



ETS Performance Assessment for School Leaders (PASL)

Task 3: Creating a Collaborative Culture

Rubric for Step 1: Identifying the Collaborative Team (Textbox 3.1.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to select colleagues with various levels of experience who will serve effectively as collaborative team members; to elicit/encourage each colleague’s involvement with the team; and to establish a structure to support and sustain the team during the collaborative work.</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 1. Evidence may also be missing.</p>	<p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to select colleagues with various levels of experience who will serve effectively as collaborative team members; to elicit/encourage each colleague’s involvement with the team; and to establish a structure to support and sustain the team during the collaborative work.</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 1.</p>	<p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to select colleagues with various levels of experience who will serve effectively as collaborative team members; to elicit/encourage each colleague’s involvement with the team; and to establish a structure to support and sustain the team during the collaborative work.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.</p>	<p>A response at the 4-level provides <i>consistent</i> evidence that demonstrates the school leader candidate’s ability to select colleagues with various levels of experience who will serve effectively as collaborative team members; to elicit/encourage each colleague’s involvement with the team; and to establish a structure to support and sustain the team during the collaborative work.</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 1.</p>



Rubric for Step 1 (continued)

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 3—Step 1 textbox.**
- **The written response does not address any of the guiding prompts for Task 3—Step 1.**
- **The artifact attachment contains only hyperlinks.**
- **None of the following required artifacts are acceptable or attached to any of the Task 3 textboxes.**
 - Representative page of the spreadsheet, table, or chart describing the team members
 - The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and/or fade-outs), resulting in every step receiving a 0.



Response for Textbox 3.1.1

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"> • an <i>inappropriate</i> selection of colleagues with various levels of experience to serve as part of the collaborative team, with a <i>disconnected</i> rationale for the choice of each colleague • <i>ineffective</i> steps taken to elicit/encourage each colleague's involvement with the team, with an <i>irrelevant</i> rationale • <i>little or no</i> structure that supports and sustains the team during the work, with an <i>inappropriate</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i> cursory</i> selection of appropriate colleagues with various levels of experience to serve as part of the collaborative team, with a <i>partial</i> rationale for the choice of each colleague • <i>limited</i> steps taken to elicit/encourage each colleague's involvement with the team, with an <i>incomplete</i> rationale • a <i>partial</i> structure that supports and sustains the team during the work, with an <i>inconsistent</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>informed</i> selection of appropriate colleagues with various levels of experience to serve as part of the collaborative team, with a <i>logical</i> rationale for the choice of each colleague • <i>effective</i> steps taken to elicit/encourage each colleague's involvement with the team, with an <i>appropriate</i> rationale • an <i>effective</i> structure that supports and sustains the team during the work, with an <i>appropriate</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>significant</i> selection of appropriate colleagues with various levels of experience to serve as part of the collaborative team, with a <i>detailed</i> rationale for the choice of each colleague • <i>insightful</i> steps taken to elicit/encourage each colleague's involvement with the team, with a <i>thorough</i> rationale • a <i>significant</i> structure that supports and sustains the team during the work, with a <i>thorough</i> rationale



Rubric for Step 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture (Textboxes 3.2.1 and 3.2.2)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to identify a tool (or tools) to collect data; to identify an area of research-based instructional practice in need of improvement; to identify the impact on research-based instructional practice and student learning that the improvement will have; to identify the steps taken to measure the impact; to develop a plan using collected data, with goals, strategies, a timeline, and resources; to identify colleagues to be the focus of the team’s plan; to determine the impact that the collaborative team will have on the improvement of the school’s culture; to use strategies with team members as a group and individually to involve them in the planning process; to facilitate the team’s</p>	<p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to identify a tool (or tools) to collect data; to identify an area of research-based instructional practice in need of improvement; to identify the impact on research-based instructional practice and student learning that the improvement will have; to identify the steps taken to measure the impact; to develop a plan using collected data, with goals, strategies, a timeline, and resources; to identify colleagues to be the focus of the team’s plan; to determine the impact that the collaborative team will have on the improvement of the school’s culture; to use strategies with team members as a group and individually to involve them in the planning process; to facilitate the team’s</p>	<p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to identify a tool (or tools) to collect data; to identify an area of research-based instructional practice in need of improvement; to identify the impact on research-based instructional practice and student learning that the improvement will have; to identify the steps taken to measure the impact; to develop a plan using collected data, with goals, strategies, a timeline, and resources; to identify colleagues to be the focus of the team’s plan; to determine the impact that the collaborative team will have on the improvement of the school’s culture; to use strategies with team members as a group and individually to involve them in the planning process; to facilitate the team’s</p>	<p>A response at the 4-level provides <i>consistent</i> evidence that demonstrates the school leader candidate’s ability to identify a tool (or tools) to collect data; to identify an area of research-based instructional practice in need of improvement; to identify the impact on research-based instructional practice and student learning that the improvement will have; to identify the steps taken to measure the impact; to develop a plan using collected data, with goals, strategies, a timeline, and resources; to identify colleagues to be the focus of the team’s plan; to determine the impact that the collaborative team will have on the improvement of the school’s culture; to use strategies with team members as a group and individually to involve them in the planning process; to facilitate the team’s</p>



Rubric for Step 2 (continued)

<p>work by implementing strategies to ensure that each team member has a meaningful voice in the planning process; to resolve challenges as a team during the planning process; and to take steps to reach consensus among the members of the team while creating the plan.</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>work by implementing strategies to ensure that each team member has a meaningful voice in the planning process; to resolve challenges as a team during the planning process; and to take steps to reach consensus among the members of the team while creating the plan.</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>work by implementing strategies to ensure that each team member has a meaningful voice in the planning process; to resolve challenges as a team during the planning process; and to take steps to reach consensus among the members of the team while creating the plan.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.</p>	<p>work by implementing strategies to ensure that each team member has a meaningful voice in the planning process; to resolve challenges as a team during the planning process; and to take steps to reach consensus among the members of the team while creating the plan.</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 2.</p>
--	--	---	--

Score of 0 for Step 2

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.

- **No written response is in any of the Task 3—Step 2 textboxes.**
- **The written response does not address any of the guiding prompts for Task 3—Step 2.**
- **The artifact attachments contain only hyperlinks.**
- **The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and/or fade-outs), resulting in every step receiving a 0.**
- **None of the following required artifacts are acceptable or attached to any of the Task 3 textboxes.**
 - Representative page from the data-collecting tool
 - Representative pages from the professional development plan
 - A five-minute segment on your work with colleagues during the planning discussed in textbox 3.2.2



Response for Textbox 3.2.1

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"> the <i>inappropriate</i> selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with <i>little or no</i> support from the resulting data and a <i>minimal</i> rationale for tool selection and use the targeting of an <i>inappropriate</i> area of research-based instructional practice to improve student learning, with <i>inappropriate</i> steps taken to measure the intended impact and an <i>inconsistent</i> rationale the creation of an <i>irrelevant</i> plan based on an analysis of the collected data, with <i>disconnected</i> goals, strategies, timeline, and resources and with an <i>ineffective</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>partial</i> selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with <i>uneven</i> support from the resulting data and an <i>uneven</i> rationale for tool selection and use the targeting of a <i>limited</i> area of research-based instructional practice to improve student learning, with <i>weak</i> steps taken to measure the intended impact and an <i>incomplete</i> rationale the creation of a <i> cursory</i> plan based on an analysis of the collected data, with <i> cursory</i> goals, strategies, timeline, and resources and with an <i>incomplete</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>appropriate</i> selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with <i>appropriate</i> support from the resulting data and a <i>connected</i> rationale for tool selection and use the targeting of a <i>relevant</i> area of research-based instructional practice to improve student learning, with <i>effective</i> steps taken to measure the intended impact and an <i>effective</i> rationale the creation of an <i>informed</i> plan based on an analysis of the collected data, with <i>appropriate</i> goals, strategies, timeline, and resources and with an <i>effective</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>insightful</i> selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with <i>thorough</i> support from the resulting data and a <i>tightly connected</i> rationale for tool selection and use the targeting of a <i>significant</i> area of research-based instructional practice to improve student learning, with <i>significant</i> steps taken to measure the intended impact and a <i>thorough</i> rationale the creation of an <i>in-depth</i> plan based on an analysis of the collected data, with <i>tightly connected</i> goals, strategies, timeline, and resources and with a <i>thorough</i> rationale



Response for Textbox 3.2.1 (continued)

<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• an <i>inappropriate</i> identification of colleagues to be the focus of the team’s plan, with <i>minimal</i> reasons for selecting them• an <i>inappropriate</i> identification of the impact that the collaborative team will have on the improvement of the school culture, with an <i>ineffective</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• a <i> cursory</i> identification of colleagues to be the focus of the team’s plan, with <i>tangential</i> reasons for selecting them• a <i>partial</i> identification of the impact that the collaborative team will have on the improvement of the school culture, with a <i>limited</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• an <i>informed</i> identification of colleagues to be the focus of the team’s plan, with <i>aligned</i> reasons for selecting them• an <i>appropriate</i> identification of the impact that the collaborative team will have on the improvement of the school culture, with an <i>effective</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• a <i>significant</i> identification of colleagues to be the focus of the team’s plan, with <i>extensive</i> reasons for selecting them• a <i>significant</i> identification of the impact that the collaborative team will have on the improvement of the school culture, with a <i>thorough</i> rationale
--	---	---	--



Response for Textbox 3.2.2

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"> • <i>inappropriate</i> strategies used with team members, both individually and as a group, to involve them in the planning process, with <i>ineffective</i> examples to support the use of the identified strategies • <i>misinformed</i> strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with <i>inappropriate</i> examples to support the strategies • <i>irrelevant</i> resolutions, by the team, of challenges encountered during the planning, with a <i>minimal</i> rationale to support the use of the identified strategies 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>limited</i> strategies used with team members, both individually and as a group, to involve them in the planning process, with <i>partial</i> examples to support the use of the identified strategies • <i>limited</i> strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with <i>loosely connected</i> examples to support the strategies • <i>inconsistent</i> resolutions, by the team, of challenges encountered during the planning, with a <i>vague</i> rationale to support the use of the identified strategies 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>appropriate</i> strategies used with team members, both individually and as a group, to involve them in the planning process, with <i>effective</i> examples to support the use of the identified strategies • <i>effective</i> strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with <i>appropriate</i> examples to support the strategies • <i>logical</i> resolutions, by the team, of challenges encountered during the planning, with an <i>appropriate</i> rationale to support the use of the identified strategies 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>insightful</i> strategies used with team members, both individually and as a group, to involve them in the planning process, with <i>thorough</i> examples to support the use of the identified strategies • <i>significant</i> strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with <i>detailed</i> examples to support the strategies • <i>in-depth</i> resolutions, by the team, of challenges encountered during the planning, with an <i>extensive</i> rationale to support the use of the identified strategies



Response for Textbox 3.2.2 (continued)

<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>little or no</i> steps taken to reach consensus among members of the team while creating the plan, with <i>ineffective</i> examples to support the identified steps	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>uneven</i> steps taken to reach consensus among members of the team while creating the plan, with <i>partial</i> examples to support the identified steps	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>informed</i> steps taken to reach consensus among members of the team while creating the plan, with <i>appropriate</i> examples to support the identified steps	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>significant</i> steps taken to reach consensus among members of the team while creating the plan, with <i>extensive</i> examples to support the identified steps
---	---	---	--



Rubric for Step 3: Implementing the Plan to Improve Instruction, Student Learning, and the School Culture (Textbox 3.3.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to take steps with the team to implement the plan; to identify the responsibilities assumed by each team member while implementing the plan; to offer encouragement or feedback to the team members; to work with the team to elicit feedback from the targeted audience and use that feedback to impact the implementation of the plan; to take steps with the team to ensure that a positive impact on student learning was achieved and that evidence was collected to show that impact; and to take steps with the team to address any challenges that arose during the implementation.</p>	<p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to take steps with the team to implement the plan; to identify the responsibilities assumed by each team member while implementing the plan; to offer encouragement or feedback to the team members; to work with the team to elicit feedback from the targeted audience and use that feedback to impact the implementation of the plan; to take steps with the team to ensure that a positive impact on student learning was achieved and that evidence was collected to show that impact; and to take steps with the team to address any challenges that arose during the implementation.</p>	<p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to take steps with the team to implement the plan; to identify the responsibilities assumed by each team member while implementing the plan; to offer encouragement or feedback to the team members; to work with the team to elicit feedback from the targeted audience and use that feedback to impact the implementation of the plan; to take steps with the team to ensure that a positive impact on student learning was achieved and that evidence was collected to show that impact; and to take steps with the team to address any challenges that arose during the implementation.</p>	<p>A response at the 4-level provides <i>consistent</i> evidence that demonstrates the school leader candidate’s ability to take steps with the team to implement the plan; to identify the responsibilities assumed by each team member while implementing the plan; to offer encouragement or feedback to the team members; to work with the team to elicit feedback from the targeted audience and use that feedback to impact the implementation of the plan; to take steps with the team to ensure that a positive impact on student learning was achieved and that evidence was collected to show that impact; and to take steps with the team to address any challenges that arose during the implementation.</p>



Rubric for Step 3 (continued)

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.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 3.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 3.	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 style="text-align: center;">Score of 0 for Step 3</p> <p>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.</p> <ul style="list-style-type: none">• No written response is in the Task 3—Step 3 textbox.• The written response does not address any of the guiding prompts for Task 3—Step 3.• The artifact attachment contains only hyperlinks.• The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and/or fade-outs), resulting in every step receiving a 0.• None of the following required artifacts are acceptable or attached to any of the Task 3 textboxes.<ul style="list-style-type: none">○ Representative page that provides feedback from the targeted audience of colleagues○ Representative page of evidence that reflects student learning○ A five-minute segment on your work with colleagues during the implementation discussed in textbox 3.3.1			



Response for Textbox 3.3.1

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"> • <i>irrelevant</i> steps taken with the team to implement the plan, with <i>little or no</i> rationale for each step • an <i>inaccurate</i> identification of the responsibilities assumed by each team member, with evidence of <i>minimal</i> encouragement or feedback offered while implementing the plan • a <i>trivial</i> method used by the team to elicit feedback from the targeted audience to impact the implementation of the plan and the work of the team as a whole, with examples that are <i>disconnected</i> 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>partial</i> steps taken with the team to implement the plan, with a <i>limited</i> rationale for each step • a <i> cursory</i> identification of the responsibilities assumed by each team member, with evidence of <i>inconsistent</i> encouragement or feedback offered while implementing the plan • a <i>limited</i> method used by the team to elicit feedback from the targeted audience to impact the implementation of the plan and the work of the team as a whole, with examples that are <i>loosely connected</i> 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>relevant</i> steps taken with the team to implement the plan, with an <i>effective</i> rationale for each step • an <i>appropriate</i> identification of the responsibilities assumed by each team member, with evidence of <i>relevant</i> encouragement or feedback offered while implementing the plan • an <i>effective</i> method used by the team to elicit feedback from the targeted audience to impact the implementation of the plan and the work of the team as a whole, with examples that are <i>connected</i> 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> steps taken with the team to implement the plan, with a <i>thorough</i> rationale for each step • a <i>significant</i> identification of the responsibilities assumed by each team member, with evidence of <i>targeted</i> encouragement or feedback offered while implementing the plan • an <i>in-depth</i> method used by the team to elicit feedback from the targeted audience to impact the implementation of the plan and the work of the team as a whole, with examples that are <i>tightly connected</i>



Response for Textbox 3.3.1 (continued)

<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>illogical</i> steps taken to ensure that the implementation had an impact on student learning, with an <i>inappropriate</i> evidence-collecting process used to show the impact • <i>minimal</i> steps taken by the team to address challenges that arose during the implementation, with examples that are <i>disconnected</i> 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>uneven</i> steps taken to ensure that the implementation had an impact on student learning, with a <i>limited</i> evidence-collecting process used to show the impact • <i>partial</i> steps taken by the team to address challenges that arose during the implementation, with examples that are <i>vague</i> 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>logical</i> steps taken to ensure that the implementation had an impact on student learning, with an <i>effective</i> evidence-collecting process used to show the impact • <i>effective</i> steps taken by the team to address challenges that arose during the implementation, with examples that are <i>connected</i> 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>consistent</i> steps taken to ensure that the implementation had an impact on student learning, with a <i>thorough</i> evidence-collecting process used to show the impact • <i>significant</i> steps taken by the team to address challenges that arose during the implementation, with examples that are <i>tightly connected</i>
--	---	---	--



Rubric for Step 4: Reflecting on the Collaborative Team and the School Culture (Textbox 3.4.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to evaluate the degree to which the goal of fostering a collaborative team was met; to evaluate the professional growth of team members as partners in the collaborative team; to implement steps before and during the video-recorded conversation to encourage self-reflection related to their involvement in the collaborative team; to reflect on how feedback from team members will influence future work of building collaborative teams; and to reflect on how the creation of future collaborative teams will serve as vehicles for positive change in the school culture.</p>	<p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to evaluate the degree to which the goal of fostering a collaborative team was met; to evaluate the professional growth of team members as partners in the collaborative team; to implement steps before and during the video-recorded conversation to encourage self-reflection related to their involvement in the collaborative team; to reflect on how feedback from team members will influence future work of building collaborative teams; and to reflect on how the creation of future collaborative teams will serve as vehicles for positive change in the school culture.</p>	<p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to evaluate the degree to which the goal of fostering a collaborative team was met; to evaluate the professional growth of team members as partners in the collaborative team; to implement steps before and during the video-recorded conversation to encourage self-reflection related to their involvement in the collaborative team; to reflect on how feedback from team members will influence future work of building collaborative teams; and to reflect on how the creation of future collaborative teams will serve as vehicles for positive change in the school culture.</p>	<p>A response at the 4-level provides <i>consistent</i> evidence that demonstrates the school leader candidate’s ability to evaluate the degree to which the goal of fostering a collaborative team was met; to evaluate the professional growth of team members as partners in the collaborative team; to implement steps before and during the video-recorded conversation to encourage self-reflection related to their involvement in the collaborative team; to reflect on how feedback from team members will influence future work of building collaborative teams; and to reflect on how the creation of future collaborative teams will serve as vehicles for positive change in the school culture.</p>



Rubric for Step 4 (continued)

The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 4. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 4.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 4.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 4.
<p style="text-align: center;">Score of 0 for Step 4</p> <p>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 4 for at least one of the following reasons.</p> <ul style="list-style-type: none">• No written response is in the Task 3—Step 4 textbox.• The written response does not address any of the guiding prompts for Task 3—Step 4.• The video artifact is missing.• The video artifact is corrupt or will not play.• The video artifact is inaudible.• The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and fade-outs), resulting in every step receiving a 0.• The video does not meet the requirements for Task 3—Step 4 and is not acceptable.			



Response for Textbox 3.4.1

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"> • an <i>inappropriate</i> evaluation of the extent to which a collaborative team was fostered, with <i>ineffective</i> examples from the plan, artifacts, and/or video to support the conclusions • a <i>minimal</i> evaluation of the team members' professional growth as partners in the collaborative team, with <i>ineffective</i> examples from the video to support the conclusions • <i>irrelevant</i> steps taken before and during the video-recorded conversation to encourage team members to self-reflect on their involvement in a collaborative team, with <i>minimal</i> examples from the video to support efforts to promote self-reflection 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i> cursory</i> evaluation of the extent to which a collaborative team was fostered, with <i>incomplete</i> examples from the plan, artifacts, and/or video to support the conclusions • a <i>limited</i> evaluation of the team members' professional growth as partners in the collaborative team, with <i>loosely connected</i> examples from the video to support the conclusions • <i>inconsistent</i> steps taken before and during the video-recorded conversation to encourage team members to self-reflect on their involvement in a collaborative team, with <i>limited</i> examples from the video to support efforts to promote self-reflection 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>effective</i> evaluation of the extent to which a collaborative team was fostered, with <i>appropriate</i> examples from the plan, artifacts, and/or video to support the conclusions • an <i>informed</i> evaluation of the team members' professional growth as partners in the collaborative team, with <i>informed</i> examples from the video to support the conclusions • <i>logical</i> steps taken before and during the video-recorded conversation to encourage team members to self-reflect on their involvement in a collaborative team, with <i>effective</i> examples from the video to support efforts to promote self-reflection 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>thorough</i> evaluation of the extent to which a collaborative team was fostered, with <i>extensive</i> examples from the plan, artifacts, and/or video to support the conclusions • an <i>insightful</i> evaluation of the team members' professional growth as partners in the collaborative team, with <i>detailed</i> examples from the video to support the conclusions • <i>significant</i> steps taken before and during the video-recorded conversation to encourage team members to self-reflect on their involvement in a collaborative team, with <i>insightful</i> examples from the video to support efforts to promote self-reflection



Response for Textbox 3.4.1 (continued)

<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• an <i>inadequate</i> reflection on how the feedback provided by the team members will influence future work with other colleagues when building collaborative teams, with examples from the artifacts and/or the video that are <i>disconnected</i>• an <i>ineffective</i> reflection on the collaborative team as a vehicle for positive change in the school culture	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• a <i>limited</i> reflection on how the feedback provided by the team members will influence future work with other colleagues when building collaborative teams, with examples from the artifacts and/or the video that are <i>loosely connected</i>• a <i>limited</i> reflection on the collaborative team as a vehicle for positive change in the school culture	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• an <i>informed</i> reflection on how the feedback provided by the team members will influence future work with other colleagues when building collaborative teams, with examples from the artifacts and/or the video that are <i>connected</i>• an <i>effective</i> reflection on the collaborative team as a vehicle for positive change in the school culture	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• an <i>in-depth</i> reflection on how the feedback provided by the team members will influence future work with other colleagues when building collaborative teams, with examples from the artifacts and/or the video that are <i>tightly connected</i>• an <i>insightful</i> reflection on the collaborative team as a vehicle for positive change in the school culture
--	--	---	--

Copyright © 2023 by Educational Testing Service. All rights reserved. ETS and the ETS logo are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.