



# ETS® Performance Assessment for Teacher Leaders (PATL)

## Task 2: Research for the Improvement of Practice

### Rubric for Step 1: The Research Process (Textbox 2.1.1)

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 initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group;</b>	<b>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group; and to guide colleagues to</b>	<b>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group;</b>	<b>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group;</b>



Score of 1	Score of 2	Score of 3	Score of 4
<p>and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.</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>collaborate with an educational organization or organizations that have researched related issues.</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>and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.</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>and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.</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 2.1.1

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 specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues</li> <li><i>trivial</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>inconsistent</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues</li> <li><i>limited</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>effective</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues</li> <li><i>informed</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>significant</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues</li> <li><i>insightful</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject</li> </ul>



Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <li>• <i>little</i> or <i>no</i> evidence of guiding colleagues to collaborate in the design of the plan for research</li> <li>• <i>minimal</i> evidence of guiding colleagues in the process of accessing and using research</li> <li>• <i>little</i> or <i>no</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group</li> <li>• <i>unclear</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues</li> </ul>	<ul style="list-style-type: none"> <li>• <i>vague</i> evidence of guiding colleagues to collaborate in the design of the plan for research</li> <li>• <i>incomplete</i> evidence of guiding colleagues in the process of accessing and using research</li> <li>• <i>incomplete</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group</li> <li>• <i>incomplete</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues</li> </ul>	<ul style="list-style-type: none"> <li>• <i>appropriate</i> evidence of guiding colleagues to collaborate in the design of the plan for research</li> <li>• <i>effective</i> evidence of guiding colleagues in the process of accessing and using research</li> <li>• <i>relevant</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group</li> <li>• <i>relevant</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues</li> </ul>	<ul style="list-style-type: none"> <li>• <i>extensive</i> evidence of guiding colleagues to collaborate in the design of the plan for research</li> <li>• <i>significant</i> evidence of guiding colleagues in the process of accessing and using research</li> <li>• <i>through</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group</li> <li>• <i>in-depth</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues</li> </ul>

### Rubric for Step 2: Data Analysis and Application (Textbox 2.2.1)

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 facilitate colleagues’ analysis of the</b>	<b>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting curriculum–</b>	<b>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting</b>	<b>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting</b>



Score of 1	Score of 2	Score of 3	Score of 4
<p>resulting curriculum-based data and their application of the data findings to impact 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>based data and their application of the data findings to impact 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>curriculum-based data and their application of the data findings to impact 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>curriculum-based data and their application of the data findings to impact 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 2.2.1

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>trivial</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>partial</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>effective</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><i>insightful</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning</li> </ul>



Rubric for Step 3: Student Learning and Professional Practice (Textbox 2.3.1)

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 determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</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 determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</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 determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</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 determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</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 2.3.1

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 the curriculum-based research process's effect on student learning</li> <li>• <i>ineffective</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice</li> <li>• <i>minimal</i> evidence that the impact of the research process on professional learning is ongoing</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>cursory</i> evidence of the curriculum-based research process's effect on student learning</li> <li>• <i>limited</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice</li> <li>• <i>incomplete</i> evidence that the impact of the research process on professional learning is ongoing</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>informed</i> evidence of the curriculum-based research process's effect on student learning</li> <li>• <i>logical</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice</li> <li>• <i>appropriate</i> evidence that the impact of the research process on professional learning is ongoing</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 curriculum-based research process's effect on student learning</li> <li>• <i>significant</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice</li> <li>• <i>thorough</i> evidence that the impact of the research process on professional learning is ongoing</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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