

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



Score of 1	Score of 2	Score of 3	Score of 4
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.	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.	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.	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.
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.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or vague throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.

#### Rubric for Response for Textbox 6.1.1

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:
<ul> <li>little or no 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>	<ul> <li>inconsistent 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>	complete evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to	<ul> <li>significant 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
the needs of the educational system and improves student learning	the needs of the	the needs of the	the needs of the
	educational system and	educational system and	educational system and
	improves student learning	improves student learning	improves student learning
<ul> <li>ineffective evidence of</li></ul>	<ul> <li>partial evidence of how</li></ul>	<ul> <li>effective evidence of how</li></ul>	<ul> <li>in-depth evidence of how</li></ul>
how educational policies	educational policies and	educational policies and	educational policies and
and trends influenced	trends influenced work	trends influenced work	trends influenced work
work with colleagues in	with colleagues in	with colleagues in	with colleagues in
developing and	developing and	developing and	developing and
implementing the plan	implementing the plan	implementing the plan	implementing the plan

### Rubric for Response for Textbox 6.1.2

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:
trivial evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team	<ul> <li>incomplete 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> </ul>	complete evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team	<ul> <li>significant 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> </ul>
ineffective evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning	<ul> <li>limited evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning</li> </ul>	effective evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning	<ul> <li>insightful 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> <li>irrelevant evidence of the</li></ul>	<ul> <li>limited evidence of the</li></ul>	<ul> <li>relevant evidence of the</li></ul>	substantive evidence of
promotion of colleagues'	promotion of colleagues'	promotion of colleagues'	the promotion of
understanding of how	understanding of how	understanding of how	colleagues' understanding
educational policy affects	educational policy affects	educational policy affects	of how educational policy
the advocacy plan	the advocacy plan	the advocacy plan	affects the advocacy plan
<ul> <li>minimal evidence of steps</li></ul>	incomplete evidence of	complete evidence of	<ul> <li>significant evidence of</li></ul>
taken to ensure that	steps taken to ensure that	steps taken to ensure that	steps taken to ensure that
professional resources	professional resources	professional resources	professional resources
were available to	were available to	were available to	were available to
colleagues as they worked	colleagues as they worked	colleagues as they worked	colleagues as they worked
with the advocacy plan	with the advocacy plan	with the advocacy plan	with the advocacy plan

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

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides minimal 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	A response at the 2 level provides partial 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	A response at the 3 level provides effective 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	A response at the 4 level provides extensive 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	stakeholders and to advocate effectively within and beyond	stakeholders and to advocate effectively within and beyond	stakeholders and to advocate effectively within and beyond
the school community to	the school community to	the school community to have	· · · · · · · · · · · · · · · · · · ·



Score of 1	Score of 2	Score of 3	Score of 4
have an impact on the educational system and to improve student learning.	have an impact on the educational system and to improve student learning.	an impact on the educational system and to improve student learning.	an impact on the educational system and to improve student learning.
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.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or vague throughout the response for Step 2.	The preponderance of evidence for the 3-level criteria is appropriate and connected throughout the response for Step 2.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.

### Rubric for Response for Textbox 6.2.1

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:
<ul> <li>ineffective evidence of the</li></ul>	<ul> <li>incomplete evidence of</li></ul>	effective evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan	<ul> <li>significant evidence of the</li></ul>
implementation of	the implementation of		implementation of
procedures to advocate	procedures to advocate		procedures to advocate
for the selected	for the selected		for the selected
educational improvement	educational improvement		educational improvement
and student learning	and student learning		and student learning
based on the plan	based on the plan		based on the plan
<ul> <li>trivial evidence of how</li></ul>	<ul> <li>limited evidence of how</li></ul>	effective evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the	<ul> <li>thorough evidence of how</li></ul>
the activities undertaken	the activities undertaken		the activities undertaken
by the team involved	by the team involved		by the team involved
stakeholders and	stakeholders and		stakeholders and
advocated effectively,	advocated effectively,		advocated effectively,
within and beyond the	within and beyond the		within and beyond the



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



Score of 1	Score of 2	Score of 3	Score of 4
colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.	colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.	colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.	colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.
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.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or vague throughout the response for Step 3.	The preponderance of evidence for the 3-level criteria is appropriate and connected throughout the response for Step 3.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 3.

# Rubric for Response for Textbox 6.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:			
<ul> <li>inappropriate evidence of</li></ul>	<ul> <li>incomplete evidence of an</li></ul>	<ul> <li>logical evidence of an</li></ul>	<ul> <li>in-depth evidence of an</li></ul>
an appropriate means to	appropriate means to	appropriate means to	appropriate means to
evaluate the plan's	evaluate the plan's	evaluate the plan's	evaluate the plan's
effectiveness and the	effectiveness and the	effectiveness and the	effectiveness and the
team's professional	team's professional	team's professional	team's professional
growth	growth	growth	growth
<ul> <li>ineffective evidence of an</li></ul>	<ul> <li>partial evidence of an</li></ul>	<ul> <li>informed evidence of an</li></ul>	<ul> <li>significant evidence of an</li></ul>
analysis of the	analysis of the	analysis of the	analysis of the
effectiveness of the	effectiveness of the	effectiveness of the	effectiveness of the
advocacy plan and of			
collaboration with the	collaboration with the	collaboration with the	collaboration with the



Score of 1	Score of 2	Score of 3	Score of 4
team in enhancing	team in enhancing	team in enhancing	team in enhancing
colleagues' professional	colleagues' professional	colleagues' professional	colleagues' professional
practice and student	practice and student	practice and student	practice and student
learning	learning	learning	learning
<ul> <li>irrelevant evidence of the</li></ul>	<ul> <li>cursory evidence of the</li></ul>	<ul> <li>relevant evidence of the</li></ul>	<ul> <li>insightful evidence of the</li></ul>
impact of stakeholder	impact of stakeholder	impact of stakeholder	impact of stakeholder
feedback on the	feedback on the	feedback on the	feedback on the
implementation or	implementation or	implementation or	implementation or
outcome of the plan	outcome of the plan	outcome of the plan	outcome of the plan
<ul> <li>misinformed evidence of</li></ul>	<ul> <li>uneven evidence of how</li></ul>	<ul> <li>informed evidence of how</li></ul>	<ul> <li>extensive evidence of how</li></ul>
how work with the	work with the	work with the	work with the
collaborative team	collaborative team	collaborative team	collaborative team
affected collegial	affected collegial	affected collegial	affected collegial
interactions and	interactions and	interactions and	interactions and
colleagues' professional	colleagues' professional	colleagues' professional	colleagues' professional
practice	practice	practice	practice
<ul> <li>inappropriate evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district</li> </ul>	limited evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district	appropriate evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district	detailed evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district

# 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:



Score of 1	Score of 2	Score of 3	Score of 4
<ul> <li>disconnected and/or</li></ul>	<ul> <li>loosely connected and/or</li></ul>	<ul> <li>connected and effective</li></ul>	<ul> <li>tightly connected and</li></ul>
trivial examples to	cursory examples to	examples to support the	detailed examples to
support the responses	support the responses	responses	support the responses

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