

# Performance Assessment for Teacher Leaders (PATL)

## Library of Examples

### Task 1, Step 1: Your Colleagues' Learning Needs and the Task/Project

#### Textbox 1.1.2: The Task/Project

Below are two examples of written responses to Textbox 1.1.2 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 1.1.2

- a. What was the task or project that you worked on with this group of individuals?
- b. How did you facilitate the selection of your task/project with your colleagues? Why was the task/project significant?
- c. What was your plan of action to facilitate the learning that your colleagues needed in order to accomplish this specific task/project?

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

- a. The task included a training on specialized instruction so the teachers could then identify student deficits, select and organize possible specialized instruction strategies to use in the classroom, and then implement the specialized instruction in their classes. The objective was to have the special education teachers design and implement specialized instruction to increase achievement for students with disabilities. Teachers would be able to identify two or more specialized instruction strategies they could use for each of the processing deficit areas in their classrooms to improve achievement for students with disabilities.
- b. After conducting a needs assessment and providing teachers with a survey, I was able to determine a particular need for professional development in our department. The School Improvement Plan included a focus on improving and increasing the percentage of students with disabilities meeting standards on standardized tests. According to IDEA (2004), it is required that students with disabilities be provided with specially designed instruction or specialized instruction to help them meet educational standards. So because specialized instruction is required for our students, the training was significant and I planned to provide the six teachers new to the building with this training. Because of the need for specialized instruction, teachers would need to demonstrate an understanding of specialized instruction and the ability to implement this design in their classrooms.

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

- c. The plan was to schedule an entire school day for a specialized instruction training session. The special education teachers would be provided with substitutes for the day. The session would begin with an ice breaker or team building activity to promote and support collaboration. I also wanted to have the teachers complete an anticipation guide that would serve as a pre- and post- test activity. I planned to then present a power point presentation so we could discuss what specialized instruction is and how could teachers design and implement specialized instruction to increase achievement for students with disabilities. My plan was to have the teachers work in flexible groups to support more collaboration and give teachers the opportunity to voice their perspectives and opinions. I wanted to have teachers then discuss & sort examples of specialized instruction versus best practices so they could differentiate between the two. I would also review the Specialized Instruction Look-Fors and "what specialized instruction is NOT" once the activity was done. Then for the remainder of the day the teachers would: research students' profiles & deficits, group students by processing deficits, identify specialized instruction strategies for those processing deficits, and implement specialized instruction. I planned to model how to research each student's profile and deficits (on their caseload) for the teachers. I wanted to also present the teachers with different options for their research: Goalview, OnTrack, and/or student's special education (paper) file/records. A Specialized Instruction Excel Master Copy was developed & formatted (on a shared drive) so teachers could then go and indicate the different processing deficits for each SWD at the high school. The document was designed so that several teachers could manipulate the document at the same time and make changes. So once the Master Copy was complete, the teachers could sort & group the students in their classes by processing deficits. I planned to have teachers then transfer that information (students grouped by specific deficits) to a Specialized Instruction Planner. Once that was completed, teachers would have to select and identify two or more specialized instruction strategies (from instructional materials provided) for those processing deficits to support the SWD in their classes. I planned to differentiate and scaffold for teachers in order to support them with the research of students' processing deficits and identification of strategies. I would also give them some examples of what implementation of the strategies might look like. I planned to provide them with opportunities for questions and comments. Then teachers would be asked to complete the anticipation guide again and a survey after the session. Then they would have to begin the process of implementing the strategies in their classes and I planned to support them with the follow-up.

### Refer to the Task 1 Rubric and ask yourself:

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

- The facilitation of the selection of a task/project with colleagues and a rationale for the significance
- A plan of action to facilitate learning of the colleagues to accomplish the task/project

Why is the candidate's response **effective** or **aligned** or even **insightful**?

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

- a. The project I identified was completing our school-wide community service project. Each grade level is responsible for coming up with a project to help teach the students about service and giving. My principal mandates everyone comes up with a project and identifies to her how it is going to be implemented.
- b. I chose the project after searching for ways we could actively involve the school community. After conducting numerous Internet searches, I came across the program. This program was significant because it tied into many of our grade level objectives dealing with recycling, helping the earth and citizenship. Once I saw the program was not only engaging, but also free, I felt it would be something worth considering implementing with our students and their families. The greatest benefit was the idea we would be the first school in the entire state to participate in this program.
- c. My plan of action to promote the learning my colleagues needed to accomplish this specific project was to think about how each person on my team responds to projects or tasks my principal assigns. I knew the beginning teachers would be eager, but would be easily influenced by the negativity and complaining of the veteran teacher. My plan was to identify ways to relate to each one of these teachers so everyone would feel confident they could work to complete the project, but also for it to be something everyone enjoyed rather than dreaded and complained about every time we met. In advance

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

- The facilitation of the selection of a task/project with colleagues and a rationale for the significance
- A plan of action to facilitate learning of the colleagues to accomplish the task/project

Why is the candidate's response **incomplete** or **partial** or even **minimal**?

### 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.