Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 1, Step 2: Adult Learning – Individuals and the Group

Textbox 1.2.1: Adult Learning – The Individuals

Below are two examples of written responses to Textbox 1.2.1 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 1.2.1

a. What adult-learning strategies did you apply with each learner to help support collaboration, to solve problems, to make decisions, and to manage conflict? Provide a rationale.
b. How did you differentiate strategies for each learner within the group?
c. How did you scaffold the learning for each group member?

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

a. Although C1 was a veteran teacher, she often would try to take a passive role during meetings. C1 preferred to observe and reflect on the discussion and contributions of others. While this method allowed C1 to provide excellent feedback to the group members, i wanted her to engage in experiential learning. To encourage her active participation, I would lead some discussions or group activities that we "round" tabled. This meant that each person had to contribute to the discussion or the activity. During C1's turn, I would often ask probing questions that meant she had to engage more in the discussion. After a few weeks, C1 would often volunteer to begin the discussion or present an activity first.

Throughout the project, C2 would doubt the contributions she made to the project. To increase confidence in her abilities, I would meet with her after the school day and ask her to walk me through the steps she was taking to complete the current task. By providing validation of her skills, she became more confident as the project progressed. During meetings, I made a point of recognizing her contributions, and other group members also provided encouragement.

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

At times during the project, C3 would lose sight of the relevancy of the project. To help her understand how the project directly related to our classroom practices, whenever the group found an activity that could be applied within my own class, I would incorporate that activity into my lesson. I would ask C3 to observe these lessons, and we would meet after to discuss the effectiveness of the activity. As C3 was able to see how my students' improved literacy skills positively affected their understanding of science concepts, C3 also began to utilize activities and strategies that were found and developed through the project work. This method seemed to provide her with the motivation to continue completing tasks that contributed to the project.

Since C4 was the only high school teacher, we discussed her struggles of making the connection to her students' levels. I chose to utilize guided reflection and journaling with C4. As an auditory learner, C4 was able to listen to the other group members' discussions and presentations and retain the information. C4 was also very organized and would often take notes during our meetings. While she was gaining information and learning during the meetings, she did not understand how the project could be relevant to her practice. Through reflection and journaling, C4 took time to go back over what she and learned and think about ways of relating that to her own instructional content, strategies and activities. C4 realized there were several strategies and activities that she could incorporate into her own lessons with minor changes to student expectations. Also, C4 began to collaborate with other high school subject area teachers once we found methods of incorporating more content information into ELA lessons.

Since C5 was a media specialist and not a classroom teacher, she needed to understand her role in assisting with the project and how her contribution was relevant. Instead of using the strategies employed with C3, I took a different approach. I met with C5 and asked her to tell me more about how she felt she could contribute to the project. As an educator and media specialist, C5 was a very active person and would greatly benefit in learning by doing. I decided to ask her to research the most effective way(s) we could communicate with the school's other teachers once we completed the project. As media specialist, C5 had opportunities of completing professional learning in instructional technology. As the group members continued to gather and create activities and strategies, C5 explored a tremendous variety of ways of presenting and communicating the information to other educators as well as formats for our created resources. For one of our final products, the RACE Poster, C5 was the one who explored different formats and suggested the posters as a means for teachers to easily provide the information to students when writing. As previously stated, I also had to find ways for C5 not to dominate the discussions. By employing a "turn-taking" method or modeling inclusion of all members' contributions, this helped C5 to be more cognizant of limited her own input. During formal meetings where each group member was presenting, I would schedule C5 to go last. With the other group members, I quietly encouraged everyone to follow the agenda's time frames for each area. As the final presenter, C5 was more cognizant of the scheduled ending time. All group member were flexible enough to go over ten minutes, but once each person had presented and everyone had a chance to give feedback, the group was ready to leave.

b. In order to differentiate strategies for each learners, I created an "assignment" for the group that would be presented at a formal meeting. These assignments were geared towards the different learning styles of a group member. One meeting focused on the creation of an "e.g." presentation. The assignment was for each group member to find an "e.g." or example of an activity that incorporated literacy skills in a content area or subject content into an ELA activity. This especially helped the kinesthetic learners in the group since they were actually able to complete the activity during our meeting. Within the Google classroom, I was able to share videos that helped visual learners. I would employ various methods of presenting and sharing material as I did not wish to rely solely on technology. Whenever possible, I would provide graphic organizers for group members to record what they learned during formal meeting presentations and/or have the group members complete a summarizing activity. Each strategy used was based on the individual group member's learning needs and preferences. By focusing on the individual, I was able to find ways for each person to maximize their strengths as they completed each task.

c. I scaffolded the learning by being cognizant of the group member's experience and learning needs. While C1 was experienced, she was also quite busy with other interests, so I created her tasks to allow for her to use her experience and therefore not to require as much of her time to complete. C2 required a great deal of encouragement, individual meeting time, and explanations. However, she was quite capable of expressing herself both in written and oral form. Rather than giving C2 lengthy tasks, I would ask questions and tasks that required in depth understanding and to break down information into understandable components. C2 excelled at these "assignments." Since C3 is a science teacher but also certified in math, I would ask her to focus on her content area and math for questions and tasks. With her background, C3 did an excellent job of explain certain science and math concepts to the ELA teachers in the group. As C4 was a motivated learner who is highly organized, I asked her to completed tasks that allowed her to structured tasks and questions that could be placed in a framework. C4 usually provided information in a graphically organized manner and could easily explain the connections between different concepts. For C5 who was a highly motivated and active learner, I utilized more open ended questions and tasks. C5 was extremely interested in following various avenues which were tangibly related but could also return to the primary focus of the task at hand. All tasks and questions were presented with the intention of allowing group members a minimum of a week to complete.

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

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

- The application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict
- How the adult-learning strategies were differentiated for each learner
- How the adult-learning strategies were scaffolded for each learner

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

a. The adult-learning strategies that I applied to get the content across were as follows: Jigsaw, Round Robin, setting objectives (learning goals) and providing feedback, Cooperative learning, ELL Strategies, and Cognitive Coaching strategies.

b. The use of cooperative learning benefited this particular group because of the various backgrounds and years in the profession. It was important to differentiate for each learner with in the group, not only because of their years in the profession, but also because the variety of content that the teachers were teaching,

c. I scaffold the learning by providing background; I explained our buildings' philosophy. Also, by using cooperative learning the different levels could bring what their knowledge was to the table, and I set the objective (or learning goal) so each would know the direction we would be going toward. I felt this was also modeling how I would want their classrooms to begin when they were introducing new content to their own students. The jigsaw method allowed us to get in some reading when we didn't have a lot of time in the mornings. The use of the Round Robin helped with their listening skills as well as being able to share what they were thinking. With the various levels involved it provided a variety of insight into the reading. Those brand new to the field of teaching could share what they had learned as student teachers, and the veteran teachers could share what their experiences had been up to this point in time.

Refer to the Task 1 Rubric and ask yourself:

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

- The application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict

- How the adult-learning strategies were differentiated for each learner

- How the adult-learning strategies were scaffolded for each learner

Why is the candidate's response *cursory* and *partial*, even *ineffective*?

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.