



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

Task Requirements

Task 6: Collaborative Teams and Advocacy

In this task, you will be focusing on a situation in which you were able to identify and assess opportunities for educational improvement and advocate effectively for them by developing and supporting a collaborative team and promoting collegial interactions that improve the effectiveness of practice.

Standards Measured in This Task

This task addresses Teacher Leader Model Standards: Domain 7.

Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state, and national levels as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.



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. Three different artifacts (maximum of five pages), including

Required Artifact	Maximum Number of Pages	Textbox Location
Advocacy Plan	1	6.1.1
Professional growth evaluation from a minimum of two colleagues involved in the advocacy plan <ul style="list-style-type: none">• The evaluation can be, but is not limited to:<ul style="list-style-type: none">○ a survey form completed by involved colleagues;○ a written response from an involved colleague; or○ a chart created by a group of involved colleagues.	3	6.3.1
Stakeholder feedback <ul style="list-style-type: none">• The feedback can come from either of the following sources:<ul style="list-style-type: none">○ communication showing interactions between colleagues and stakeholders; or○ print media showing involvement with advocacy efforts	2	6.3.1



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: The Advocacy Plan and Your Team Members
- Step 2: Advocacy for Educational Improvement
- Step 3: Evaluation of the Plan and Professional Growth

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



Needs Assessment

The information you provide in this textbox regarding the needs assessment used to identify educational improvement and student learning opportunities for the advocacy plan will help provide perspective to the raters who will be scoring your submission.

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.

- a. Briefly describe the needs assessment that you and your colleagues used to identify and assess opportunities to affect educational improvement and student learning. The needs assessment for this task may be based on something your district already uses but that you and your colleagues have modified.

Type your response in the textbox below.



Step 1: The Advocacy Plan and Your Team Members

This step allows you to demonstrate your ability to lead colleagues to identify and assess opportunities for educational improvement; to plan for the advocacy of those improvements; to understand how educational policies and trends can influence your work; and to support and facilitate your team's professional growth.

Activity

As a teacher leader, you will

- identify a minimum of three colleagues as your collaborative advocacy team;
- collaboratively choose an educational improvement as the focus of the advocacy plan;
- collaboratively develop an advocacy plan based on relevant needs;
- determine how educational policies and trends affect your work with colleagues on the plan;
- build a collaborative team using adult-learning strategies and leadership skills; and
- make resources available to your team working on the advocacy plan.



Textbox 6.1.1: The Plan

Guiding Prompts

- a. What was the identified educational improvement that you and your colleagues selected as the focus of this advocacy plan? Describe the advocacy plan that your team developed in response to the needs assessment, and explain how the plan is relevant to the needs of the educational system and improves student learning.
- b. Explain how educational policies and trends influenced your work with colleagues in developing and implementing the plan.

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

Required artifact for this textbox:

- Advocacy plan (**maximum of one page**)

Type your response in the textbox below.



Textbox 6.1.2: You and Your Colleagues

Guiding Prompts

- a. Who were the team members, and what was your rationale for selecting them?
- b. What strategies and leadership skills did you use to build your collaborative team, and why did you use them?
- c. Explain how you facilitated the team members' contributions to the plan in order to promote educational improvement and improve student learning.
- d. How did you promote your colleagues' understanding of how educational policy affects the advocacy plan?
- e. What steps did you take to ensure that professional resources were available to your colleagues as they worked with the advocacy plan?

Provide examples to support your written commentary.

Type your response in the textbox below.



Step 2: Advocacy for Educational Improvement

This step allows you to demonstrate your leadership ability to collaboratively implement procedures to advocate for a selected educational improvement; to develop a range of activities used by the team to involve stakeholders; and to impact the educational system and student learning.

Activity

As a teacher leader, you will

- implement procedures with the team to advocate for a selected educational improvement; and
- develop a range of activities used by the team to involve stakeholders within and beyond the school community.

Textbox 6.2.1: Advocacy

Guiding Prompts

- a. Based on the plan, what procedures did your team implement to advocate for the selected educational improvement and improved student learning?
- b. What activities did your team undertake to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning?

Provide examples to support your written commentary.

Type your response in the textbox below.



Step 3: Evaluation of the Plan and Professional Growth

This step allows you to demonstrate your ability to evaluate the effectiveness of an advocacy plan and to evaluate the professional growth of your team.

Activity

As a teacher leader, you will

- develop a means to evaluate colleagues and the advocacy plan;
- analyze the advocacy plan and the professional growth of colleagues involved;
- solicit stakeholder feedback based on the plan;
- analyze how your facilitation of this project affected your colleagues' interactions and their professional practice; and
- reflect on the impact of the advocacy plan on future advocacy efforts.



Textbox 6.3.1: Feedback and Evaluation

Guiding Prompts

- a. What means did you use to evaluate the effectiveness of the plan and the professional growth of your team?
- b. Provide an analysis of the effectiveness of the advocacy plan and your collaboration with your team in enhancing colleagues' professional practice and student learning.
- c. What feedback did you receive from stakeholders, and how did it affect implementation or the outcome of the plan?
- d. Provide an analysis that shows how your work with your collaborative team affected collegial interactions and colleagues' professional practice.
- e. What impact will the advocacy plan have on future advocacy within the school and district?

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

Required artifacts for this textbox:

- Professional growth evaluation from a minimum of two colleagues involved in the advocacy plan (**maximum of three pages**)
 - The evaluation can be, but is not limited to:
 - a survey form completed by involved colleagues;
 - a written response from an involved colleague; or
 - a chart created by a group of involved colleagues.
- Stakeholder feedback (**maximum of two pages**)
 - The feedback can come from either of the following sources:
 - communication showing interactions between colleagues and stakeholders; or
 - print media showing involvement with advocacy efforts.

Type your response in the textbox below.