Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 2, Step 3: Student Learning and Professional Practice

Textbox 2.3.1: Impact on Teaching and Learning

Below are two examples of written responses to Textbox 2.3.1 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 2.3.1

a. How did the results of this curriculum-based research process affect student learning?
b. How did the research process affect your colleagues' ability to select strategies that support positive student learning and improve professional practice? What evidence suggests that this impact on your colleagues is ongoing?

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

The results of the curriculum-based research process affected student learning both inside the research classroom and outside of it. As evidenced by the effect size calculator, student learning of mathematical standards were impacted by the study. A review of the data collected from the study (see data spreadsheet) or information listed in textbox 2.2, show posttest gains for all three intervention periods. During the course of the study, all students received both small group instruction and computer assisted instruction from two highly qualified teachers which led to better understanding of content standards. The results of the process also led students to use metacognitive thinking about ways in which they learn best. Students had to evaluate their own learning preferences while completing the two surveys included in the study. Outside the research classroom, the research had a positive impact on student learning because resources and assessments utilized in the research classroom were shared among colleagues. Additionally, the findings of the study were shared collaboratively with colleagues who utilized the information on blended learning and using technology to increase engagement in their own classrooms.

The research study offered an effective model of instruction for the administration to encourage in other classrooms to improve both engagement and achievement in mathematics for students in all grades. Because the study demonstrated a successful model for blended learning, blended learning is being utilized more frequently on the fourth grade level among

Example 1: Met/Exceeded Standards Level (cont'd.)

the teachers who worked and collaborated with the teacher researcher and her co-teacher. This fact is evidenced by the increase in instances where teachers are checking out laptops from the media center for blended learning. Blended learning is also being utilized more frequently in the after school tutorial program offered in our school because one of the colleagues that collaborated on the research project leads the tutorial program and encourages all tutorial teachers to use blended learning.

Refer to the Task 2 Rubric and ask yourself:

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

- The curriculum-based research process's effect on student learning
- The effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice
- The impact of the research process on professional learning is ongoing

Why is the candidate's response ***appropriate*** and ***aligned****?*

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

With less than one-third of students demonstrating proficient writing skills, writing is a major area of concern for schools across the United States. Therefore, it is imperative that educators implement research-based instructional practices that increase the writing achievement of all students. Although computer-based instruction has been shown to increase student writing achievement, the findings from our research study did not show an increase in achievement for students in the Computer-Based Instruction Class. Comparisons of the preassessment results and postassessment results indicated lower achievement after participation in the intervention. Significant improvements in attitude toward writing and student engagement were not shown for the students in the Computer-Based Instruction Class.

Refer to the Task 2 Rubric and ask yourself:

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

- The curriculum-based research process's effect on student learning
- The effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice
- The impact of the research process on professional learning is ongoing

Why is the candidate's response ***minimal*** and ***disconnected****?*

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.