



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

### Rubric for 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"> <li>• <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</li> <li>• a <i>minimal</i> plan of action to facilitate learning of colleagues to accomplish the task/project</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• an <i>incomplete</i> plan of action to facilitate learning of colleagues to accomplish the task/project</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• an <i>aligned</i> plan of action to facilitate learning of colleagues to accomplish the task/project</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• a <i>substantive</i> plan of action to facilitate learning of colleagues to accomplish the task/project</li> </ul>



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 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"> <li>• <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</li> <li>• <i>ineffective</i> evidence of how the adult-learning strategies were differentiated for each learner</li> <li>• <i>unclear</i> evidence of how the adult-learning strategies were scaffolded for each learner</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• <i>partial</i> evidence of how the adult-learning strategies were differentiated for each learner</li> <li>• <i>sketchy</i> evidence of how the adult-learning strategies were scaffolded for each learner</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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 a <i>relevant</i> rationale</li> <li>• <i>effective</i> evidence of how the adult-learning strategies were differentiated for each learner</li> <li>• <i>effective</i> evidence of how the adult-learning strategies were scaffolded for each learner</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• <i>extensive</i> evidence of how the adult-learning strategies were differentiated for each learner</li> <li>• <i>thorough</i> evidence of how the adult-learning strategies were scaffolded for each learner</li> </ul>

## Rubric for 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"> <li>• <i>minimal</i> evidence of the use and/or modeling of adult-</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>incomplete</i> evidence of the use and/or modeling of adult-</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>complete</i> evidence of the use and/or modeling of adult-</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>thorough</i> evidence of the use and/or modeling of adult-</li> </ul>



Score of 1	Score of 2	Score of 3	Score of 4
<p>learning strategies for the group as a whole, with a <i>disconnected</i> rationale</p> <ul style="list-style-type: none"> <li>• <i>little</i> or <i>no</i> evidence of significant interactions in which adult learning strategies were applied</li> </ul>	<p>learning strategies for the group as a whole, with a <i>loosely connected</i> rationale</p> <ul style="list-style-type: none"> <li>• <i>limited</i> evidence of significant interactions in which adult learning strategies were applied</li> </ul>	<p>learning strategies for the group as a whole, with a <i>connected</i> rationale</p> <ul style="list-style-type: none"> <li>• <i>informed</i> evidence of significant interactions in which adult learning strategies were applied</li> </ul>	<p>learning strategies for the group as a whole, with a <i>tightly connected</i> rationale</p> <ul style="list-style-type: none"> <li>• <i>extensive</i> evidence of significant interactions in which adult learning strategies were applied</li> </ul>

### 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><b>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.</b></p> <p><b>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or</b></p>	<p><b>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.</b></p> <p><b>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or</b></p>	<p><b>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.</b></p> <p><b>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and</b></p>	<p><b>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.</b></p> <p><b>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and</b></p>



Score of 1	Score of 2	Score of 3	Score of 4
<b><i>ineffective</i> throughout the response for Step 3. Evidence may also be missing.</b>	<b><i>vague</i> throughout the response for Step 3.</b>	<b><i>connected</i> throughout the response for Step 3.</b>	<b><i>tightly connected</i> throughout the response for Step 3.</b>

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



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

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