Performance Assessment for Teacher Leaders (PATL)

Library of Examples

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

Textbox 1.1.1: Colleagues' Learning Needs

Below are two examples of written responses to Textbox 1.1.1 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 Prompt for Textbox 1.1.1

a. State the learning needs of the individuals and the group. What strategies did you use to identify those needs (e.g., listening, presenting ideas, leading discussions, clarifying, mediating)?

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

a. I wanted to get a clear picture of where each one of them was so I observed in each of their classrooms. After my observations, I met with all three of them as a group and asked them what I could do to support them in their transition of using computer tablets in the math curriculum. Through the observations and the meeting it was evident that each teacher was in a completely different place in their own learning.

Colleague 1 (C1) has had one year of implementation with computer tablets with some group training and is comfortable using the computer tablets in instruction during year two of implementation. Colleague 2 (C2) has had one year of implementation with computer tablets with some group training and is not comfortable using the computer tablets in instruction during year two of implementation. Colleague 3 (C3) has had no training, as this is her first year to have the computer tablets in her classroom.

Refer to the <u>Task 1 Rubric</u> and ask yourself:

In the candidate's description of the colleagues' learning needs, where is there evidence of the following?

- The strategies used to determine colleagues' learning needs

Why is the candidate's response *appropriate* or *significant?*

Refer to the <u>Task 1 Rubric</u> and ask yourself:

In the candidate's description of the colleagues' learning needs, where is there evidence of the following?

- The strategies used to determine colleagues' learning needs

Why is the candidate's response **_inconsistent_** and **_incomplete_**?

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.