

Performance Assessment for Teacher Leaders (PATL)

Library of Examples

Task 3, Preliminary Activity

Below is an example of a written response to the Preliminary Activity textbox. The candidate response was not corrected or changed from what was submitted. This information is being provided for illustrative purposes only. While the Preliminary Activity textbox does not receive a score, this is an example that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work in order to give the rater a perspective on the professional learning plan around which this response is based.

Guiding Prompt for Preliminary Activity

Briefly describe the professional learning plan you have identified based on a needs assessment of students and teachers and the connection of the plan to school/district goals. You do not have to submit the needs assessment; its purpose is to provide perspective for the professional learning you design. The needs assessment for this task can be formal or informal and may be something your district already uses.

Example

The needs assessment used was the school improvement plan. It identified mathematics as an area in which student performance needs to be increased. The members of the leadership team analyzed mathematics benchmark data for grades 1 and 2 and Criterion Referenced Competency Tests (CRCT) data for grades 3-5. They also studied mathematics Curriculum Based Measures across grades 1-5 and walk-throughs completed in all classrooms by members of the leadership team. During their analysis, they noted areas for improvement in the way mathematics instruction was presented to students. As a means to improve instruction, the assistant principal and academic coach slated professional development for teachers of mathematics. In the professional development plans, the Van de Walle professional mathematics texts, *Teaching Student-Centered Mathematics: Grades K-3* and *Teaching Student-Centered Mathematics: Grades 3-5*, were to be used along with training on the recently adopted math series. With the adoption of the new math series in the 2013-2014 school year, first-grade teachers have struggled with reaching all learners. After much collaboration, they have tried several approaches to teaching mathematics to their young learners, including whole-group teaching followed by small-group practice, small-group teaching, whole-group lessons with tear out remediation during small-group time. Few, if any, first-grade teachers feel comfortable with their current method. The Van de Walle text presents a new way of presenting the content to young learners by making it student-centered and problem-based, as opposed to providing direct instruction.