



ETS Performance Assessment for Teacher Leaders (PATL)

Task 1: Adult Learning and the Collaborative Culture

Rubric for Step 1: Your Colleagues' Learning Needs and the Task/Project (Textboxes 1.1.1 and 1.1.2)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|--|--|--|
| <p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate's ability to identify strategies to determine the learning needs of colleagues, both individual and group; to facilitate the selection of a significant task/project with colleagues; and to develop a plan to facilitate colleagues' learning in order to accomplish the task/project.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.</p> | <p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the teacher leader candidate's ability to identify strategies to determine the learning needs of colleagues, both individual and group; to facilitate the selection of a significant task/project with colleagues; and to develop a plan to facilitate colleagues' learning in order to accomplish the task/project.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.</p> | <p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the teacher leader candidate's ability to use strategies to identify the learning needs of both the individuals and the group; to facilitate the selection of a significant task/project with colleagues; and to develop a plan to facilitate colleagues' learning in order to accomplish the task/project.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.</p> | <p>A response at the 4-level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate's ability to identify strategies to determine the learning needs of colleagues, both individual and group; to facilitate the selection of a significant task/project with colleagues; and to develop a plan to facilitate colleagues' learning in order to accomplish the task/project.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.</p> |



Rubric for Step 1 (continued)

Score of 0 for Step 1

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 1 for at least one of the following reasons.

- **No written response is in the Task 1—Step 1 textboxes.**
- **The written response does not address any of the guiding prompts for Task 1—Step 1.**
- **The artifact attachment contains only hyperlinks.**
- **None of the following required artifacts are acceptable or attached to any of the Task 1 textboxes.**
 - Representative page of documentation from the plan/project



Response for Textbox 1.1.1

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|---|--|--|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>little</i> or <i>no</i> evidence of the strategies used to identify the learning needs of both the individuals and the group | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>inconsistent</i> evidence of the strategies used to identify the learning needs of both the individuals and the group | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>appropriate</i> evidence of the strategies used to identify the learning needs of both the individuals and the group | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of the strategies used to identify the learning needs of both the individuals and the group |

Response for Textbox 1.1.2

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|--|---|---|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>trivial</i> evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project • a <i>minimal</i> plan of action to facilitate learning of colleagues to accomplish the task/project | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>partial</i> evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project • an <i>incomplete</i> plan of action to facilitate learning of colleagues to accomplish the task/project | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>effective</i> evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project • an <i>aligned</i> plan of action to facilitate learning of colleagues to accomplish the task/project | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>insightful</i> evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project • a <i>substantive</i> plan of action to facilitate learning of colleagues to accomplish the task/project |



Rubric for Step 2: Adult Learning — Individuals and the Group (Textboxes 1.2.1 and 1.2.2)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|--|---|--|
| <p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to apply adult-learning strategies with each colleague to support collaboration, solve problems, make decisions, and manage conflict; to differentiate strategies for each learner; to scaffold the learning for each learner; to use and/or model adult-learning strategies for the group; and to apply adult-learning strategies with the group and to describe the significance of these interactions.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing.</p> | <p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to apply adult-learning strategies with each colleague to support collaboration, solve problems, make decisions, and manage conflict; to differentiate strategies for each learner; to scaffold the learning for each learner; to use and/or model adult-learning strategies for the group; and to apply adult-learning strategies with the group and to describe the significance of these interactions.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2.</p> | <p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to apply adult-learning strategies with each colleague to support collaboration, solve problems, make decisions, and manage conflict; to differentiate strategies for each learner; to scaffold the learning for each learner; to use and/or model adult-learning strategies for the group; and to apply adult-learning strategies with the group and to describe the significance of these interactions.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.</p> | <p>A response at the 4-level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to apply adult-learning strategies with each colleague to support collaboration, solve problems, make decisions, and manage conflict; to differentiate strategies for each learner; to scaffold the learning for each learner; to use and/or model adult-learning strategies for the group; and to apply adult-learning strategies with the group and to describe the significance of these interactions.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.</p> |



Rubric for Step 2 (continued)

Score of 0 for Step 2

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 2 for at least one of the following reasons.

- **No written response is in the Task 1—Step 2 textbox.**
- **The written response does not address any of the guiding prompts for Task 1—Step 2.**
- **The artifact attachment contains only hyperlinks.**
- **None of the following required artifacts are acceptable or attached to any of the Task 1 textboxes.**
 - Representative page of documentation from the plan/project



Rubric for Response for Textbox 1.2.1

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|--|---|---|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>inaccurate</i> evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with an <i>irrelevant</i> rationale • <i>ineffective</i> evidence of how the adult-learning strategies were differentiated for each learner • <i>unclear</i> evidence of how the adult-learning strategies were scaffolded for each learner | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>cursory</i> evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with an <i>incomplete</i> rationale • <i>partial</i> evidence of how the adult-learning strategies were differentiated for each learner • <i>sketchy</i> evidence of how the adult-learning strategies were scaffolded for each learner | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>informed</i> evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with an <i>relevant</i> rationale • <i>effective</i> evidence of how the adult-learning strategies were differentiated for each learner • <i>effective</i> evidence of how the adult-learning strategies were scaffolded for each learner | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>in-depth</i> evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with a <i>detailed</i> rationale • <i>extensive</i> evidence of how the adult-learning strategies were differentiated for each learner • <i>thorough</i> evidence of how the adult-learning strategies were scaffolded for each learner |



Response for Textbox 1.2.2

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|---|--|---|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>minimal</i> evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a <i>disconnected</i> rationale• <i>little or no</i> evidence of significant interactions in which adult learning strategies were applied | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>incomplete</i> evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a <i>loosely connected</i> rationale• <i>limited</i> evidence of significant interactions in which adult learning strategies were applied | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>complete</i> evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a <i>connected</i> rationale• <i>informed</i> evidence of significant interactions in which adult learning strategies were applied | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>thorough</i> evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a <i>tightly connected</i> rationale• <i>extensive</i> evidence of significant interactions in which adult learning strategies were applied |



Rubric for Step 3: Impact of Adult Learning (Textbox 1.3.1)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|--|---|
| <p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to determine the overall impact of the adult-learning strategies applied with individuals within the group; to analyze how an environment of trust and a sense of ownership among the colleagues was built; and to determine how work with colleagues impacted student learning.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 3. Evidence may also be missing.</p> | <p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to determine the overall impact of the adult-learning strategies applied with individuals within the group; to analyze how an environment of trust and a sense of ownership among the colleagues was built; and to determine how work with colleagues impacted student learning.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 3.</p> | <p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to determine the overall impact of the adult-learning strategies applied with individuals within the group; to analyze how an environment of trust and a sense of ownership among the colleagues was built; and to determine how work with colleagues impacted student learning.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 3.</p> | <p>A response at the 4-level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to determine the overall impact of the adult-learning strategies applied with individuals within the group; to analyze how an environment of trust and a sense of ownership among the colleagues was built; and to determine how work with colleagues impacted student learning.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 3.</p> |
| <p style="text-align: center;">Score of 0 for Step 3</p> <p>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 3 for at least one of the following reasons.</p> <ul style="list-style-type: none"> • No written response is in the Task 1–Step 3 textbox. • The written response does not address any of the guiding prompts for Task 1–Step 3. • The artifact attachment contains only hyperlinks. • None of the following required artifacts are acceptable or attached to any of the Task 1 textboxes. <ul style="list-style-type: none"> ○ Feedback (e.g., e-mails, letters, participant-created forms) from two colleagues within the group—documents their professional growth in the specific task/project as a result of your use of adult learning strategies (for both colleagues) | | | |



Response for Textbox 1.3.1

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|--|---|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>little or no</i> evidence of how the application of the adult-learning strategies impacted the individuals in the group • <i>minimal</i> evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues • <i>minimal</i> evidence of how the work with colleagues impacted student learning | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>incomplete</i> evidence of how the application of the adult-learning strategies impacted the individuals in the group • <i>limited</i> evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues • <i>partial</i> evidence of how the work with colleagues impacted student learning | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>appropriate</i> evidence of how the application of the adult-learning strategies impacted the individuals in the group • <i>logical</i> evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues • <i>effective</i> evidence of how the work with colleagues impacted student learning | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of how the application of the adult-learning strategies impacted the individuals in the group • <i>substantive</i> evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues • <i>thorough</i> evidence of how the work with colleagues impacted student learning |



Rubric for Responses for all Textboxes

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|--|--|---|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>disconnected</i> and/or <i>trivial</i> examples to support the responses | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>loosely connected</i> and/or <i> cursory</i> examples to support the responses | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>connected</i> and <i>effective</i> examples to support the responses | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>tightly connected</i> and <i>detailed</i> examples to support the responses |

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