher-colleague outline of student assessment plan or copy of an assessment tool that was part of the observed lesson

Type your response in the textbox below.
Textbox 4.2: Observation(s)

Guiding Prompts

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.

Type your response in the textbox below.

Textbox 4.3 Post-observation and Feedback

Guiding Prompts

a. What feedback and strategies did you model to support and enhance the colleague’s reflective skills? Provide a rationale.
b. What feedback did you offer the colleague in evaluating the use of multiple assessment tools, in conjunction with other available data, to make informed decisions to improve instructional practice and student learning? What particular occurrence warranted the feedback?

Provide examples to support all your responses.

Type your response in the textbox below.
Textbox 4.4 Overall Analysis

Guiding Prompts

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 in the future?
c. How will you work in the future to promote change in other colleagues’ instructional practice through the collection of assessment and data results?

Provide examples to support all your responses.

Type your response in the textbox below.