



# **ETS<sup>®</sup> Performance Assessment for Teacher Leaders (PATL)**

## Task Requirements

### **Task 1: Adult Learning and the Collaborative Culture**

**In this task, you will be focusing on a group of colleagues (minimum of three) with whom you worked on a specific task or project and who reflect different stages of career development, different backgrounds, and different perspectives. Consider how you were able to apply strategies of adult learning across your teacher leadership activities with this group in order to promote collegiality and improve instruction and student learning.**

### Standards Measured in This Task

This task addresses Teacher Leader Model Standards: Domain 1.

#### **Fostering a Collaborative Culture to Support Educator Development and Student Learning**

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.



## 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 **18,000 characters** (equivalent to **six 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 six pages), including

Required Artifacts	Maximum Number of Pages	Textbox Location
Representative page of documentation from the plan/project	1	1.1.2
Representative page of documentation from an adult-learning strategy that was used	1	1.2.1
Feedback (e.g., e-mails, letters, participant-created forms) from two colleagues within the group that documents their professional growth in the specific task/project as a result of your use of adult learning strategies	4 (for both colleagues)	1.3.1



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

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



## Your Colleagues

The information you provide in this textbox about the colleagues working with you on this task 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 Prompts

- a. Describe the colleagues with whom you worked and their stages of career development, their backgrounds, and their perspectives.
- b. Describe the context in which you worked together. (Although you may have worked with more than four people, for the purposes of this task, when discussing interactions with individuals, focus on a maximum of four colleagues. When discussing the group, include all involved colleagues.)

**Type your response in the textbox below.**



## Step 1: Your Colleagues' Learning Needs and the Task/Project

This step allows you to demonstrate your knowledge of strategies to identify the learning needs of individuals and of a group. You will also demonstrate your ability to facilitate a group in the selection of a task/project.

### Activity

As a teacher leader, you will

- identify a minimum of three colleagues who reflect a variety of career stages, backgrounds, and perspectives;
- determine the learning needs of both the individuals and the group through the use of appropriate strategies;
- facilitate the selection of a significant task/project with the identified colleagues; and
- develop a plan of action to facilitate the learning needed by the identified colleagues to accomplish the task/project.

### Textbox 1.1.1: Colleagues' Learning Needs

#### Guiding Prompt

- a. State the learning needs of the individuals and the group. What strategies did you use to identify those needs (e.g., listening, presenting ideas, leading discussions, clarifying, mediating)?

Provide examples to support your written commentary.

**Type your response in the textbox below.**



## Textbox 1.1.2: The Task/Project

### Guiding Prompts

- a. What was the task or project that you worked on with this group of individuals? How did you facilitate the selection of your task/project with your colleagues?
- b. Why was the task/project significant?
- c. What was your plan of action to facilitate the learning that your colleagues needed in order to accomplish this specific task/project?

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

Required artifact for this textbox:

- Representative page of documentation from the plan/project (**maximum of one page**)

**Type your response in the textbox below.**



## Step 2: Adult Learning — Individuals and the Group

This step allows you to demonstrate your ability to apply and tailor a variety of adult-learning strategies with both individuals and with a group.

### Activity

As a teacher leader, you will

- facilitate the improvement of the colleagues' skills of collaboration, problem solving, decision making, and conflict management as they work together on the identified task/project; and
- differentiate and scaffold the adult-learning strategies with both individuals and the group during work on the identified task/project.

## Textbox 1.2.1 Adult Learning — The Individuals (4 maximum)

### Guiding Prompts

- a. What adult-learning strategies did you apply with each learner to help support collaboration, to solve problems, to make decisions, and to manage conflict? Provide a rationale.
- b. How did you differentiate strategies for each learner within the group?
- c. How did you scaffold the learning for each group member?

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

Required artifact for this textbox:

- Representative page of documentation from an adult-learning strategy that was used (**maximum of one page**)

**Type your response in the textbox below.**



## Textbox 1.2.2: Adult Learning –The Group

### Guiding Prompts

- a. What adult-learning strategies did you use and/or model for the group as a whole? Provide a rationale.
- b. Describe the specific interactions within the group in which you applied these adult-learning strategies and tell why these interactions were significant.

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

**Type your response in the textbox below.**

## Step 3: Impact of Adult Learning

This step allows you to reflect on your facilitation skills in applying adult-learning strategies and your ability to build an environment of trust and a sense of ownership with colleagues. This step also allows you to analyze the impact your work has had on student learning.

### Activity

As a teacher leader, you will

- analyze and reflect on your efforts to apply adult-learning strategies as you worked with a variety of colleagues on the identified task/project;
- analyze and reflect on your ability to build an environment of trust and a sense of ownership among your colleagues as you worked on the identified task/project; and
- analyze the impact that your work with your colleagues on the identified task/project had on student learning.





## Textbox 1.3.1: Impact of Adult Learning

### Guiding Prompts

- a. What was the overall impact of applying adult-learning strategies with the individuals within the group?
- b. How did you build an environment of trust and a sense of ownership among your colleagues?
- c. What impact did your work with your colleagues have on student learning?

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

Required artifact for this textbox:

- Representative pages of feedback (e.g., e-mails, letters, participant-created forms) from two colleagues within the group that documents their professional growth in the specific task/project as a result of your use of adult-learning strategies (**maximum of four pages for both colleagues**)

**Type your response in the textbox below.**

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