ETS® PATL

# Performance Assessment for Teacher Leaders (PATL)

## Candidate and Educator Handbook

September 2020

# Contents

## Performance Assessment for Teacher Leaders (PATL) Overview

The Performance Assessment for Teacher Leaders (PATL) was developed to measure the critical leadership roles that teachers play in contributing to student and school success. The assessment measures leadership roles in six areas, called tasks:

- Task 1 – Adult Learning and the Collaborative Culture
- Task 2 – Research for the Improvement of Practice
- Task 3 – Professional Learning
- Task 4 – Observation and Use of Assessment Data
- Task 5 – Collaboration with Families and the Community
- Task 6 – Collaborative Teams and Advocacy

Each task contains three steps that are developed to assess your skills and abilities in a specific area of teacher leadership.

You will complete each step within a task by entering a written response and uploading required documentation, called artifacts, via an online submission system. A textbox is provided to enter responses. You are expected to write descriptively, analytically, and reflectively when completing each step. Features such as Character Count, Save Response, Link My Artifact(s) to My Response, and Remove Link are provided as tools to assist in the development of your responses. The steps are scored according to step-specific rubrics, which are included in the materials supplied to candidates.

This handbook and the PATL assessment website at https://www.ets.org/ppa/test-takers/teacher-leaders/about has information about the assessment, how to prepare, eligibility requirements, scoring information, administration of the assessment and more.

## Registration and Submission Windows

### *Registration and Submission Windows*

Test takers register online and submit tasks in an online submission system by entering a written response and uploading associated documentation, called artifacts. A textbox is provided to enter responses. Test takers are expected to write descriptively, analytically and reflectively.

Registration and submission window dates are available on the PATL assessment website at https://www.ets.org/ppa/test-takers/teacher-leaders/register/dates.

## The Standards

The PATL assessment is a standards-based assess,emt and reflects the standards as described in the Teacher Leader Model Standards that are articulated across seven domains of professional practice. These domains describe the particular benchmark or criterion of the professional practice.

## Tasks Overview

### *General Design of the PATL Assessment*

The PATL assessment is composed of six tasks. Each task contains three steps.

Task 1 – Adult Learning and the Collaborative Culture
- Step 1: Your Colleagues' Learning Needs and the Task/Project
- Step 2: Adult Learning — Individuals and the Group
- Step 3: Impact of Adult Learning

Task 2 – Research for the Improvement of Practice
- Step 1: The Research Process
- Step 2: Data Analysis and Application
- Step 3: Student Learning and Professional Practice

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

Task 4 – Observation and Use of Assessment Data
- Step 1: Pre-observation
- Step 2: Observation and Feedback
- Step 3: Overall Analysis and Reflection

Task 5 – Collaboration with Families and the Community
- Step 1: The Needs Assessment
- Step 2: Development and Implementation of the Plan
- Step 3: Overall Analysis and Reflection

Task 6 – Collaborative Teams and Advocacy
- Step 1: The Advocacy Plan and Your Team Members
- Step 2: Advocacy for Educational Improvement
- Step 3: Evaluation of the Plan and Professional Growth

### *Task Components*

Each task requirement includes:

- the task title and a context for the required activities of the task
- the standards that the task measures
- details on what has to be submitted for the task
  - Maximum character/page allotments
  - Required artifacts
  - How to submit evidence
  - How to compose written commentary
- the title of the steps within each task and a context for the required activities of the steps
- guiding prompts and required artifacts for each textbox within the steps

### *Assessment Processes*

- Candidates compose and enter their responses to the step prompts within a secure online authoring system
- Candidates upload required artifacts into the same system
- Candidates are required to submit different types of evidence for each of the steps
  - Each step requires a written response as part of the evidence
  - Steps require other types of evidence – called artifacts – such as a needs assessment, action plan, feedback from others about the teacher leader's practice, and artifacts reflecting interactions with colleagues and the use of adult learning strategies

- The steps require the use of three kinds of writing: descriptive, analytic, and reflective
  - The evidence that is selected as representative of the teacher leader's practice for the purposes of this assessment should provide a view of what is being done as well as a rationale for those events and processes and the significance of the results
- The task and step directions, the guiding prompts, and making sure that the evidence submitted shows a solid understanding of the specific teacher leader activity
- Creating responses requires the consistent use and application of the step-appropriate rubric
- Candidates submit completed step responses and required artifacts for scoring
- Responses are scored within the online system

## Task Requirements and Rubrics

Detailed task requirements and rubrics documents can be found by selecting the links below.

| Task Requirements | Rubrics |
|---|---|
| **Requirements for Task 1**<br>https://www.ets.org/s/ppa/pdf/patl-task-1-requirements.pdf | **Rubric for Task 1**<br>https://www.ets.org/s/ppa/pdf/patl-task-1-rubric.pdf |
| **Requirements for Task 2**<br>https://www.ets.org/s/ppa/pdf/patl-task-2-requirements.pdf | **Rubric for Task 2**<br>https://www.ets.org/s/ppa/pdf/patl-task-2-rubric.pdf |
| **Requirements for Task 3**<br>https://www.ets.org/s/ppa/pdf/patl-task-3-requirements.pdf | **Rubric for Task 3**<br>https://www.ets.org/s/ppa/pdf/patl-task-3-rubric.pdf |
| **Requirements for Task 4**<br>https://www.ets.org/s/ppa/pdf/patl-task-4-requirements.pdf | **Rubric for Task 4**<br>https://www.ets.org/s/ppa/pdf/patl-task-4-rubric.pdf |
| **Requirements for Task 5**<br>https://www.ets.org/s/ppa/pdf/patl-task-5-requirements.pdf | **Rubric for Task 5**<br>https://www.ets.org/s/ppa/pdf/patl-task-5-rubric.pdf |
| **Requirements for Task 6**<br>https://www.ets.org/s/ppa/pdf/patl-task-6-requirements.pdf | **Rubric for Task 6**<br>https://www.ets.org/s/ppa/pdf/patl-task-6-rubric.pdf |

## Tips for Getting Started

### *Organize and Plan*

The following steps are designed to help you prioritize your activities and organize your thinking as you work on your tasks:

- Decide which submission deadline best fits your schedule.
- Follow the registration steps for the Performance Assessment for Teacher Leaders (PATL) assessment.
- Review the directions for each task, the steps within each task, and the corresponding rubric.
- Get a calendar and work backward from your submission deadline date to set a task-completion schedule.
- Start writing and developing your responses to each task, or guiding prompt within each step of a task, and uploading artifacts within the secure online submission system.
- Review your responses to ensure that you have demonstrated the knowledge and skills required in the Teacher Leader Model Standards.
- Compare your responses with each bulleted point within the rubrics.
- Submit the task responses and all required artifacts no later than the submission deadline date.

### *Key Steps in Task Development*

The list below illustrates the steps you should follow when developing a task. Use this list to organize your thinking, plan your time, and carry out the work needed to complete each task.

- Read each task, the steps within the task, and the corresponding rubric entirely.
- Develop a timeline for completing the six tasks.
- Develop an outline for each task and its related artifacts (realizing that some parts of each task can occur simultaneously).
- Before submitting your task responses, check to see that you have
  - addressed all guiding prompts and questions
  - linked all artifacts within your response
  - compared your responses to the required evidence listed in the rubrics
- Save a copy of all your final documents before you submit each task.

## Understanding the Assessment

The following information gives you some suggestions for completing tasks in the most useful and efficient way, and some suggested approaches you might consider before beginning your task responses.

### *Organizing and Preparing Tasks*

#### Address the Topic of Adult Learning First

Although Adult Learning is scored only in Task 1, it permeates all six tasks. Therefore, before beginning the assessment process, you should take the opportunity to research adult learning theories and the practical application of adult learning strategies. It is best to make sure you have mastered Adult Learning first before proceeding to the other tasks.

The tasks that need to be completed all focus on work done by you with your colleagues to enhance your colleagues' skills. You need to be able to differentiate between helping your colleagues complete activities, such as research or advocacy, and doing the work yourself.

### Needs Assessments

Many of the tasks reference the use of, or require, a needs assessment of some sort. It is suggested that some time be spent reviewing the models or structures of needs assessments (formal, informal, written, and conversational). Questions that determine the needs that have an impact on student learning must be examined. Questions that allow respondents to vent personal concerns must be avoided.

### Other Preparation Activities

Prior instruction on a variety of evaluation formats is needed (e.g., Framework for Teaching, Marzano, Stronge), especially for Task 4. Practice within any of these protocols would be helpful to you. Having access to a video library showing various teacher practices would also help in this practice.

The strategy of modeling could be instituted during course work based on the requirements of the tasks. For example, in preparation for Task 2, it is suggested that you do research by collecting and analyzing data and showing how the results have a positive effect on student learning. This process enables you to better understand what you need to do to help colleagues in their research.

Time should also be spent on what constitutes a good artifact (e.g., reinforcing points being made in the commentary and enhancing the amount of evidence provided in the commentary).

## *Candidate Information*

### Types of Writing

You will need to write descriptively, analytically, and reflectively when responding to the prompts. Such writing does not always come naturally; therefore, explanation, along with some examples, would be helpful.

### Using the Rubrics

The rubrics for each task, or step within a task, are included in the task directions. The textbox numbers (e.g., 1.1.1 or 1.1.2) listed next to each area being scored on the rubric correspond to the grouping of prompts in the directions. When you finish a draft of a task or step response, read the rubric, ask yourself whether you have provided adequate evidence that addresses each bullet, and critique what you are writing against the rubric.

### Selecting Colleagues

When selecting colleagues with whom to work, you should not necessarily choose people of similar experience, content, or grade-level background. Variety allows you to demonstrate greater knowledge of adult learning strategies. For Task 4, the colleague does not have to be a novice teacher; it could be someone being mentored or simply one asking for support.

### Collaboration with Other Teacher Leaders

All six of the PATL tasks require you to work with colleagues. A colleague, in this context, is a member of the faculty of the school/district where you are experiencing yourPATL internship; a colleague cannot be another candidate in your PATL preparation program class.

As much as possible, the colleagues you choose should be different for each task. Although there may be fellow PATL candidates in the same school/district who are involved in the activity of the task, it's best if you choose non-candidates to focus on since the tasks require the development of colleagues' skills; a fellow PATL candidate's skills should already be finely honed.

When interacting with colleagues, no two people interact the exact same way or respond to others in the same manner. When constructing your written commentary, that difference in perspective must be obvious, and the style of writing and written words must be original to you. When a rater reads multiple submissions, that rater can be expected to find no overlap (similarity in wording). Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap and in violation of the Rules for Test Participation for the PATL.

Test takers may use artifacts that are the same as, or similar to, those used by another colleague. However, the completed artifact, as much as possible, should be different, reflecting the different colleagues with whom the candidate worked. If the artifact is part of a shared project or shared work, please note that on the artifact. If you do use the same artifacts, take care when writing your commentary. Commentary that is similar can constitute overlap.

Focus your work around the requirements of each task. If you are thinking about using something you have already created (e.g., a graduate classwork project) and adjusting it for your response be sure it is very closely aligned with the task. Sometimes using completed class projects as submissions can result in responses that miss key points of a task, if they are not closely aligned with the PATL tasks.

### *Permission Forms*

Responses to the task prompts require the submission of artifacts, which include samples of student work, work from a colleague(s), or other sources. You are required to obtain a signed permission form from every adult and student whose work you submit. See Permission Forms on page 19.

## Guidelines for Writing and Formatting

### *Writing Responses*

Each step within a task requires some form of written response. It is imperative that you understand what kind of writing is required by each guiding prompt. The suggestions below are intended to help you craft good written responses for your performance assessment.

1. **Writing about the PATL Assessment**
   The steps within the six tasks required in the PATL encourage the use of three kinds of writing: descriptive, analytic, and reflective. The evidence that you select as representative of your practice for the purposes of this assessment should provide raters with a view of what is happening within your building, and also of your rationale for those events and processes and your view regarding the significance of the results of your teacher leadership.

2. **Descriptive, Analytic, and Reflective Writing**
   There are essential differences between descriptive and analytic writing. As you compose your written commentary, you need to keep these differences in mind. Basic definitions of these terms appear below, followed by more detailed explanations of each type.

   - **Descriptive Writing**
     Descriptive writing is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your situation so that they can understand what you are conveying in your analysis.
     - Description is called for when you are asked to state, list, or describe. You want to be sure that your descriptions are clear and detailed enough to allow someone reading about your practice to understand what you are describing.
     - Checklist for Descriptive Writing
       - Accurate, precise enumeration or explanation of critical features

    - Clear, logical ordering of the elements or features of the event, person, concept, or strategy described
    - Inclusion of ALL features or elements that would allow an outsider to see whatever is described as you see/saw it

- **Analytic Writing**
  Analytic writing deals with reasons, motives, and interpretation and is supported in the concrete evidence provided by the materials you submit. Analytic writing shows raters the thought processes that you used to arrive at the conclusions you made about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or it could be discussion of the results from a survey that solicits feedback from various sources.

- **Reflective Writing**
  Reflection is a thought process that occurs after the completion of an activity. This is the kind of thinking that allows you to think deeply about what occurred — and what did not occur — during the leadership event, and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, the reflection questions are where you must show how you use what you learned from your leadership experiences to inform and improve your practice in the future.

### 3. Analysis and Reflection Overlap

Analysis and reflection can overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are to analyze the success of a particular activity or some specific strategy, do not explain what happened in the analysis or reflection sections. This is description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be aware of why you interpreted the results of an activity the way you did. You need to explain your interpretation of the evidence (analysis) as well as your understanding of what should come next (reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence provided by the artifacts that you include in your performance assessment, but you must explain the significance and not expect raters to draw their own conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do this.

Tell the rater how the professional development in your building affected student performance — that is analysis and interpretation. Use your evidence of colleagues' work to explain and illustrate your practice and also to provide a context for the artifact. Ask yourself the following questions in preparing your analysis and reflection:

- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and my leadership because of this professional experience?
- What would I do differently? (Reflection)

### 4. Revise and Edit Your Writing

An important step in writing, regardless of the skill or experience of the writer, is to take the time to review the writing with an objective eye. Even professional writers can become so involved in their writing that they sometimes forget to include information that the readers do not know. For some, reviewing with objectivity requires distance or some time away from the document. Pace your writing so that you can set it aside for a day or so and then come back to it with fresh eyes. The next time you read it, you should have an easier time seeing the important information, where a description or analysis is needed, where something is unclear, or where a transition is needed. In addition, it is important that you read it a third time to edit the language, spelling, and other mechanics of writing.

Another good suggestion is to ask another person to read your work with a critical eye for detail. This person should review your written response with the evidence you are including and with the corresponding rubric. Your goal in having someone else read your work is to discover things that are unclear to an external rater. Be sure that if you use a colleague at your school, he or she does not assume critical information because of familiarity with the learning. Give the person a copy of the rubric to determine whether your writing is redundant or if there are any gaps in your work.

## *Summary of Key Points*

### Address the Questions

For each task, there is a series of guiding prompts that will influence your written response. Make sure that you have read each guiding prompt and its related rubric criteria carefully. Understand what you are being asked to address and how it will be measured.

### Organize Your Information

It is very important that you provide your evidence as clearly and concisely as possible. Raters will be reading your responses supportively. This means that they are reading your response expecting that you will earn a good score. They are looking for information within your response to provide evidence that you have met the rubric criteria. Presenting your evidence in a way that is clear and easy for raters to find will help them to do their job more effectively.

### Check Your Response Against the Rubric

This point is a critical step in making sure that your performance assessment is responsive. Once you believe that you have completed a task response, ask a trusted colleague to read your response against the rubric. Also, ask your colleague to look at the task's guiding prompts and verify that you have addressed each guiding prompt within the task.

### Do Not Use Identifying Names or Titles

This includes, but is not limited to, names of:

- Teachers
- Colleagues
- Students
- Schools
- Districts

For your responses to be scored fairly and to protect the identity of students, **it is extremely important that you do not identify yourself, your colleagues, your school, or the city/town in which your school is located**. Instead, refer to students as Student 1, Student 2, and so on. Refer to places as "my school" or "my district." Remove identifiers from work samples, emails, etc. — you can do this simply by crossing them out with a marker or correction tape/fluid.

## *Using the Response Textboxes*

Each of the steps in the six tasks includes textboxes for you to provide your response based on the guiding prompts for that textbox. Examples of these blank textboxes are located within the step directions; these are provided as examples to illustrate where the text of your response and the linking of your required artifact(s) needs to be placed.

## Thinking about Evidence

### *Evidence*

Evidence is the information that you, as a candidate, provide within a commentary, including things such as quotations from students and colleagues and relevant artifacts.

### *The Value of Evidence*

The quality of the evidence is the most important measure of its value. Evidence is found in the responses to the guiding prompts and in artifacts. Evidence is collected from wherever it appears within a task. Sometimes you will include additional evidence in the response to another guiding prompt within the same task; that evidence is also collected by the raters.

### *Evidence Tips*

You should ask yourself the following questions:

- Am I providing sufficient evidence?
- Is the evidence appropriate?
- Do I fully understand the evidence required by each guiding prompt within a task?
- What are the best artifacts I can provide to address the guiding prompts?

You can also obtain a better understanding of evidence by:

- Describing your understanding of what the prompts within a textbox require to a colleague or peer
- Selecting and listing the artifacts that are most appropriate and that will provide the greatest amount of evidence
- Finding an effective way to explain the value of each artifact
- Working with a peer to help each other understand the guiding prompts and identify the evidence
- Comparing the evidence you have written for each prompt within the rubric

A few caveats to observe — when using the rubric, be sure to focus on the amount and quality of evidence, not the score. Make sure you see the connections of the textbox numbers to the numbers in the rubric. Notice that more than one textbox may address a single standard or indicator.

Once you have an idea of the direction each prompt response will take and a list of artifacts, try to distinguish between and among descriptive, analytic, and reflective writing. Reread the Guidelines for Writing and Formatting section in this handbook. Recall that solid analysis requires examination and interpretation of the evidence. Then, focus on the following:

- Are the points you are making clear?
- How does the evidence support your points?
- What specific details are referenced within your evidence?
- How are the details connected to your points?

### *Selecting Evidence for Steps*

You will be required to submit different types of evidence for each of the three steps within a task. Each step requires some form of written response — this is part of your evidence. In addition, steps may require other types of evidence, such as a plan, anecdotal notes from colleagues, or emails.

For each step, make sure that you clearly understand what type of evidence is required. If an artifact is required, make sure that you include an artifact that does not exceed the required page limit, addresses the standards being measured, gives you a good opportunity to discuss what was done with colleagues to generate that work, provides the raters scoring your response with a picture of your practice, and gives them good information to use when scoring your performance. Raters review all artifacts that are linked to textboxes to determine if they meet the requirements. If all of the required artifacts for a step are missing, the rater will assign a "0" for that step.

### *Using Artifacts as Evidence*

Quality artifacts are carefully selected, and they connect, support, and enhance the written commentary. They also help to demonstrate knowledge, skills, and understanding of the standard being discussed and are paired with relevant and insightful analysis.

When determining the best artifacts to use as evidence, start by identifying a number of artifacts that can be used to support a specific point in the written commentary. Then you can choose the strongest artifact that provides a significant connection to your written commentary and explain why you believe it supports that point. Remember that only one-page artifacts are allowed unless specifically stated otherwise; therefore, you should choose an artifact that best illustrates and connects with what has been written.

You should ask yourself the following questions:

- What point from the written commentary is the artifact reinforcing?
- Can the artifact be used as data (e.g., surveys, test scores, communication records, anecdotes) to reinforce the written commentary?
- What pertinent details does the artifact provide?
- How does the written commentary identify details in the artifact that prove an assertion?
- Is the connection obvious and strong?
- What wording is used to reference the artifact within the written commentary?

Artifacts to avoid include blank surveys, artifacts that do not connect directly to the point(s) being made in the written commentary, and artifacts that are difficult to read or decipher.

### *Uploading and Linking Artifacts*

Each task requires artifacts to be submitted in addition to the written commentary portion of your response. Artifacts can be uploaded and submitted using the same online submission system you will use to submit your assessment. Instructions on how to upload and submit artifacts will be present within the online submission system for your use.

## Submitting Tasks

### *Choosing Your Submission Window*

Choose a submission window that will give you plenty of time to complete the assessment. If you select a submission deadline and then decide to change to a later one, you will be subject to a rescheduling fee. You will also be required to re-upload any tasks and artifacts you have previously uploaded in the submission system. All tasks and artifacts must be submitted in the same submission window, and no later than 2 p.m. ET on the submission window deadline date.

### *Submitting Task Responses and Artifacts*

You will compose and enter your responses and upload artifacts in the online submission system. Task responses can be entered one at a time or simultaneously. When you submit a task response for scoring, it must be complete and include all required artifacts. All tasks and artifacts must be submitted by the same deadline date.

### *Rescheduling Your Submission Window*

If you select a submission window and then decide to change to a later one, you will be subject to a rescheduling fee.

**Note**: Written commentary from the original submission window will not transfer automatically to the new submission window. If you reschedule, you will be required to complete each textbox again. All tasks and artifacts must be submitted by the same deadline date.

### *Resubmitting a Task*

If you do not pass the assessment, you are allowed to resubmit any or all of the six tasks in the resubmission window immediately following the original submission window. There is a resubmission fee for each task you choose to resubmit.

See resubmission windows on the PATL assessment website, at https://www.ets.org/ppa/test-takers/teacher-leaders/register/dates.

### *Refund Policy*

#### Initial Registrations

If a cancellation is processed online or by phone by the cancellation deadline for the submission window you have selected, the full registration fee will be refunded, minus a cancellation fee of $125.

Cancellations processed after the cancellation deadline are not eligible for a refund.

#### Resubmissions

Resubmission fees are non refundable.

## Scoring Overview

### *Quality Assurance*

Controls exist in the scoring process to manage the quality of the scores produced. Test validity, reliability, and fairness are of foremost importance. Scoring adheres to the highest industry standards for evidence-based assessments. Throughout the scoring process, steps are taken to control any inherent biases that may impact scoring. Raters are trained to recognize when a personal, societal, or professional bias might interfere with their ability to fairly score a response. Through adherence to industry standards, you can be confident that portfolio scoring is conducted to achieve the highest levels of fairness and reliability.

### *Fair and Unbiased Scoring*

There are numerous checks in place to provide fair and valid scores. Raters are required to participate in a rigorous training program that includes demonstration of understanding of the standards, task directions, rubrics, and more. Raters must demonstrate mastery of the scoring process through multiple practice sessions conducted by experts who are trained in qualifying raters. Raters must take and pass a test verifying their mastery of accurate scoring processes before they can score actual candidate assessments.

All identifying information should be removed from responses so raters are prevented from knowing your identity. For resubmitted tasks, raters are not aware of any previous scores. They will not know that any task is a resubmission, nor will they have access to any prior scores.

### *Inter-rater Agreement*

Rater agreement is a desirable goal for all evidence-based assessments scored using rubrics. The Performance Assessment for Teacher Leaders is scored using a four-point rubric. It is important that different raters who have been trained to score candidate responses closely agree in the scores they assign to the same candidate's response. In other words, the score a candidate receives should not be dependent on which particular trained rater happens to score the response. ETS will compute the extent of rater agreement on the assessment using a Kappa statistic, which ranges from 0 (no rater agreement) to 1 (complete rater agreement). The significance of the Kappa value is evaluated by comparing that value to the value that would be expected by a chance level of agreement. If the Kappa value exceeds what would be expected by chance, it may be concluded that the extent of rater agreement is statistically significant.

### *A Word of Caution*

Each task in the PATL assessment, whether initial or resubmitted, must be entirely your work. While we encourage collaborative teaching and utilizing a support provider, each task response that you submit must be distinctly your own work. Software is utilized to scan all written commentary for overlap with previous submissions, with another candidate's submissions, and with published sources, including the Library of Examples. If such overlap is detected, an investigation with the ETS Office of Testing Integrity may be initiated and scores may be voided. Results of all investigations conducted may be forwarded to the state agency and/or institution requiring the assessment.

Your assessment is scored by educators who meet the qualifications established by ETS. Each rater will be trained and monitored to become an expert in only two tasks. Raters include members from the following groups of educators:

- Faculty from schools of education in institutions of higher education
- School district administrators
- P–12 educators who have a Master's Degree and hold a professional teaching certificate
- P–12 educators who have a Master's Degree and hold National Board Certification

### *Portfolio Scoring*

Each task is broken down into 3 steps, and each step in the assessment is scored based on a 4-point rubric that delegates scores based on how well you encompassed all of the required Teacher Leader Model Standards in your submission. Steps are rated on a scale of 1 to 4 with 4 being the highest possible score. If a step is unable to be scored for any reason, it is scored as Nonscorable. Score levels for each rubric are defined as follows:

| Score | Value |
|---|---|
| **4** | **Insightful and thorough** |
| **3** | **Clear and complete** |
| **2** | **Vague and/or partial** |
| **1** | **Missing or ineffective** |
| **0** | **Nonscorable** |

Just as you would create a rubric to evaluate your students' work, the PATL uses rubrics containing quantitative and qualitative elements of evidence (see above) for each of the textboxes within a step.

Each step in the assessment is scored by two raters, so the individual step scores are the average of the two ratings. The task score is the sum of the underlying step scores. The task scores are then summed into a total composite score.

The possible score range for each task is 3–12 and the total number of points that can be earned in the assessment is 72.

Steps that cannot be scored will receive a score of zero. A score of zero is assigned if there are no required artifacts attached, if there is no written commentary in any textbox, or if the written commentary does not in any way address the guiding prompts.

If the total task scores from the two raters differ by more than 3 points, the task will be scored by a third rater to ensure a fair, accurate overall score. If three raters score your response, then the final step score is the average of the three ratings.

Scores are carefully analyzed by ETS psychometricians before being approved for release.

Your score report will include the total score for each task, a score for each step within the task with feedback, and a composite score for all six tasks. Feedback on the steps will be helpful when deciding whether or not to resubmit tasks.

## *Receiving Your Scores*

Score reports are available via your testing account in the PATL registration system approximately six weeks after the submission window you chose at the time of registration. Score reports are available online only and all candidates submitting their tasks by the same submission deadline will receive their scores at the same time.

### Scores for Resubmitted Tasks

If you do not pass the assessment, you are allowed to resubmit any or all of the six tasks. The highest score on each task — regardless of whether it was earned on an initial or a resubmitted task — will be the score used to calculate your composite score. This gives you the best chance to pass your assessment.

### Saved Scores

All of your scores are automatically saved in the submission system after they are reported to you. If you do not pass the assessment, you can choose to resubmit any or all of the six tasks. Your score report will contain helpful guidance for making these choices.

You will need to register and pay for resubmission, and rebuild the tasks you are resubmitting by uploading them and their required artifacts into the online submission system. All resubmissions must be submitted by the same resubmission deadline. If a resubmitted task receives a lower score than the initial submission for that task, the higher of the two scores will be kept to calculate your total score for that task, and your new composite score for the assessment.

### Delivery of Scores to Other Score Recipients

All scores will automatically be provided to ETS, the state agency who has adopted the assessment, the preparation program provider, and any other score recipients you indicated during registration.

### Online Score Reports

Scores are available online through your ETS MyPPA testing account; paper score reports will not be issued. You can print your online score report as many times as you wish.

### *Evaluating Scores and Resubmitting Tasks*

In the event you do not successfully complete the assessment, identify those tasks on which you scored lowest. Prepare to resubmit tasks addressing those with lower-scored criteria. In order to resubmit tasks, you will need to register for resubmission in the resubmission window immediately following the original submissionand pay the resubmission fee. There is a resubmission fee for each task you choose to resubmit. You will resubmit your tasks via the same online submission system where you made your initial submission.

If you do not resubmit within this timeframe, you will have to register and pay to retake the assessment in a future submission window.

### *Score Report Misuse*

The PATL assessment was designed for use in awarding the certificate upgrade to eligible candidates. Other use of this assessment and the scores reported is inappropriate. While not inclusive of all possible examples of misuse, a specific example of misuse is employment selection or hiring. ETS believes it is inappropriate for a state, district, school, or other local education agency to differentiate among candidates who have met or exceeded the passing score on the PATL assessment for purposes of making a selection or hiring decision. It is also not intended for use in rank-ordering candidates or for making decisions that presume a predictive relationship between performance on the PATL assessment and performance on the job.

### *Misuse of Score Report*

PATL assessment scores are intended for use in awarding the school leader certification or for program completion. Other use of this assessment and the scores reported is inappropriate. While not inclusive of all possible examples of misuse, one specific example of misuse is:

Employment Selection or Hiring. ETS believes it is inappropriate for a state, district, school or other local education agency to differentiate among test takers who have met or exceeded the passing score on the PATL assessment or related assessment for purposes of making a selection or hiring decision. The PATL assessment was designed for use in awarding the candidate a professional certificate. It is not intended for use in rank-ordering candidates or for making decisions that presume a predictive relationship between performance on the PATL assessment and performance on the job.

## Ownership of Responses

ETS maintains ownership of all responses and accompanying materials. By submitting your performance assessment, you agree that ETS may use your responses, without any identifying information, to support the future scoring of the assessment. Your responses may be used as a benchmark, for training, or for another exemplar case. Responses may also be used in the online PATL Library of Examples, which is a collection of actual written responses submitted by PATL candidates that can be used for comparison purposes.

## Permission Forms

For Tasks 1 – 6, your responses will be based, in part, on actual colleagues with whom you are working. You must obtain a signed permission form for the use of any materials you submit as artifacts that are not created solely by you. These permission forms must be retained with your records.

Examples of these materials are:

- feedback from colleagues and students such as emails, letters, documents
- forms/charts/surveys created by involved colleagues or participants
- print media

You must use the following forms as they apply to your context:

- Performance Assessment for Teacher Leaders Permission Form for Students Under 18
- Performance Assessment for Teacher Leaders Permission Form for Students Over 18
- Performance Assessment for Teacher Leaders Permission Form for Colleagues and other Adults

Note: **Only the PATL permission forms listed above can be used;** other district or school forms will not be accepted**.**

### *Completing Permission Forms*

When completing the permission forms, please note:

- You must fill in **your name** in the Candidate Name section at the top of the form
- The "Your Name" and "Your Address" sections in the form should be the name and address of the **person providing permission** to use the requested information in your assessment portfolio
- The name in the "Your Name" space and the signature should be the same person
- Do not black out the information in the middle of the form — while you should black out personal identifying information in the artifacts you submit, which are seen by the raters, information should not be blacked out on the permission forms.

## Support and Ethical Considerations

### *What are the general guidelines regarding ethics and support?*

As part of the required coursework, candidates may engage in professional discussions and activities related to the tasks. However, the work that candidates submit in response to each performance assessment task **must be theirs and theirs alone**. The written commentaries, student work, and other artifacts must feature candidates' interactions with colleagues or students and the work that the candidate facilitated within the school or district setting.

All materials and information necessary for you to complete the PATL assessment are available and public. Candidates will have ample opportunity to review the tasks and rubrics before begining the assessment process.

### *What can instructors and mentors do to provide content support?*

They should do the following.

- Review the assessment and the assessment process.
- Check for understanding of the task requirements, rubrics, and handbook.
- Share only information that is public for all candidates.
- Provide direction on how candidates prepare, plan, and manage deadlines.
- Know, understand, and uphold the assessment's policies and guidelines.
- Acknowledge and respect the fact that responsibility for developing and submitting the performance assessment rests solely and completely with the candidate.
- Ensure that candidates understand that breaches of trust and confidentiality may destroy the validity of the assessment and may negatively affect the reputations of the candidates.
- Immediately report violations of confidentiality, incidents of falsified information or materials, and breaches of security.

### ***What should instructors and mentors avoid as they provide support for candidates?***

They should avoid engaging in the following.

- Making choices for the candidates
- Correcting the candiate’s task response(s)
- And using the task rubrics to assign a score to the candidate’s task response(s).

### ***To what extent can educator preparation program (EPP) curriculum and assignments reflect the actual PATL tasks?***

EPPs should provide instructional activities that support candidates in obtaining the knowledge and skills needed to successfully complete the PATL tasks. EPP guidelines include the following:

- Instructors can assess and provide feedback using the instructor’s or university’s expectations and rubrics on assignments that students MAY select to use as part of their submission for a task.
- Instructional assignments should not be graded using the PATL rubric. Instead, assignments should be graded using criteria determined by the EPP program.
- Instructional assignments can include artifacts that candidates may use as a part of their tasks.
- Instructional assignments can be similar to parts of the tasks and can even ask candidates to select topics, include written responses, and request one or more artifacts that could be used or adapted by candidates when submitting their task responses.
- Instructional activities and assignments should allow candidates to have multiple experiences to draw from when creating their task submissions. Various shorter instructional assignments can provide multiple opportunities for candidates to grow as educators in the assessed areas.
- Some universities require performance-based assignments and candidate portfolios as a part of their program. The process of creating these collections of graded assignments can provide valuable experiences and artifacts that candidates may choose to draw from when submitting their PATL tasks. EPP instructors should refrain from coaching students when selecting assignments to use and adapt for their PATL submissions.

## ***Ethical Responsibilies of Candidates***

You may engage in professional discussions with instructors and colleagues about requirements and activities of the performance assessment. However, the work you submit as part of your response within the submission must be yours alone.

- The responses that are submitted are original to you and do not reflect the work of other candidates, past or current, and/or responses shared in the Library of Examples.
  - The commentary consists of your own words.
  - You may use artifacts that are the same as, or similar to, those used by another colleague. However, the completed artifact, as much as possible, should be different, reflecting the different colleagues with whom you worked. If you use an artifact that is part of a shared project or shared work, you must note that on the artifact. Also, take care writing your commentary if you do use the same artifacts; commentary that is similar can constitute overlap.

- Your responses are not shared with current or future candidates.

## ***Plagiarism***

ETS reserves the right to cancel the scores of candidates at any time when, in its judgment, there is evidence that text submitted is substantially similar to that found in other performance assessment responses and/or training materials, such as, but not limited to, the library of examples. Such responses do not reflect the independent writing that the assessment seeks to measure.

### *Essay Similarity Detection*

Each task response in the assessment, whether submitted during the original submission window or during the resubmission window, must be entirely the candidate's work. While we encourage candidates to seek support from their educator preparation program (EPP) supervising instructor and mentor, each task must be distinctly and solely the candidate's own work. Software is utilized to scan all responses for overlap with previous submissions, with another candidate’s submissions and with the Library of Examples. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided at any time. If a task response is identified with such overlap and is the subject of a review, the following steps will occur.

- Candidates’ overall assessment scores will be placed on hold and candidates will be informed before scores are released. Candidates will not know if they passed or failed the assessment.
- The appropriate state agency and/or institution requiring the assessment will be informed of the investigation.
- ETS's OTI will inform candidates that their response is under review, and candidates will be provided the opportunity to submit additional materials to ETS's OTI to support their case. The materials must be received by the deadline specified in the communication from OTI. Candidates will have the ability to request that ETS supply the portions of the responses that are in question.
- All materials will be independently reviewed, and an assessment of the case will be provided to ETS's OTI.
- Candidates will receive a letter from ETS's OTI notifying them of the decision after the review has been completed.
- If it is concluded that candidates' scores should be released, the hold on scores will be removed and the candidates will be able to view their score report online.
- If it is concluded that there is substantial evidence to support cancellation of the candidates' scores, the scores will be voided and all materials from the investigation may be forwarded to the appropriate state agency and/or institution for further review and/or action.
- The appropriate state agency and/or institution requiring the assessment will be informed of the cancellation of scores.
- The appropriate state agency may initiate an ethics investigation.

## Technical Issues and Support

The Performance Assessment for Teacher Leaders is designed to make the process of authoring and submitting your tasks as intuitive as possible. Assistance, technical help, and information about how the online submission system works are available via the Submission System Users Guide or via email and phone through ETS Customer Service.

***Customer Service is available Monday through Friday, 8 a.m.–6:00 p.m. (Eastern Time) (except for U.S. holidays) at 1-855-628-5088, 1-609-359-5634 or at ppa@ets.org.***