



ETS[®] Performance Assessment for Teacher Leaders (PATL)

Task Requirements

Task 3: Professional Learning

In this task, you will be focusing on a situation in which you were able to inform and facilitate the design and implementation of a coherent, integrated, embedded, and differentiated professional learning plan based on assessed student and teacher needs.

Standards Measured in This Task

This task addresses Teacher Leader Model Standards: Domain 3.

Promoting Professional Learning for Continuous Improvement

The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school-improvement goals.



What Do You Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **15,000 characters** (equivalent to **five pages** typed) that
 - responds to all guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence

Select a situation different from those selected in any other task.

You may use work from the previous two years.

2. Three different artifacts (maximum of seven pages) for this task including

Required Artifacts	Maximum Number of Pages	Textbox Location
Professional learning plan	2	3.1.1
Materials that document the plan's coherence, integration, and/or differentiation, addressing two of these three characteristics	3	3.2.1
Documentation of feedback you received from students, teachers, and/or administrators	2	3.3.1



How to Submit Your Evidence (Refer to the *Submission System User Guide* for details.)

- Upload your artifacts into your Library of Artifacts.
- **Refer to the artifacts in your Written Commentary.**
- Link the artifacts to your Written Commentary within the specified textbox.

How to Compose Your Written Commentary

This task has three steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: Professional Learning Plan
- Step 2: Implementation of the Professional Learning Plan
- Step 3: Evaluation of the Professional Learning Plan

Please read the entire task before responding to any guiding prompts. Use the textboxes located under the guiding prompts to compose your responses and to link your artifacts.



Preliminary Activity

The information you provide in this textbox regarding the professional learning plan you have identified and its connection to school/district goals will help provide perspective to the raters who will be scoring your submission.

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to this textbox.

Guiding Prompt

- a. Briefly describe the professional learning plan you have identified based on a needs assessment of students and teachers and the connection of the plan to school/district goals. You do not have to submit the needs assessment; its purpose is to provide perspective for the professional learning you design. The needs assessment for this task can be formal or informal and may be something your district already uses.

Type your response in the textbox below.



Step 1: Professional Learning Plan

This step allows you to demonstrate your ability to facilitate colleagues and administrators through the process of designing a professional learning plan that connects to teachers' needs and student learning and is aligned with the school/district goals and/or improvement plan.

Activity

As a teacher leader, you will

- describe how you facilitated the design of a professional learning plan;
- explain how you involved your colleagues and school administrators in the design process;
- identify a significant goal that is aligned with the school/district goals and/or improvement plan;
- describe the components of the plan and how it is embedded within the school/district culture; and
- explain how the components connect to the teachers' needs and student learning.



Textbox 3.1.1: Facilitating the Design

Guiding Prompts

- a. How did you use the information from the needs assessment to inform and facilitate the design of a professional learning plan within your school/district? Explain how you involved colleagues and school administrators in the design process.
- b. What is the goal of the plan? How is it aligned with the school/district goals and/or improvement plan? Why is the goal significant?
- c. What are the components of the professional learning plan, and how do they connect to the teachers' needs and student learning?
- d. How is the professional learning plan embedded within the school/district culture?

Provide examples, including references to the appropriate artifact, to support your written commentary.

Required artifact for this textbox:

- Professional learning plan (**maximum of two pages**)

Type your response in the textbox below.



Step 2: Implementation of the Professional Learning Plan

This step allows you to demonstrate your ability to facilitate and give feedback to colleagues during the implementation of the professional learning plan.

Activity

As a teacher leader, you will

- describe how you facilitated the implementation of the professional learning plan;
- explain how the plan fostered coherent, integrated, and differentiated professional learning for the teachers;
- identify how you used technology or how you facilitated media literacy;
- describe the feedback you offered to colleagues; and
- explain how the plan affects the students and the teachers.



Textbox 3.2.1: Implementation and Effect on Students and Teachers

Guiding Prompts

- a. How did you facilitate the implementation of the professional learning plan? How does the plan foster coherent, integrated, and differentiated professional learning?
- b. What resources were used to meet the professional learning goals? How did you utilize or facilitate the meaningful use of technology and/or media literacy?
- c. What feedback did you provide to support your colleagues during the course of the professional learning process?
- d. How did this professional learning plan affect the students and teachers? Include references to data and/or feedback you collaboratively collected, analyzed, and used with colleagues to support your evaluation.

Provide examples, including references to the appropriate artifact, to support your written commentary.

Required artifact for this textbox:

- Materials that document the plan's coherence, integration, and/or differentiation, addressing two of these three characteristics (**maximum of three pages**)

Type your response in the textbox below.



Step 3: Evaluation of the Professional Learning Plan

This step allows you to analyze and reflect on the feedback you received while facilitating the design and implementation of the professional learning plan.

Activity

As a teacher leader, you will

- analyze the feedback you received on how you facilitated the design and implementation of the plan; and
- explain what supports you would advocate for to promote sustained professional learning experiences.

Textbox 3.3.1 Feedback and Reflection

Guiding Prompts

- a. How will the feedback you received from students, teachers, and/or administrators as well as your analysis of this feedback inform and facilitate the design and implementation of future professional learning? Provide examples to support your response.
- b. Based on what you learned from this experience, what supports (e.g., time, resources) would you advocate for promoting sustained professional learning? Provide a rationale.

Provide examples, including references to the artifact, to support your written commentary.

Required artifact for this textbox:

- Documentation of feedback received from students, teachers, and/or administrators (**maximum of two pages**)

Type your response in the textbox below.