



ETS Performance Assessment for Teacher Leaders (PATL)

Task 3: Professional Learning

Rubric for Step 1: Professional Learning (Textbox 3.1.1)

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 use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; and to embed the professional learning plan</p>	<p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; and to embed the professional learning plan</p>	<p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; and to embed the professional learning plan</p>	<p>A response at the 4-level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; and to embed the professional learning plan</p>



Rubric for Step 1 (continued)

<p>within the school/district culture.</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>within the school/district culture.</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>within the school/district culture.</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>within the school/district culture.</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>
<p>Score of 0 for Step 1</p> <p>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.</p> <ul style="list-style-type: none"> • No written response is in the Task 3—Step 1 textbox. • The written response does not address any of the guiding prompts for Task 3—Step 1. • The artifact attachment contains only hyperlinks. • None of the following required artifacts are acceptable or attached to any of the Task 3 textboxes. <ul style="list-style-type: none"> ○ Professional learning plan 			



Response for Textbox 3.1.1

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>inappropriate</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process • <i>inappropriate</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan • <i>minimal</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning • <i>trivial</i> evidence of how the plan is embedded within the school/district culture 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>incomplete</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process • <i>limited</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan • <i>partial</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning • <i>uneven</i> evidence of how the plan is embedded within the school/district culture 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>appropriate</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process • <i>informed</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan • <i>relevant</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning • <i>appropriate</i> evidence of how the plan is embedded within the school/district culture 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process • <i>thorough</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan • <i>extensive</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning • <i>in-depth</i> evidence of how the plan is embedded within the school/district culture



Rubric for Step 2: Implementation of the Professional Learning Plan (Textbox 3.2.1)

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 facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers.</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 facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers.</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 facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers.</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 facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers.</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 3—Step 2 textbox.**
- **The written response does not address any of the guiding prompts for Task 3—Step 2.**
- **The artifact attachment contains only hyperlinks.**
- **None of the following required artifacts are acceptable or attached to any of the Task 3 textboxes.**
 - Materials that document the plan’s coherence, integration, and/or differentiation, addressing two of these three characteristics



Response for Textbox 3.2.1

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>ineffective</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>minimal</i> evidence of the identification of resources that meet the professional learning goals • <i>inappropriate</i> evidence of facilitating the meaningful use of technology and/or media literacy • <i>ineffective</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>trivial</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>partial</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>incomplete</i> evidence of the identification of resources that meet the professional learning goals • <i>limited</i> evidence of facilitating the meaningful use of technology and/or media literacy • <i> cursory</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>partial</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>effective</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>logical</i> evidence of the identification of resources that meet the professional learning goals • <i>appropriate</i> evidence of facilitating the meaningful use of technology and/or media literacy • <i>relevant</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>appropriate</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>detailed</i> evidence of the identification of resources that meet the professional learning goals • <i>substantive</i> evidence of facilitating the meaningful use of technology and/or media literacy • <i>thorough</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>extensive</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers



Rubric for Step 3: Evaluation of the Professional Learning Plan (Textbox 3.3.1)

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 analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 3—Step 3 textbox. • The written response does not address any of the guiding prompts for Task 3—Step 3. • The artifact attachment contains only hyperlinks. • None of the following required artifacts are acceptable or attached to any of the Task 3 textboxes. <ul style="list-style-type: none"> ○ Documentation of feedback you received from students, teachers, and/or administrators 			



Response for Textbox 3.3.1

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>uninformed</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>minimal</i> evidence of advocacy for supports to promote sustained professional learning, with an <i>ineffective</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>limited</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>incomplete</i> evidence of advocacy for supports to promote sustained professional learning, with a <i>tangential</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>informed</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>complete</i> evidence of advocacy for supports to promote sustained professional learning, with an <i>appropriate</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>significant</i> evidence of advocacy for supports to promote sustained professional learning, with a <i>thorough</i> rationale

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>cursorly</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