



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](#).



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">• One five-minute segment must focus on your work with colleagues during either the planning discussed in textbox 3.2.2 or the implementation discussed in textbox 3.3.1.• One ten-minute segment must focus on the self-reflection/feedback discussed in textbox 3.4.1		3.5.1

*A sample template is provided, but candidates can submit a form of their own (maximum of two pages).



How to Submit Your Evidence

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

How to Compose Your Written Commentary

This task has five steps, four of which have 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, Student Learning, and the School Culture
- Step 3: Implementing the Plan to Improve Instruction, Student Learning, and the School Culture
- Step 4: Reflecting on the Collaborative Team and the School Culture
- Step 5: Uploading the Video

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

Overview

Many factors can affect teaching and learning; these could include the community, the school district, and/or individual school/classroom/student factors.

The information you gather about your learning environment will help provide perspective to the rater who will be scoring your submission.

This part of your submission will not be scored, but the information you include could have implications regarding your professional choices.

Your response must be 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.

Type your response in the textbox below.



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 instruction, student achievement, and the school culture;
- 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.

Then respond to the guiding prompts below.



Textbox 3.1.1 Team Members

Guiding Prompts

- a. 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.
- b. What steps did you take to elicit/encourage **each** colleague's involvement with the team? Why did you choose the steps?
- c. 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 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;
- 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.



Textbox 3.2.1 The Professional Development Plan

Guiding Prompts

- a. 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?
- b. 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.
- c. 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**.
- d. Which colleagues were targeted to be the focus of the team's plan? Why did the collaborative team select them?
- e. 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.



Textbox 3.2.2 Working with the Collaborative Team During Planning

Guiding Prompts

- a. 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.
- b. 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.
- c. 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.
- d. 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 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 targeted audience;
- 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.



Textbox 3.3.1 Working with the Team During Implementation

Guiding Prompts

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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 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.

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 5: Uploading the Video

Activity

Upload a fifteen-minute video. Only one video file may be uploaded. The video must contain one five-minute segment (unedited) from either Textbox 3.2.2 or Textbox 3.3.1 and one ten-minute segment (unedited) from Textbox 3.4.1; both must be combined into one file.

The video upload may take several minutes. Review your video after it has been uploaded to ensure that the upload was successful.

Textbox 3.5.1 The Video

Upload your video below.

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