



# ETS® Performance Assessment for Teacher Leaders (PATL)

## Task 6: Collaborative Teams and Advocacy

Rubric for Step 1: The Advocacy Plan and Your Team (Textboxes 6.1.1 and 6.1.2)

Score of 1	Score of 2	Score of 3	Score of 4
<b>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members’ contributions to the advocacy</b>	<b>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members’ contributions to the advocacy</b>	<b>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members’ contributions to the advocacy</b>	<b>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members’ contributions to the advocacy</b>



Score of 1	Score of 2	Score of 3	Score of 4
<p><b>plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</b></p> <p><b>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.</b></p>	<p><b>plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</b></p> <p><b>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.</b></p>	<p><b>plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</b></p> <p><b>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.</b></p>	<p><b>plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</b></p> <p><b>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.</b></p>

### Rubric for Response for Textbox 6.1.1

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 how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>inconsistent</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>complete</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to</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 development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to</li> </ul>



Score of 1	Score of 2	Score of 3	Score of 4
<p>the needs of the educational system and improves student learning</p> <ul style="list-style-type: none"> <li>• <i>ineffective</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan</li> </ul>	<p>the needs of the educational system and improves student learning</p> <ul style="list-style-type: none"> <li>• <i>partial</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan</li> </ul>	<p>the needs of the educational system and improves student learning</p> <ul style="list-style-type: none"> <li>• <i>effective</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan</li> </ul>	<p>the needs of the educational system and improves student learning</p> <ul style="list-style-type: none"> <li>• <i>in-depth</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan</li> </ul>

### Rubric for Response for Textbox 6.1.2

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 a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team</li> <li>• <i>ineffective</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve 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 a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team</li> <li>• <i>limited</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>complete</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team</li> <li>• <i>effective</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve 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 a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team</li> <li>• <i>insightful</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning</li> </ul>



Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <li>• <i>irrelevant</i> evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan</li> <li>• <i>minimal</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>limited</i> evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan</li> <li>• <i>incomplete</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>relevant</i> evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan</li> <li>• <i>complete</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>substantive</i> evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan</li> <li>• <i>significant</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan</li> </ul>

Rubric for Step 2: Advocacy for Educational Improvement (Textbox 6.2.1)

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 procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to</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 procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to</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 procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have</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 procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have</b></p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>have an impact on the educational system and to improve 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 2. Evidence may also be missing.</p>	<p>have an impact on the educational system and to improve 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 2.</p>	<p>an impact on the educational system and to improve 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 2.</p>	<p>an impact on the educational system and to improve 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 2.</p>

### Rubric for Response for Textbox 6.2.1

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>ineffective</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan</li> <li><i>trivial</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>incomplete</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan</li> <li><i>limited</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>effective</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan</li> <li><i>effective</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>significant</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan</li> <li><i>thorough</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the</li> </ul>



Score of 1	Score of 2	Score of 3	Score of 4
school community, to have an impact on the educational system and to improve student learning	school community, to have an impact on the educational system and to improve student learning	school community, to have an impact on the educational system and to improve student learning	school community, to have an impact on the educational system and to improve student learning

Rubric for Step 3: Evaluation of the Plan and Professional Growth (Textbox 6.3.1)

Score of 1	Score of 2	Score of 3	Score of 4
<b>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and</b>	<b>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and</b>	<b>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and</b>	<b>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and</b>



Score of 1	Score of 2	Score of 3	Score of 4
<p>colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.</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>colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.</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>colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.</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>colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.</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>

### Rubric for Response for Textbox 6.3.1

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>inappropriate</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth</li> <li><i>ineffective</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>incomplete</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth</li> <li><i>partial</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>logical</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth</li> <li><i>informed</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>in-depth</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth</li> <li><i>significant</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the</li> </ul>



Score of 1	Score of 2	Score of 3	Score of 4
<p>team in enhancing colleagues' professional practice and student learning</p> <ul style="list-style-type: none"> <li>• <i>irrelevant</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan</li> <li>• <i>misinformed</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice</li> <li>• <i>inappropriate</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district</li> </ul>	<p>team in enhancing colleagues' professional practice and student learning</p> <ul style="list-style-type: none"> <li>• <i>cursory</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan</li> <li>• <i>uneven</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice</li> <li>• <i>limited</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district</li> </ul>	<p>team in enhancing colleagues' professional practice and student learning</p> <ul style="list-style-type: none"> <li>• <i>relevant</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan</li> <li>• <i>informed</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice</li> <li>• <i>appropriate</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district</li> </ul>	<p>team in enhancing colleagues' professional practice and student learning</p> <ul style="list-style-type: none"> <li>• <i>insightful</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan</li> <li>• <i>extensive</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice</li> <li>• <i>detailed</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district</li> </ul>

### Rubric for Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:





<b>Score of 1</b>	<b>Score of 2</b>	<b>Score of 3</b>	<b>Score of 4</b>
<ul style="list-style-type: none"><li>• <i>disconnected</i> and/or <i>trivial</i> examples to support the responses</li></ul>	<ul style="list-style-type: none"><li>• <i>loosely connected</i> and/or <i>cursory</i> examples to support the responses</li></ul>	<ul style="list-style-type: none"><li>• <i>connected</i> and <i>effective</i> examples to support the responses</li></ul>	<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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