

# Performance Assessment for School Leaders (PASL)

Deep Dive into Task 3

Creating a Collaborative Culture



# Portfolio Assessment Development Team Trainers

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# Purpose of this Session

Ensure webinar participants better understand

- The main components of Task 3
- The evidence necessary to successfully create responses to the guiding prompts

# Task 3

# The Steps in Task 3

Step 1: Identifying the Collaborative Team

Step 2: Developing a Plan to Improve Instruction

Step 3: Implementing the Plan

Step 4: Reflecting on the Collaborative Team

Step 5: Uploading the Video

# The Task Requirements Document



## ETS Performance Assessment for School Leaders (PASL)

### Task Requirements

#### Task 3: Creating a Collaborative Culture

**In this task, you will demonstrate your ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture.**

#### Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the [Performance Assessment for School Leaders website](#).

# Task Requirements (cont'd.)

## 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 **28,500 characters** (equivalent to **nine pages** typed) that
  - responds to all guiding prompts;
  - references your artifacts to support your written evidence; and
  - describes, analyzes, and reflects on the evidence.
2. Artifacts

The required artifacts for this task:

Artifact	Maximum Number of Pages	Textbox Location
Representative page of the spreadsheet, table, or chart describing the team members	1	3.1.1
Representative page from the data-collecting tool	1	3.2.1
Representative pages from the professional development plan*	2	3.2.1
Representative page that provides feedback from the targeted audience of colleagues	1	3.3.1
Representative page of evidence that reflects student learning	1	3.3.1
One fifteen-minute video (unedited segments are required) <ul style="list-style-type: none"><li>• One five-minute segment <b>must</b> focus on your work with colleagues during either the planning discussed in textbox 3.2.2 <b>or</b> the implementation discussed in textbox 3.3.1.</li><li>• One ten-minute segment <b>must</b> focus on the self-reflection/feedback discussed in textbox 3.4.1</li></ul>		

\*A sample template is provided, but candidates can submit a form of their own

# Task Requirements (cont'd.)

## How to Submit Your Evidence

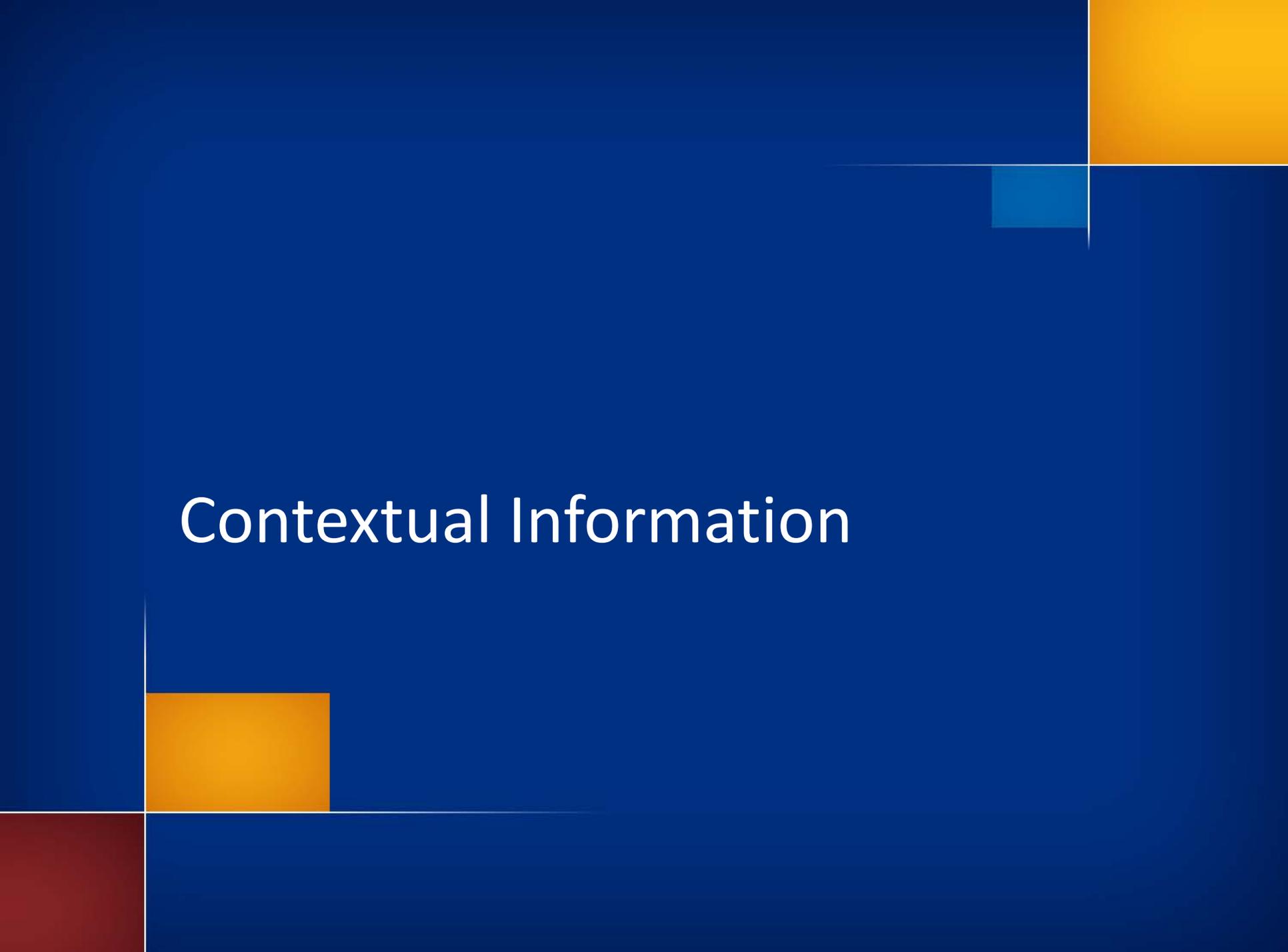
- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Attach the artifacts to your Written Commentary within the appropriate textbox.

## How to Compose Your Written Commentary

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

- Step 1: Identifying the Collaborative Team
- Step 2: Developing a Plan to Improve Instruction
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**Please read the entire task before responding to any guiding prompts.** Use the guiding prompts to compose your response. Remember to include any required artifacts.



# Contextual Information

# Contextual Information

Directions: Limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to the Contextual Information Textbox.

- a. **Describe** your school **district**. Include relevant information about the ethnic, social, economic, cultural, and geographic factors affecting the district environment.
- b. Describe your **school**. Include relevant information about the ethnic, social, economic, cultural, and geographic factors affecting the school environment that are different from those described in your response to Guiding Prompt A.
- c. Provide an overview of your **school's faculty**. Include relevant information such as the career stages, teaching styles, and diversity of the staff and describe leadership opportunities.

Step 1

# Step 1

## Breaking Down the Steps

- ➔ Step 1: Identifying the Collaborative Team
- Step 2: Developing a Plan to Improve Instruction
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# Step 1 (cont'd.)

## Step 1: Identifying the Collaborative Team

This step allows you to demonstrate your ability to identify a team of teachers with varying experience to develop a collaborative team.

### Activity

As the team facilitator, you will

- identify three to five colleagues with different levels and kinds of experience who will be integral in helping build a collaborative team for the purpose of improving student achievement in the building;
- develop a spreadsheet, table, or chart that describes/lists the certification, experiences, and qualifications of each of the colleagues;
- establish steps to encourage colleagues' involvement in the collaborative team; and
- develop a structure that will support and sustain the collaborative team.

When writing about your colleagues, refer to them as Colleague 1, Colleague 2, and Colleague 3, etc.

Then respond to the guiding prompts below.

# Step 1 (cont'd.)

## Textbox 3.1.1 Team Members

### Guiding Prompts

- Select three to five colleagues with varying levels of experience who will effectively serve with you as collaborative team members. Provide a rationale for your choice of **each** colleague.
- What steps did you take to elicit/encourage **each** colleague's involvement with the team? Why did you choose the steps?
- What structure did you put in place to support and sustain the team during the collaborative work? Provide a rationale.

Required artifact for this textbox:

- A representative page of a spreadsheet, table, or chart that describes/lists the certification, experiences, and qualifications of each colleague (maximum of **one page**)

Type your response in the textbox below.

# Step 1 (cont'd.)

## Candidate Responses to 3.1.1

In weaker responses to these prompts, candidates often:

- a. Provide the artifact (spreadsheet, table, chart) with the list of colleagues with descriptions and then repeat the same list within the response textbox.
- b. Frequently say, “I asked them” or “They are part of my team.”
- c. Write, “We used the PLC meeting time.” Support is sometimes discussed, but the sustaining aspect is often missed.

# Step 1 (cont'd.)

## **Candidate Responses to 3.1.1 (cont'd.)**

What do candidates need to do?

- a. Emphasize the rationale for the choice of each colleague. Provide detail.
- b. Emphasize the encouragement that was used to get people involved and why those steps were chosen.
- c. Detail how the structure that is put in place will support and sustain the team and provide a rationale for that choice of structure.

Step 2

# Step 2

## Breaking Down the Steps

Step 1: Identifying the Collaborative Team

➔ Step 2: Developing a Plan to Improve Instruction

Step 3: Implementing the Plan

Step 4: Reflecting on the Collaborative Team

Step 5: Uploading the Video

# Step 2 (cont'd.)

## Step 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture

This step allows you to demonstrate your ability to facilitate colleagues' work during the course of developing a plan to improve instruction, student learning, and the school culture.

### Activity

As a collaborative team,

- identify an area of research-based instructional practice that is in need of improvement within the school;
- develop a plan based on analyzed data;
- identify colleagues to be the focus of the team's plan;
- determine the impact that the collaborative team will have on the school culture;
- implement strategies to ensure all team members can provide meaningful input;
- resolve challenges encountered during the planning;
- determine steps to reach consensus among the members of the team; and
- determine the impact the team will have on the improvement of the school culture.

At some point during the planning sessions, you may record a five-minute unedited video that shows you facilitating a team meeting and dealing with the opportunities/challenges presented by the process of developing the plan.

Then respond to the guiding prompts below.

# Step 2 (cont'd.)

## Textbox 3.2.1 The Professional Development Plan

### Guiding Prompts

- What tool(s) did you and your team use to collect data to identify a research-based instructional practice in need of improvement? Why did your team choose the selected tool(s)? What data did the tool(s) provide?
- What specific area of research-based instructional practice will you and the team target? What is the intended impact that an improvement in the targeted area will have on instruction and student learning? What steps will you take to measure the impact? Provide a rationale for **each** step.
- What was the plan your team developed as a result of the data you collected and analyzed? Describe the goals, strategies, timeline, and resources your team decided to use as part of the plan. Provide a rationale for **each**.
- Which colleagues were targeted to be the focus of the team's plan? Why did the collaborative team select them?
- What impact will the collaborative team have on the improvement of the school culture? Provide a rationale for your conclusion.

Required artifacts for this textbox:

- A representative page of the data-collecting tool (maximum of **one page**)
- Representative pages of the professional development plan (maximum of **two pages**)

Type your response in the textbox below.

## Step 2 (cont'd.)

### Candidate Responses to 3.2.1

In weaker responses to these prompts, candidates often:

- a. Identify a research-based instructional practice but there tends to be a lack of detail on the data collection and analysis. Data is often provided to the team rather than collected by the team.
- b. Miss steps that will be taken to measure progress in both instruction and student learning.
- c. Provide a plan and goals which often lacks strategies, timeline, and/or resources.
- d. Determine colleagues to be the target of the professional development without team involvement in the decision.
- e. No data for this prompt.

## Step 2 (cont'd.)

### **Candidate Responses to 3.2.1 (cont'd.)**

What do candidates need to do?

- a. Involve the team in data collecting and determining the area of practice in need of improvement.
- b. Detail a specific plan with delineated steps to measure results.
- c. Provide detail about each factor listed in the prompt and include rationales.
- d. Detail the facilitation of discussion among team members to identify the targeted audience of colleagues along with reasons for their selection.

# Step 2 (cont'd.)

## Textbox 3.2.2 Working with the Collaborative Team During Planning

### Guiding Prompts

- What strategies did you use with the collaborative team members, **individually and as a group**, to involve them in the planning process? Provide examples to support your explanation. If you submitted a five-minute video segment for this section, you should include examples from it.
- As the collaborative team's facilitator, what strategies did you implement to ensure that **all** members were allowed a voice so that each could provide meaningful input related to the goal(s)? Provide examples to support your explanation. If you submitted a five-minute video segment for this section, you should include examples from it.
- What challenge(s) were encountered during the planning? How, as a team, did you resolve the challenge(s)? Provide a rationale for your actions. If you submitted a five-minute video segment for this section, you should include examples from it.
- What steps did you take to reach consensus among the members of the collaborative team while creating the plan? Provide examples to support your analysis. If you submitted a five-minute video segment for this section, you should include examples from it.

One five-minute unedited segment of the video may be used as an artifact in your response to this textbox.

Type your response in the textbox below.

## Step 2 (cont'd.)

### **Candidate Responses to 3.2.2**

In weaker responses to these prompts, candidates often:

- a. Frequently discuss strategies used with either individuals or the group, but not both.
- b. Mention use of agendas or protocols as strategies, and then not analyzing how the strategies will promote meaningful input. Provide only one example.
- c. Talk about how he/she resolved problems rather than the collaborative team resolving problems.
- d. Mention consensus, but provide little detail about the steps taken to achieve it.

Artifact: If a video segment is provided for this textbox response, it is rarely cited within the written commentary.

## Step 2 (cont'd.)

### **Candidate Responses to 3.2.2 (cont'd.)**

What do candidates need to do?

- a. Involve team members, both individually and as a group, in the planning process. Provide more than one strategy.
- b. Provide strategies, not strategy, that facilitated colleagues' meaningful input in the planning. Make sure the connection of the input to the goal is clear.
- c. Discuss in detail how the collaborative team resolved meaningful challenges.
- d. Provide steps, not a single response, the team used to reach consensus.

Artifact: If a video segment is used for this textbox response, cite specific examples seen and heard on the video within the written commentary.

Make sure all examples are connected to the analysis being made.

Step 3

# Step 3

## Breaking Down the Steps

Step 1: Identifying the Collaborative Team

Step 2: Developing a Plan to Improve Instruction

➔ Step 3: Implementing the Plan

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Step 5: Uploading the Video

# Step 3 (cont'd.)

## Step 3: Implementing the Plan to Improve Instruction, Student Learning, and the School Culture

This step allows you to demonstrate your ability to facilitate the collaborative team's work as they implement the plan to improve instruction, student learning, and the school culture.

### Activity

As you continue to work with your collaborative team,

- analyze your role as facilitator during the implementation of the plan for improving instructional practice;
- provide encouragement or feedback to the team members;
- elicit feedback as a team from the focus group;
- determine what evidence you will collect to reflect student learning as a result of the implementation of the plan; and
- take steps to address any challenges.

At some point during the implementation of the plan, you may record a five-minute unedited video that demonstrates your skills in facilitating a meeting with your collaborative team and with those who are the members of the focus group.

Then respond to the guiding prompts below.

# Step 3 (cont'd.)

## Textbox 3.3.1 Working with the Team During Implementation

### Guiding Prompts

- What steps did you and your collaborative team take to implement the plan? Provide a rationale for **each** step. If you submitted a five-minute video segment for this section, you should include examples from it.
- What responsibility did **each** collaborative team member assume while implementing the plan? What encouragement or feedback did you offer and why did you offer it? Provide examples to support your analysis. If you submitted a five-minute video segment for this section, you should include examples from it.
- How did your collaborative team elicit feedback from the targeted audience? How did the feedback impact the implementation of the plan? How did the feedback impact your team members as a whole? Provide examples to support your analysis. If you submitted a five-minute video segment for this section, you should include examples from it.
- What steps did the collaborative team take to ensure that student learning was being affected as a result of the implementation of the plan? What process did the team use to collect evidence of student learning? Provide examples of student learning to support your conclusion. If you submitted a five-minute video segment for this section, you should include examples from it.
- What challenge(s) arose during the implementation of the plan? What steps did you and the team take to address the challenge(s)? Provide examples to support your conclusion. If you submitted a five-minute video segment for this section, you should include examples from it.

One five-minute unedited segment of the video may be used as an artifact in your response to this textbox.

Required artifacts for this textbox:

- A representative page of the feedback from the targeted audience (maximum of **one page**)
- A representative page of evidence that reflects student learning (maximum of **one page**)

Type your response in the textbox below.

## Step 3 (cont'd.)

### Candidate Responses to 3.3.1

In weaker responses to these prompts, candidates often:

- a. Provide steps, but miss the rationale for each.
- b. Mention responsibilities but miss “encouragement or feedback” and rationales.
- c. Provide cursory mention of feedback and miss impact and team involvement in the collection of feedback.
- d. Mention student learning but miss discussion of the process of collecting evidence.
- e. Discuss challenges resolved by the candidate, not necessarily the team.

Artifacts: Feedback, student learning, and video, if present, are rarely cited.

## Step 3 (cont'd.)

### **Candidate Responses to 3.3.1 (cont'd.)**

What do candidates need to do?

- a. Provide detailed rationales for a series of implementation steps.
- b. Provide details as to why the encouragement or feedback was offered.
- c. Facilitate the team's method of collecting worthwhile feedback as well as a discussion of impact.
- d. Facilitate the team's method of collecting worthwhile student work and make the connection between the work and the results.
- e. Detail the team's steps taken to resolve challenges.

Artifacts: Cite evidence from the feedback and student learning artifact. If a video segment is used, cite examples. Make sure all examples from all artifacts are connected to the guiding prompts being addressed.

Step 4

# Step 4

## Breaking Down the Steps

Step 1: Identifying the Collaborative Team

Step 2: Developing a Plan to Improve Instruction

Step 3: Implementing the Plan

 Step 4: Reflecting on the Collaborative Team

Step 5: Uploading the Video

# Step 4 (cont'd.)

## Step 4: Reflecting on the Collaborative Team and the School Culture

This step allows you to demonstrate your ability to facilitate colleagues' self-reflection on the collaborative team and your ability to reflect on future work in building collaborative teams in order to promote positive change in the school culture.

### **Activity**

As a team facilitator, meet with at least one of the collaborative team members and create a ten-minute video of a conversation that promotes self-reflection on professional growth as a collaborative team member.

Then respond to the guiding prompts below.

# Step 4 (cont'd.)

## Textbox 3.4.1 Self-Reflection and Feedback

### Guiding Prompts

- To what extent were you able to foster a collaborative team? Provide examples from the plan, the artifacts, and/or the video to support your conclusions.
- What did you learn about your team members concerning their professional growth as partners in the collaborative team? Evaluate their growth and contributions. **Provide examples from the video** to support your conclusions.
- What steps did you take before and during the video-recorded conversation to encourage your team members' self-reflection related to their involvement in a collaborative team? **Provide examples from the video** that support your efforts to promote self-reflection.
- How will the feedback your team members provided influence your work with other colleagues when building collaborative teams in the future? Provide examples from the artifacts and/or the video to support your analysis.
- How will the creation of the collaborative team serve as a vehicle for positive change in the school culture? Cite examples from any part of your work with the collaborative team to support your response.

Required artifact for this textbox:

- One ten-minute segment of a video

Type your response in the textbox below.

# Step 4 (cont'd.)

## Candidate Responses to 3.4.1

In weaker responses to these prompts, candidates often:

- a. Provide analysis of the fostering of collaboration, but misses the connection to the team concept and examples from the various artifacts.
- b. Provide some analysis about colleagues' growth, but often focus on the activity as opposed to partnership in the team.
- c. Provide cursory steps to encourage self-reflection. Examples from the video are lacking.
- d. Miss the link between the feedback and future work with collaborative teams.
- e. No data available.

Overall: Focus on the project that the team implemented and miss reflection on growth as a team and team member.

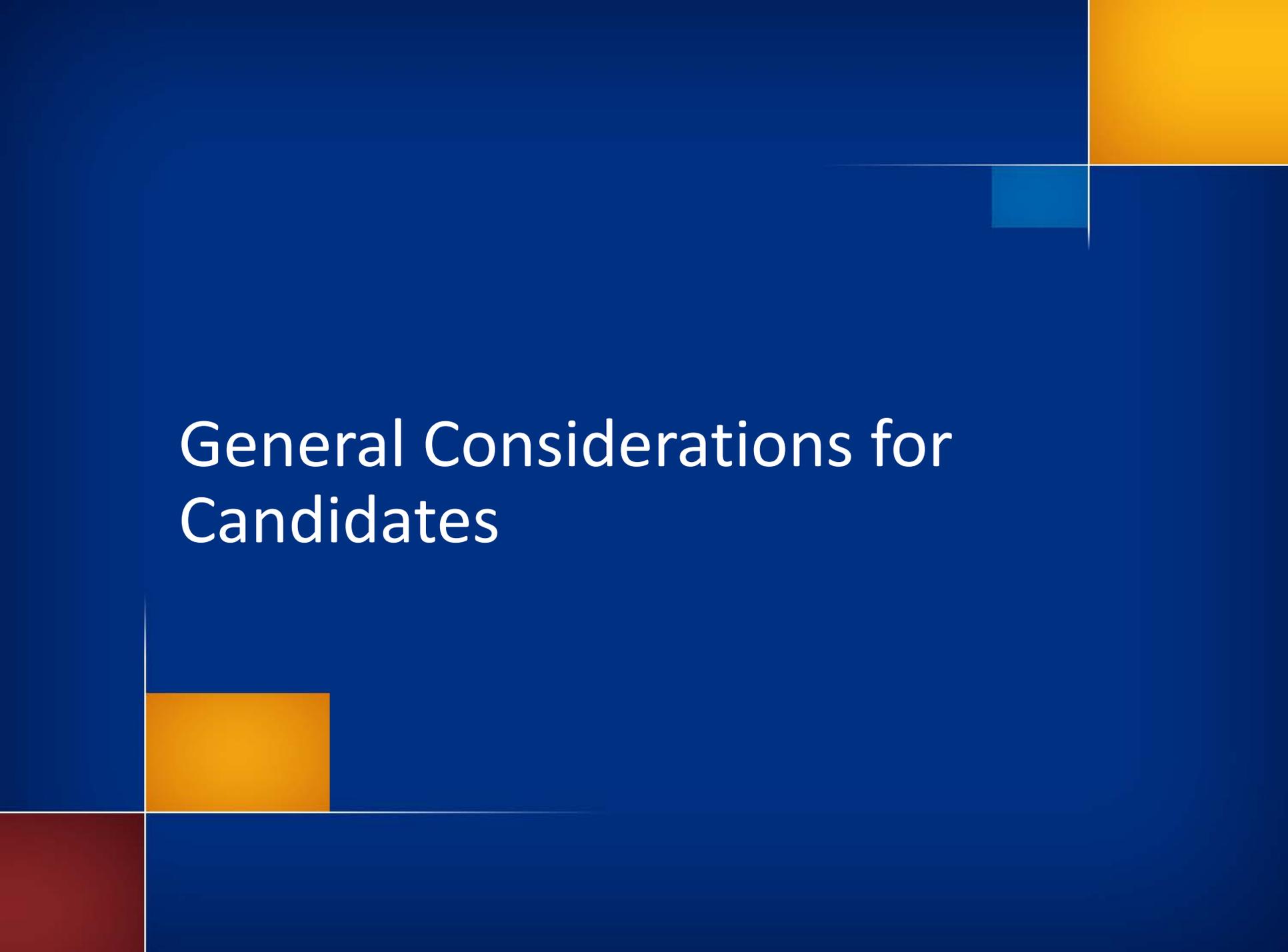
# Step 4 (cont'd.)

## Candidate Responses to 3.4.1 (cont'd.)

What do candidates need to do?

- a. Put the project in perspective and keep the focus on growth of the colleagues as a team.
- b. Focus on what was learned about the team members as partners in the team.
- c. Prepare questions that ensure a focus on self-reflection as a team member. Be prepared to adjust conversation to keep the focus on this self-reflection.
- d. Focus on the future building of collaborative teams not future professional development ideas.

Overall: Cite evidence from the video. Make sure the self-reflection questions asked in the video are focused on growth as a team member, not the success of the project. Make sure that if the colleague(s) strays from the focus, conversation is redirected. Consider having at least two colleagues involved in the self-reflection.



# General Considerations for Candidates

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## What Candidates Need to Avoid

- Focusing on a one-shot activity
- Providing global responses to the guiding prompts
- Providing philosophy of education
- Doing the work themselves
- Having the collaborative team also be the target group

# General Considerations (cont'd.)

## What Candidates Need to Do

- Keep the essence of the task in mind
- Facilitate
- Choose an instructional practice that will impact the school culture
- Provide detail in responding to the guiding prompts, making sure that each part of each prompt is addressed
- Make sure when asked that a rationale is present and that it reflects thoughtful consideration
- Provide examples to support responses to the guiding prompts, making sure the examples reflect the specifics of the activities
- Provide citations from the artifacts, especially from the video (e.g., “At 6 minutes in the video, ...” “On the video, you can hear my colleagues mention...”)

# Additional Thoughts

# Additional Thoughts

- Articulation of Practice
- Making Connections

Questions?

Thank You!