



ETS® Performance Assessment for Teacher Leaders (PATL)

Task 3: Professional Learning

Rubric for Step 1: Professional Learning (Textbox 3.1.1)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers’ needs and student learning; and to embed the professional learning plan within the school/district culture.	A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers’ needs and student learning; and to embed the professional learning plan within the school/district culture.	A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers’ needs and student learning; and to embed the professional learning plan within the school/district culture.	A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers’ needs and student learning; and to embed the professional learning plan within the school/district culture.



Score of 1	Score of 2	Score of 3	Score of 4
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 <i>vague</i> 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 3.1.1

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"> <i>inappropriate</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>inappropriate</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>minimal</i> evidence of how the components of the professional learning plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>limited</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>partial</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>appropriate</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>informed</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>relevant</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>thorough</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>extensive</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning



Score of 1	Score of 2	Score of 3	Score of 4
<p>connect to teachers' needs and student learning</p> <ul style="list-style-type: none"> • <i>trivial</i> evidence of how the plan is embedded within the school/district culture 	<ul style="list-style-type: none"> • <i>uneven</i> evidence of how the plan is embedded within the school/district culture 	<ul style="list-style-type: none"> • <i>appropriate</i> evidence of how the plan is embedded within the school/district culture 	<ul style="list-style-type: none"> • <i>in-depth</i> evidence of how the plan is embedded within the school/district culture

Rubric for Step 2: Implementation of the Professional Learning Plan (Textbox 3.2.1)

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 facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate's ability to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate's ability to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate's ability to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>learning plan on students and teachers.</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>learning plan on students and teachers.</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>learning plan on students and teachers.</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>learning plan on students and teachers.</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 3.2.1

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"> • <i>ineffective</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>minimal</i> evidence of the identification of resources that meet the professional learning goals • <i>inappropriate</i> evidence of facilitating the meaningful 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>partial</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>incomplete</i> evidence of the identification of resources that meet the professional learning goals • <i>limited</i> evidence of facilitating the meaningful use of 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>effective</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>logical</i> evidence of the identification of resources that meet the professional learning goals • <i>appropriate</i> evidence of facilitating the meaningful 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>detailed</i> evidence of the identification of resources that meet the professional learning goals • <i>substantive</i> evidence of facilitating the meaningful



Score of 1	Score of 2	Score of 3	Score of 4
<p>use of technology and/or media literacy</p> <ul style="list-style-type: none"> • <i>ineffective</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>trivial</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers 	<p>technology and/or media literacy</p> <ul style="list-style-type: none"> • <i> cursory</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>partial</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers 	<p>use of technology and/or media literacy</p> <ul style="list-style-type: none"> • <i>relevant</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>appropriate</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers 	<p>use of technology and/or media literacy</p> <ul style="list-style-type: none"> • <i>thorough</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>extensive</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers

Rubric for Step 3: Evaluation of the Professional Learning Plan (Textbox 3.3.1)

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 analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability, to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 3. Evidence may also be missing.</p>	<p>professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 3.</p>	<p>professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 3.</p>	<p>professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 3.</p>

Rubric for Response for Textbox 3.3.1

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"> <i>uninformed</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>minimal</i> evidence of advocacy for supports to promote sustained professional 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>limited</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>incomplete</i> evidence of advocacy for supports to promote sustained 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>informed</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>complete</i> evidence of advocacy for supports to promote sustained 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>significant</i> evidence of advocacy for supports to promote sustained



Score of 1	Score of 2	Score of 3	Score of 4
learning, with an <i>ineffective</i> rationale	professional learning, with a <i>tangential</i> rationale	professional learning, with an <i>appropriate</i> rationale	professional learning, with a <i>thorough</i> rationale

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

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