



ETS[®] Performance Assessment for Teacher Leaders (PATL)

Task Requirements

Task 4: Observation and Use of Assessment Data

In this task, you will be focusing on a situation in which you were able to advance the professional skills of a colleague by demonstrating and applying expertise in observational skills and in providing quality feedback to support reflective practice. More specifically, think about how you have been able to inform and facilitate the selection or the design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions.

Standards Measured in This Task

This task addresses Teacher Leader Model Standards: Domains 4 and 5.

Domain 4: Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.

Domain 5: Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school- and district-improvement strategies.



What Do You Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **18,000 characters** (equivalent to **six pages** typed) that
 - responds to all guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence.

Select a situation different from those selected in any other task.
You may use work from the previous two years.

2. Two different artifacts (maximum of 4 pages), including

Required Artifact	Maximum Number of Pages	Textbox Location
Representative pages from any of the following sources: <ul style="list-style-type: none">• Teacher leader outline of pre-observation interview• Teacher-colleague lesson plan• Teacher leader notes written while observing the lesson(s)/unit• Script from a discussion with the teacher-colleague at any point during the process• Teacher-colleague outline of a student assessment plan or copy of an assessment tool that was part of the observed lesson	3	4.1.1 (linked here but applicable to both Steps 1 and 2)
Feedback from the colleague (Standardized Reflection Form*)	1	4.3.1

* This form can be found on the PATL assessment website.



How to Submit Your Evidence (Refer to the *Submission System User Guide* for details.)

- Upload your artifacts into your Library of Artifacts.
- **Refer to the artifacts in your Written Commentary.**
- Link the artifacts to your Written Commentary within the specified textbox.

How to Compose Your Written Commentary

This task has three steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: Pre-observation
- Step 2: Observation and Feedback
- Step 3: Overall Analysis and Reflection

Please read the entire task before responding to any guiding prompts. Use the textboxes located under the guiding prompts to compose your response and to link your artifacts.



Preparation for the Task

Your response to the first guiding prompt will help provide perspective to the raters who will be scoring your submission. The remaining prompts offer you guidance in helping you and the colleague design a lesson appropriate for this task.

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to this textbox.

Guiding Prompts

- a. Select a colleague with whom you will work. (The colleague can be a novice or experienced.) Briefly describe the colleague's career stage. In consultation with the colleague, select a lesson (or lessons) or unit to observe.
- b. The lesson(s)/unit chosen to observe must be rich enough to support the use of multiple assessments (evaluation instruments and effective assessment practices).
- c. The observed lesson(s)/unit may extend over a multiple-day period and may require several observations.
- d. The observed lesson(s)/unit may be newly developed or previously taught and under revision.

Type your response in the textbox below.



Step 1: Pre-observation

This step will allow you to demonstrate your ability to plan and facilitate a pre-observation meeting to enhance the teaching skills of a colleague.

Activity

As a teacher leader, you will

- develop a plan for the pre-observation meeting;
- facilitate a colleague's
 - use of data to determine the focus of a lesson and
 - selection and use of multiple assessments;
- provide feedback related to the lesson design; and
- model reflective practice strategies for the colleague.



Textbox 4.1.1: Pre-observation

Guiding Prompts

- a. What steps did you take to plan for the pre-observation meeting(s) with this colleague?
- b. During this meeting, how did you help the colleague collect, analyze, and apply data to determine area(s) of focus for the lesson?
- c. How did you support the colleague's selection and inclusion of multiple assessments and other data-collecting tools? How were these choices aligned with the goals of the lesson as well as with the state and local standards?
- d. What feedback did you give at the pre-observation meeting(s) concerning the colleague's proposed lesson design?
- e. What strategies of reflective practice did you model?

Provide examples, including references to appropriate artifacts, to support your written commentary.

Required artifacts for this textbox*:

- Representative pages from any of the following sources (**maximum of three pages**):
 - Teacher leader outline of the pre-observation interview
 - Teacher-colleague lesson plan
 - Teacher leader notes written while observing the lesson(s)/unit
 - Script from a discussion with the teacher-colleague at any point during the process
 - Teacher-colleague outline of a student assessment plan or copy of an assessment tool that was part of the observed lesson

* Although some of these artifacts will be referenced in Step 2, they should be attached within the textbox below.

Type your response in the textbox below.



Step 2: Observation and Feedback

This step allows you to demonstrate your ability to analyze a lesson and the impact of the pre-observation meeting on that lesson.

Activity

As a teacher leader, you will

- analyze the effectiveness of
 - the assessments used and
 - the impact of the pre-observation feedback on the lesson;
- provide feedback related to the lesson;
- determine areas of the pre-observation you would revise;
- provide feedback to the colleague;
- model strategies to enhance the colleague's reflective skills; and
- provide feedback on the colleague's use of assessment.



Textbox 4.2.1: Observation(s)

Guiding Prompts

- a. What areas of the goals and instruction did you focus on during the observation(s)? Provide a rationale for your choices.
- b. Analyze the effectiveness of the assessment and other data-collecting tools used. Provide examples that support your analysis.
- c. Analyze the impact of the pre-observation feedback on the lesson(s)/unit.
- d. After observing the lesson(s)/unit, what aspect(s) of the pre-observation meeting would you revise? Provide a rationale.

Provide examples, including references to appropriate artifacts, to support your written commentary.

Type your response in the textbox below.

Textbox 4.2.2: Post-observation and Feedback

Guiding Prompts

- a. What feedback and strategies did you model to support and enhance the colleague's reflective skills? Provide a rationale.
- b. What feedback did you offer the colleague in evaluating the use of multiple assessment tools, in conjunction with other available data, to make informed decisions to improve instructional practice and student learning? What particular occurrence warranted the feedback?

Provide examples, including references to appropriate artifacts, to support your written commentary.

Type your response in the textbox below.



Step 3: Overall Analysis and Reflection

This step allows you to demonstrate your ability to analyze and reflect on your efforts to advance the instructional skills of other colleagues and their students' learning needs in the future.

Activity

As a teacher leader, you will

- collect the colleague's response to your feedback on the Standardized Reflection Form;
- analyze and reflect on how the colleague's response and your work with other colleagues will advance the professional skills of others and their students' learning; and
- reflect on how your work to promote change in instructional practice will be affected by the use of assessment and data.



Textbox 4.3.1: Overall Analysis and Reflection

Guiding Prompts

- a. What was the response from the colleague to the feedback you provided throughout this collaborative process?
- b. How will that response and your analysis of your work with colleagues affect your ability to advance the professional skills of other colleagues and their students' learning needs in the future?
- c. How will you work in the future to promote change in other colleagues' instructional practice through the collection of assessment and data results?

Provide examples, including references to appropriate artifacts, to support your written commentary.

Required artifact for this textbox:

- Feedback from the colleague (completed Standardized Reflection Form that can be found on the PATL assessment website.)

Type your response in the textbox below.

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