



ETS® Performance Assessment for Teacher Leaders (PATL)

Task 5: Collaboration with Families and the Community

Rubric for Step 1: The Needs Assessment (Textbox 5.1.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence of the teacher leader candidate’s ability to facilitate the development and completion of a family and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; and to improve colleagues’ collaboration and communication with the families and the community and colleagues’ understanding of diversity and the family and</p>	<p>A response at the 2 level provides <i>partial</i> evidence of the teacher leader candidate’s ability to facilitate the development and completion of a family and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; and to improve colleagues’ collaboration and communication with the families and the community and colleagues’ understanding of diversity and the family and</p>	<p>A response at the 3 level provides <i>effective</i> evidence of the teacher leader candidate’s ability to facilitate the development and completion of a family and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; and to improve colleagues’ collaboration and communication with the families and the community and colleagues’ understanding of diversity and the family and</p>	<p>A response at the 4 level provides <i>extensive</i> evidence of the teacher leader candidate’s ability to facilitate the development and completion of a family and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; and to improve colleagues’ collaboration and communication with the families and the community and colleagues’ understanding of diversity and the family and</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>community culture in order 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 1. Evidence may also be missing.</p>	<p>community culture in order 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 1.</p>	<p>community culture in order 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 1.</p>	<p>community culture in order 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 1.</p>

Rubric for Response for Textbox 5.1.1

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>little</i> or <i>no</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues • <i>ineffective</i> evidence of the connection between the results of the needs assessment and the targeted area of need • <i>trivial</i> explanation of how the targeted area of need will improve a relevant aspect of 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>inconsistent</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues • <i>partial</i> evidence of the connection between the results of the needs assessment and the targeted area of need • <i>uneven</i> explanation of how the targeted area of need will improve a relevant aspect of 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>appropriate</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues • <i>complete</i> evidence of the connection between the results of the needs assessment and the targeted area of need • <i>logical</i> explanation of how the targeted area of need will improve a relevant aspect of 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues • <i>thorough</i> evidence of the connection between the results of the needs assessment and the targeted area of need • <i>substantive</i> explanation of how the targeted area of need will improve a relevant aspect of the educational



Score of 1	Score of 2	Score of 3	Score of 4
<p>the educational system and affect student learning</p> <ul style="list-style-type: none"> <i>minimal</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with, communication with, and understanding of family and community culture and diversity in order to improve student learning 	<p>the educational system and affect student learning</p> <ul style="list-style-type: none"> <i>limited</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with, communication with, and understanding of family and community culture and diversity in order to improve student learning 	<p>the educational system and affect student learning</p> <ul style="list-style-type: none"> <i>informed</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with, communication with, and understanding of family and community culture and diversity in order to improve student learning 	<p>system and affect student learning</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with, communication with, and understanding of family and community culture and diversity in order to improve student learning

Rubric for Step 2: Development and Implementation of the Plan (Textbox 5.2.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence of the teacher leader candidate's ability to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; and to analyze the role in</p>	<p>A response at the 2 level provides <i>partial</i> evidence of the teacher leader candidate's ability to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; and to analyze the role in</p>	<p>A response at the 3 level provides <i>effective</i> evidence of the teacher leader candidate's ability to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; and to analyze the role in</p>	<p>A response at the 4 level provides <i>extensive</i> evidence of the teacher leader candidate's ability to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; and to analyze the role in</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>facilitating the development and implementation of the plan that includes specific adult-learning strategies used with 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 2. Evidence may also be missing.</p>	<p>facilitating the development and implementation of the plan that includes specific adult-learning strategies used with 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 2.</p>	<p>facilitating the development and implementation of the plan that includes specific adult-learning strategies used with colleagues.</p> <p>The preponderance of evidence for the 2-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.</p>	<p>facilitating the development and implementation of the plan that includes specific adult-learning strategies used with colleagues.</p> <p>The preponderance of evidence for the 2-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.</p>

Rubric for Response for Textbox 5.2.1

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>trivial</i> evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan <i>ineffective</i> evidence of facilitating the development and implementation of the plan by using specific adult- 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>partial</i> evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan <i>uneven</i> evidence of facilitating the development and implementation of the plan by using specific adult- 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan <i>relevant</i> evidence of facilitating the development and implementation of the plan by using specific adult- 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan <i>significant</i> evidence of facilitating the development and implementation of the plan by using specific adult-



Score of 1	Score of 2	Score of 3	Score of 4
learning strategies used with colleagues	learning strategies used with colleagues	learning strategies used with colleagues	learning strategies used with colleagues

Rubric for Step 3: Overall Analysis and Reflection (Textboxes 5.3.1 and 5.3.2)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence of the teacher leader candidate’s ability to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues’ understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues’</p>	<p>A response at the 2 level provides <i>partial</i> evidence of the teacher leader candidate’s ability to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues’ understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues’</p>	<p>A response at the 3 level provides <i>effective</i> evidence of the teacher leader candidate’s ability to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues’ understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues’</p>	<p>A response at the 4 level provides <i>extensive</i> evidence of the teacher leader candidate’s ability to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues’ understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues’</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>collaboration with families and the community to improve the educational system and 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 3. Evidence may also be missing.</p>	<p>collaboration with families and the community to improve the educational system and 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 3.</p>	<p>collaboration with families and the community to improve the educational system and 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 3.</p>	<p>collaboration with families and the community to improve the educational system and 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 3.</p>

Rubric for Response for Textbox 5.3.1

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>inaccurate</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process <i>inappropriate</i> evidence of how the process improved colleagues' understanding of the needs of the educational system and students 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i> cursory</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process <i>limited</i> evidence of how the process improved colleagues' understanding of the needs of the educational system and students 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>informed</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process <i>appropriate</i> evidence of how the process improved colleagues' understanding of the needs of the educational system and students 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process <i>significant</i> evidence of how the process improved colleagues' understanding of the needs of the educational system and students



Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <i>ineffective</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community 	<ul style="list-style-type: none"> <i>partial</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community 	<ul style="list-style-type: none"> <i>effective</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community 	<ul style="list-style-type: none"> <i>insightful</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community

Rubric for Response for Textbox 5.3.2

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"> <i>inaccurate</i> evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>cursory</i> evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>informed</i> evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning



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

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