



Performance Assessment for School Leaders (PASL)

Score Report Feedback

Task 3: Creating a Collaborative Culture

Score Level 1

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score of 1 provides little or no analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale, think about the evidence you could submit to support your choices. Responses that receive a score of 1 also may exhibit one or more of the following characteristics.

Step 1: Identifying the Collaborative Team

The response may provide minimal evidence of the selection of three to five colleagues with varying levels of experience to serve as team members. The team members may instead have very similar backgrounds or be inappropriate for inclusion on the team. The rationale for the choice may be trivial or disconnected to the colleagues. There may be little or no evidence of steps taken to elicit/encourage **each** colleague's involvement with the team; the rationales for the steps may be minimal. The evidence of a structure put in place to support and sustain the team during the collaborative work may be missing.

3.1.1

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

The response may provide little or no evidence of the tool(s) used to collect data to identify research-based instructional practice in need of improvement. The response may provide weak rationales for the choice of the identified area of practice, and the data may be inaccurate. The identified area may not have any research-based support, and there may be minimal evidence of an identified impact on the improvement on student learning. There may be little or no evidence of steps taken to measure the intended impact, and the rationales may be missing. There may be minimal connection between the developed plan and the data that were collected and analyzed. The response may provide minimal evidence of a plan to use goals, steps, a timeline, and resources that are parts of the plan. Rationales may be minimal. There may be an inappropriate choice of colleagues who were targeted as the focus of the team's plan. Reasons for the selection of the targeted colleagues may be trivial. There may be minimal evidence of planning for any impact the collaborative team might have on the improvement of the school culture. 3.2.1

The response may provide minimal evidence of the discussion of strategies implemented with team members, **both individually and as a group**, to involve them in the planning process. Examples to support the choice of strategies may be incomplete. There may be descriptions of simplistic strategies implemented to ensure that all team members were allowed a voice during the planning so they could provide meaningful input related to the goals. The response may provide little or no evidence of challenges encountered during the planning or the team's resolution of those challenges. Rationales for the actions taken to resolve the challenges may be weak. There may be minimal evidence of steps taken to reach consensus among the members of the team while creating the plan. Examples for support may be missing. 3.2.2

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

The response may provide incomplete evidence of steps taken by the collaborative team to implement the plan. Evidence for rationales may be minimal. There may be little or no evidence of the responsibility **each** team member assumed while implementing the plan. There may be little or no evidence of the encouragement offered to team members, the circumstances under which the encouragement was offered, and the reasons for offering it. There may be trivial evidence of feedback elicited by the team from the targeted audience. The feedback's impact on the plan and the team members lacks appropriate evidence. Supporting examples may be missing. There may be minimal evidence of steps taken by the team to ensure that student learning was being affected by implementing the Plan. There may be simplistic evidence of a process used by the team to collect the evidence of student learning; examples of student work that support the conclusion of the process may be missing. The response may provide insignificant evidence of challenges that arose during the implementation of the plan, with unclear information on steps taken by the team to address the challenges. Examples to support the steps may be trivial. 3.3.1

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

The response may provide minimal evidence of the extent to which a collaborative team was fostered. Examples from the plan, from the artifacts, and/or from the video may be missing. There may be little or no evidence of the professional growth of team members as partners in the collaborative team. There may be minimal evidence of the evaluation of team members' growth and contributions. Evidence from the video may be missing. The response may provide ineffective evidence of steps taken before and during conversations to encourage discussion about team members' self-reflection related to their involvement in the collaborative team. Examples from the video that provide evidence of efforts to support self-reflection are unconvincing or missing. There may be little or no evidence of the influence of team members' feedback on future work with other colleagues when building collaborative teams. Examples from the artifacts and/or the video may be unclear. There may be weak evidence that the team will continue its collaborative work,

but little or no evidence connecting the work to a positive change in the school culture. Examples from the artifacts and/or the video may be unclear. 3.4.1

Score Level 2

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score of 2 emphasizes descriptive writing. As you read through your submitted response, consider how much analytic and reflective writing is present. Responses that receive a score of 2 also may exhibit one or more of the following characteristics.

Step 1: Identifying the Collaborative Team

The response may provide uneven evidence of the selection of three to five colleagues with varying levels of experience to serve as team members. The rationale may be loosely connected to the choice of colleagues. There may be limited evidence of steps taken to elicit/encourage **each** colleague's involvement with the team; evidence of encouragement may be strong for some of the colleagues but not for all of them. The rationales for the steps may need more detail. The evidence of a structure put in place to support and sustain the team during the collaborative work may be limited. 3.1.1

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

The response may provide uneven evidence of the tool(s) used to collect data to identify research-based instructional practice in need of improvement. The response may provide limited rationales for the selection of the tool(s). The data may be lacking detail. The identified area may have limited research-based support, and there may be partial evidence of an identified impact of improvement on student learning. More detail may be needed to describe steps taken to measure the intended impact, and the rationales may be partial. There may be some connection between the developed plan and the data that were collected and analyzed. The response may provide partial evidence of the use of goals, steps, a timeline, and resources that are parts of the plan. Rationales may be lacking detail. The choice of colleagues targeted as the focus of the team's plan may not be well explained. Reasons for the selection of the targeted colleagues may be incomplete. There may be partial evidence of the planning for the collaborative team's improvement of the school culture. 3.2.1

The response may provide limited evidence of the discussion strategies implemented with team members, **both individually and as a group**, to involve them in the planning process. Examples to support the choice of strategies may be uneven. There may be tangential strategies that were implemented to ensure that all team members were allowed a voice during the planning so they could provide meaningful input related to the goals. The response may provide partial evidence of challenges encountered during the planning and team resolution of those challenges. The rationales for the choice of actions

to resolve the challenges may be incomplete. There may be limited evidence of steps taken to reach consensus among the members of the team while creating the plan. Examples to support the steps may be limited. 3.2.2

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

The response may provide uneven evidence of steps taken by the collaborative team to implement the plan. Evidence for rationales may be minimal. There may be limited evidence of the responsibility **each** team member assumed while implementing the plan. There may be partial evidence of the encouragement offered to team members, the circumstances under which the encouragement was offered, and the reasons for offering it. There may be limited evidence of feedback elicited by the team from the targeted audience and the feedback's impact on the plan and the team members. Supporting examples may be loosely connected. There may be some evidence of steps taken by the team to ensure that student learning was being affected by the implementation of the plan, but more detail may be needed. There may be limited evidence of a process used by the team to collect the evidence of student learning; examples from the student work that support the effect of the process may be confusing. The response may provide partial evidence of challenges that arose during the implementation of the plan, with uneven steps taken by the team to address the challenges. Examples to support the steps may be limited. 3.3.1

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

The response may provide partial evidence of the extent to which a collaborative team was fostered. Examples from the plan, from the artifacts, and/or from the video may need to be more numerous. There may be unclear evidence of the professional growth of team members as partners in the collaborative team. There may be some evidence of the evaluation of team members' growth and contributions, but more detail may be needed to strengthen the evaluation. The response may provide limited evidence of steps taken before and during conversations to encourage discussion about team members' self-reflection related to their involvement in the collaborative team. Examples from the video that provide evidence of efforts to support self-reflection may be uneven. There may be partial evidence of the influence of team members' feedback on future work with other colleagues when building collaborative teams. The evidence of the collaborative team to serve as a vehicle for positive change in the school culture may be incomplete. There may be some discussion of the team's future work, but only partial connection to the impact on school culture. Examples from the artifacts and/or the video may be limited. 3.4.1

Score Level 3

Step 1: Identifying the Collaborative Team

The response provides effective evidence of the selection of three to five colleagues with varying levels of experience to serve as team members. The rationale is clearly connected to the choice of colleagues. There is solid evidence of steps taken to elicit/encourage **each** colleague's involvement with the team; further evidence of encouragement with some of the colleagues may be needed. The rationales for the steps are connected. The evidence of a structure put in place to support and sustain the team during the collaborative work is targeted. 3.1.1

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

The response provides effective evidence of the tool(s) used to collect data to identify research-based instructional practice in need of improvement. The response provides appropriate rationales for the choices. There is appropriate evidence of data collected by the tool(s). There is clear evidence of a targeted area of research-based practice. There is effective evidence of the intended impact of improvement on student learning. Further details may be needed to describe steps taken to measure the intended impact, with appropriate rationales for those steps. There is a clear connection between the developed plan and the data that were collected and analyzed. The response provides solid evidence of the use of goals, steps, a timeline, and resources that are parts of the plan. Rationales may need further detail. There is evidence of an informed choice of colleagues targeted as the focus of the team's plan. Reasons for the selection of the targeted colleagues may need further development to make this a stronger response. There is effective evidence of the planning for the collaborative team's improvement of the school culture. 3.2.1

The response provides specific evidence of the discussion of strategies implemented with team members, **both individually and as a group**, to involve them in the planning process. Further use of examples to support the choice of strategies may make this a stronger response. There is evidence of effective use of strategies to ensure that all team members were allowed a voice during the planning to provide meaningful input related to the goals. The response provides solid evidence of challenges encountered during the planning and the team resolution of those challenges. Rationales explain the choice of actions to resolve the challenges. There is clear evidence of steps taken to reach consensus among the members of the team while creating the plan. 3.2.2

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

The response provides effective evidence of steps taken by the collaborative team to implement the plan. Evidence for rationales is supportive. There is clear evidence of the responsibility **each** team member assumed while implementing the plan. There is targeted evidence of the encouragement offered to team members, the circumstances

under which the encouragement was offered, and the reasons for offering it. There is clear evidence of feedback elicited by the team from the targeted audience and the feedback's impact on the plan and the team members. Supporting examples are connected. There is appropriate evidence of steps taken by the team to ensure that student learning was affected by the implementation of the plan. There is appropriate evidence of a process used by the team to collect the evidence of student learning; examples from the student work that support the effect of the process are clearly connected. The response provides solid evidence of challenges that arose during the implementation of the plan, with description of effective steps taken by the team to address the challenges. Examples to support the steps are sensible. 3.3.1

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

The response provides effective evidence of the extent to which a collaborative team was fostered. Examples from the plan, from the artifacts, and/or from the video are supportive. There is clear evidence of the professional growth of team members as partners in the collaborative team. There is solid evidence of the evaluation of team members' growth and contributions, but further detail may be needed to make a stronger response. The response provides targeted evidence of steps taken before and during conversations to encourage discussion about team members' self-reflection related to their involvement in the collaborative team. Examples from the video provide evidence of efforts to support self-reflection. More details cited from the video might make this a stronger response. There is clear evidence of the influence of team members' feedback on future work with other colleagues in building collaborative teams. There is effective evidence that the collaborative team will serve as a vehicle for positive change in the school culture. Examples from the artifacts and/or the video are effectively linked. 3.4.1

Score Level 4

Step 1: Identifying the Collaborative Team

The response provides thorough evidence of the selection of three to five colleagues with varying levels of experience to serve as team members. The rationale is tightly connected to the choice of colleagues. There is significant evidence of steps taken to elicit/encourage **each** colleague's involvement with the team. The rationales for the steps are in-depth. The evidence of a structure put in place to support and sustain the team during the collaborative work is substantive. 3.1.1

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

The response provides thorough evidence of the tool(s) used to collect data to identify research-based instructional practice in need of improvement. The response provides strong rationales for the choices. There is significant evidence of data collected by the tool(s). There is well-defined evidence of a targeted area of research-based practice.

There is in-depth evidence of the intended impact of improvement on student learning with steps taken to measure the intended impact and worthwhile rationales for those steps. There is a highly effective connection between the developed plan and the data that were collected and analyzed. The response provides significant evidence of the use of goals, steps, a timeline, and resources that are parts of the plan. There is a firmly grounded choice of colleagues targeted as the focus of the team's plan. There is significant evidence of the planning for the collaborative team's improvement of the school culture. 3.2.1

The response provides substantive evidence of the discussion of strategies implemented with team members, **both individually and as a group**, to involve them in the planning process. There is evidence of significant use of strategies implemented to ensure that all team members were allowed a voice during the planning so they could provide meaningful input related to the goals. The response provides solid evidence of challenges encountered during the planning and the team resolution of those challenges. Rationales support the choice of actions to resolve the challenges. There is thorough evidence of steps taken to reach consensus among the members of the team while creating the plan. 3.2.2

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

The response provides thorough evidence of steps taken by the collaborative team to implement the plan. Evidence for rationales is significant. There is thorough evidence of the responsibility **each** team member assumed while implementing the plan. There is insightful evidence of the encouragement offered to team members, the circumstances under which the encouragement was offered, and the reasons for offering it. There is significant evidence of feedback elicited by the team from the targeted audience and the feedback's impact on the plan and the team members. Supporting examples are tightly connected. There is thorough evidence of steps taken by the team to ensure that student learning was affected by the implementation of the plan. There is well-defined evidence of a process used by the team to collect the evidence of student learning; examples from the student work that support the effect of the process are thoroughly connected. The response provides insightful evidence of challenges that arose during the implementation of the plan, with highly effective steps taken by the team to address the challenges. Examples to support the steps are strong. 3.3.1

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

The response provides thorough evidence of the extent to which a collaborative team was fostered. Examples from the plan, from the artifacts, and/or from the video are in-depth. There is significant evidence of the professional growth of team members as partners in the collaborative team. There is rich evidence of the evaluation of team members' growth and contributions. The response provides strong evidence of steps taken before and during conversations to encourage discussion about team members' self-reflection related

to their involvement in the collaborative team. Examples from the video provide extensive evidence of efforts to support self-reflection. There is thorough evidence of the influence of team members' feedback on future work with other colleagues when building collaborative teams. The evidence that the collaborative team will serve as a vehicle for positive change in the future is thorough. The evidence consistently connects specific work with specific impact on school culture. Examples from the artifacts and/or the video are detailed and insightfully linked. 3.4.1