



# 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’</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’</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’</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’</p>



Rubric for Step 1 (continued)

<p><b>understanding of diversity and the family and community culture in order to improve student learning.</b></p> <p><b>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.</b></p>	<p><b>understanding of diversity and the family and community culture in order to improve student learning.</b></p> <p><b>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.</b></p>	<p><b>understanding of diversity and the family and community culture in order to improve student learning.</b></p> <p><b>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.</b></p>	<p><b>understanding of diversity and the family and community culture in order to improve student learning.</b></p> <p><b>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.</b></p>
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**Score of 0 for Step 1**

**If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 1 for at least one of the following reasons.**

- **No written response is in the Task 5—Step 1 textbox.**
- **The written response does not address any of the guiding prompts for Task 5—Step 1.**
- **The artifact attachment contains only hyperlinks.**
- **None of the following required artifacts are acceptable or attached to any of the Task 1 textboxes.**
  - Needs assessment that includes a representative sample of questions asked with responses and/or aggregated data summarizing the responses



## 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"> <li>• <i>little</i> or <i>no</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues</li> <li>• <i>ineffective</i> evidence of the connection between the results of the needs assessment and the targeted area of need</li> <li>• <i>trivial</i> explanation of how the targeted area of need will improve a relevant aspect of the educational system and affect student learning</li> <li>• <i>minimal</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with,</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>inconsistent</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues</li> <li>• <i>partial</i> evidence of the connection between the results of the needs assessment and the targeted area of need</li> <li>• <i>uneven</i> explanation of how the targeted area of need will improve a relevant aspect of the educational system and affect student learning</li> <li>• <i>limited</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with,</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>appropriate</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues</li> <li>• <i>complete</i> evidence of the connection between the results of the needs assessment and the targeted area of need</li> <li>• <i>logical</i> explanation of how the targeted area of need will improve a relevant aspect of the educational system and affect student learning</li> <li>• <i>informed</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with,</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>significant</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues</li> <li>• <i>thorough</i> evidence of the connection between the results of the needs assessment and the targeted area of need</li> <li>• <i>substantive</i> explanation of how the targeted area of need will improve a relevant aspect of the educational system and affect student learning</li> <li>• <i>in-depth</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with,</li> </ul>



### Response for Textbox 5.1.1 (continued)

communication with, and understanding of family and community culture and diversity in order to improve student learning	communication with, and understanding of family and community culture and diversity in order to improve student learning	communication with, and understanding of family and community culture and diversity in order to improve student learning	communication with, and understanding of family and community culture and diversity in order to improve student learning
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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 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>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 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>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 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>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 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>
<p style="text-align: center;"><b>Score of 0 for Step 2</b></p> <p>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 2 for at least one of the following reasons.</p> <ul style="list-style-type: none"> <li>• No written response is in the Task 5—Step 2 textbox.</li> <li>• The written response does not address any of the <b>guiding prompts for Task 5—Step 2.</b></li> </ul>			



## 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"> <li>• <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</li> <li>• <i>ineffective</i> evidence of facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• <i>uneven</i> evidence of facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• <i>relevant</i> evidence of facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• <i>significant</i> evidence of facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues</li> </ul>



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’ collaboration with families and the community to</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’ collaboration with families and the community to</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’ collaboration with families and the community to</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’ collaboration with families and the community to</p>



Rubric for Step 3 (continued)

<p><b>improve the educational system and student learning.</b></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><b>improve the educational system and student learning.</b></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><b>improve the educational system and student learning.</b></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><b>improve the educational system and student learning.</b></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>
<p><b>Score of 0 for Step 3</b></p> <p><b>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 3 for at least one of the following reasons.</b></p> <ul style="list-style-type: none"> <li>• <b>No written response is in the Task 5—Step 3 textboxes.</b></li> <li>• <b>The written response does not address any of the guiding prompts for Task 5—Step 3.</b></li> <li>• <b>None of the following required artifacts are acceptable or attached to any of the Task 5 textboxes.</b> <ul style="list-style-type: none"> <li>○ Written feedback received from colleagues and stakeholders who were involved with this task           <ul style="list-style-type: none"> <li>• Feedback should include specific examples of how your work with colleagues improved the quality of their collaboration and interactions with families and the community.</li> <li>• Of the persons selected, one must be a colleague involved in the plan, and one must be someone in a supervisory or leadership role in your setting who may or may not have been involved in the plan.</li> </ul> </li> </ul> </li> </ul>			





## 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"> <li>• <i>inaccurate</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process</li> <li>• <i>inappropriate</i> evidence of how the process improved colleagues' understanding of the needs of the educational system and students</li> <li>• <i>ineffective</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>cursory</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process</li> <li>• <i>limited</i> evidence of how the process improved colleagues' understanding of the needs of the educational system and students</li> <li>• <i>partial</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>informed</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process</li> <li>• <i>appropriate</i> evidence of how the process improved colleagues' understanding of the needs of the educational system and students</li> <li>• <i>effective</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• <i>significant</i> evidence of how the process improved colleagues' understanding of the needs of the educational system and students</li> <li>• <i>insightful</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community</li> </ul>



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



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

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