Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 2, Step 2: Data Analysis and Application

Textbox 2.2.1: Analysis and Use of the Data to Improve Teaching and Learning

Below are two examples of written responses to Textbox 2.2.1 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 Task 2, Textbox 2.2.1

a. How did you facilitate your colleagues' analysis of the resulting curriculum-based data.
b. How did you facilitate your colleagues' application of the data findings to impact student learning?

Example 1: Met/Exceeded Standards Level (3-4)

The process of determining a research discipline, analyzing prior research on the topic, and gathering and analyzing data on the topic took place over the course of a year. The research team, led by myself, initially met with our administrators and analyzed our School Improvement Plan (SIP) to determine that the new Early Intervention Program (EIP) implementation was an area of concern and needed further research. The SIP showed weaknesses in the areas of small group Math and Reading scores which would be impacted by the EIP. I then guided my team in deciding the discipline we needed to research further was how to properly implement the new EIP Pull-out delivery model to benefit the student learning needs in our school. I led my team in the development of a research process. After determining the area of study and the significance of our problem, the research process began with reviewing previous literature on the Pull-Out Model implementation, benefits for minority and low socioeconomic students, and student perceptions of the model. Because our SIP showed the needed improvement would be fostered by the teachers, our literature review continued with adult learning, Professional Learning Communities, teacher leadership, and professional development. As educational researchers, I felt it was imperative for us to consult When analyzing the data from the reading assessments that were administered for the data team process, my colleagues and I met for a total of 60 minutes. I was the facilitator. My role was to make sure that the meeting ran as planned per our initial design of how we expect

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each data team meeting to be run. We used data team role cards to help us assign roles to each teacher present during the meeting. These cards allowed for all teachers to be assigned a data team role without showing bias of any kind. All of the teachers felt comfortable with the roles. Therefore, in order to choose a role, each teacher pulled a card out of a bag to determine his or her role during a particular data team meeting. Once the roles were established, I facilitated the meeting based on the data team process and the students' recorded data on the forms that were used. After analyzing students' reading data, I was able to facilitate my colleagues' application of the data findings to impact student learning by discussing students' strengths and weaknesses as indicated on the data team form. In addition, I led a discussion on effective instructional strategies to be used for reading instruction. For example, with my third grade team, I brought up the essential nine instructional strategies. We agreed that students need improvement with reading and summarizing informational texts and summarizing and note taking is the second most essential strategy for promoting comprehension. Therefore, we agreed to teach students a documented reading strategy for summarizing and note taking. 1. Underline the title. 2. Now predict the passage. 3. Run through & number the paragraphs. 4. Are you reading the questions? 5. Are the important words circled? 6. Venture through the passage. 7. Eliminate incorrect answers. 8. Let the questions be answered.

This strategy seemed appropriate for third graders and the entire team liked the strategy. Once an instructional strategy was chosen, teachers were to implement the strategy for 4 weeks. At the end of 4 weeks, students were reassessed to determine reading improvement.

Refer to the <u>Task 2 Rubric</u> and ask yourself:

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

- Facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning

Why is the candidate's response **_insightful_** and **_informed_**?

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

To share the findings with my peers, I created a slide show presentation as an overview of my research. I shared the findings and stress the effects of allowing students to use the electronic whiteboards. I gave examples of how students were eager to volunteer to participate in activities and of differences in assessment scores among the two groups. I explained that creating the initial lesson was a little time consuming but allowed the teacher to montior students' behaviors and understanding better during class because the teacher was not facing the board. I gave examples of strategies that could be used in different areas of sciences and offer to help the teachers create lessons or teach my colleage about the different features of the electronic whiteboards.

Refer to the <u>Task 2 Rubric</u> and ask yourself:

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

- Facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning

Why is the candidate's response ***irrelevant*** and ***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.