Performance Assessment for School Leaders (PASL)
Library of Examples – Task 3

PASL Task 3, Step 4, Textbox 3.4.1

Below are two examples of written responses to Textbox 3.4.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level, and the other response was scored at the Did Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Step 4: Reflecting on the Collaborative Team and the School Culture
Textbox 3.4.1: Self-Reflection and Feedback
Met/Exceeded Standards Level

a. I was able to foster a collaborative team by bringing teachers together to communicate expectations, improve instructional and grading practices, and monitor student growth through the use of common rubrics. The effectiveness of the team's work was seen as students' growth in writing was documented and evaluated consistently. The timing of the collaborative team was effective, as some teachers had just begun working at our school or in a new grade level. Experienced teachers and new teachers were brought together. Most importantly, teachers came together to focus on implementing new practices to increase student learning and achievement. The student learning artifact demonstrates one example of student growth that was elicited through our team and their work. While our team was able to work well together and achieve successful implementation of the scoring rubrics, I feel as though the collaborative efforts extended far beyond our small team of teachers. This was evident when all 3rd-6th grade teachers were able to work together implement consistent grading practices.

b. Throughout this process I learned that each teacher had significant professional growth as individuals and as team members. Each team member became more comfortable with every meeting. They felt a sense of ownership as they had clearly contributed to each phase of the plan to improve instruction. As demonstrated in the video, we became more comfortable discussing ideas and we began to build upon and improve our strategies as the ideas were presented. This is collaboration at its best. Colleague 2 was new to 3rd grade and was eager to utilize new approaches in her classroom. Colleague 1 has much more experience; while she provided us with guidance, it was notable that she was able to adapt and implement new strategies. Colleague 3 is very used to adapting as a special education teacher. However, the common rubrics served as a guide to be able to provide consistent instruction and expectations for the LD students she services. As discussed in the video, all members of the team demonstrated leadership abilities when it came to integrating and overseeing

the use scoring rubrics in all testing grade levels in the building. We realized that each person taking on a particular role and task would make this undertaking both achievable and successful. The team members was able to lead the other grade levels, communicate our goals, and facilitate their meetings for successful implementation.

c. Several strategies were used to encourage discussions about self-reflection as members of our collaborative team. First, I demonstrated being a reflective practitioner throughout our team meetings. For example, I discussed with the team that I noticed that the use of the rubrics has improved my abilities to provide my students with specific feedback about their writing. Rather than general phrases, I was making specific notes related to certain categories of their writing such as organization, elaboration, craft, punctuation, and more. I felt as though modeling self-reflection encouraged this practice for the rest of the team and teachers. I feel as though our communication used to elicit feedback helped to promote self-reflection. As seen in the video, I prompted discussions with questions regarding strengths, weaknesses, improvements, and more related to our progress as a team. Additionally, as demonstrated in the video, we were able to reflect on feedback provided by other teachers in the building in order to improve our practices and future plans as a collaborative team. By discussing strengths and weakness at various stages of implementation, teachers were able to reflect on their practices and learn from each other's successes in using the rubrics to improve student achievement.

d. I will utilize what was learned from the feedback provided by the team to influence my work with other groups of colleagues and teachers in the future. For example, positive feedback was provided related to our informal and consistent communication used throughout implementation. The teachers appreciated using email and quick discussions to touch base regularly. However, it was expressed by some teachers that they would have liked implementation to expand throughout all of the grade levels, not just the testing grade levels. This is information that will be considered for building collaborative teams in the future. However, I am glad that we began with a small group of teachers using the rubrics this time so that we could ensure the required time and training to be successful, rather than starting too big too fast. This was a positive experience for myself, the collaborative team, and the other 3rd-6th grade teachers. I feel like we were able to work together as a team to implement consistent scoring and feedback practices to improve student performance and achievement in writing. Calkins, L. (2013). Writing Pathways. Portsmouth, New Hampshire: Heinemann.

e. One of the more important aspects of the team's professional growth was their assumption of leadership. As noted before, they were not hesitant to jump in and help others and their efforts were appreciated. I think that is a major shift in the way our school approaches improvement and change. And it is something that I need to continue to reinforce and build on. This team approach to improvement, using reflection, building a sense of ownership is already having a positive change on the school culture. Those teachers who benefited from our team's efforts have a sense of that as well. Comments from the team members as seen in the video support this.

Refer to the Task 3 Rubric for Textbox 3.4.1 and ask yourself:
In the candidate's reflection, where is there evidence of the following?
- Examples from the plan, artifacts, and/or video that support the candidate's ability to foster a collaborative team
- Examples from the video that support an evaluation of the team members' professional growth as partners in the collaborative team
- Examples from the video taken before and during conversations that encourage discussion about the team members' self-reflection related to their involvement in a collaborative team

- Examples from the artifacts and/or the video of feedback from the team members and how the feedback will influence the candidate's work with other colleagues in the future
- Examples from work with the collaborative team to reflect on the collaborative team as a vehicle for positive change in the school culture
- Why is the candidate's response informed and effective?

Step 4: Reflecting on the Collaborative Team and the School Culture
Textbox 3.4.1: Self-Reflection and Feedback
Did not Meet/Partially Met Standards Level

a. I believe that I successfully fostered my collaborative team in this process of plan creation, implementation, and reflection. The most important aspect of forming a collaborative team is choosing participants with varying levels of experience, qualifications, and certifications, with the same goal in mind. By creating a varied team of educators that were not accustomed to working together, it became imperative that I become a successful leader to ensure we could collaborate to successfully implement the plan. I fostered this collaboration by scheduling frequent, convenient meetings and facilitating meaningful discussions/brainstorming sessions.

b. I learned a great deal about my team members concerning their professional growth as partners in this collaborative team. Colleague 1 shared that she now strives to implement research-based techniques discovered during plan development in her classroom to increase student achievement/learning. After being on the collaborative team, she reported progress among her students in reaching reading goals, which she attributed to successful plan implementation. Colleague 2 also reported progress among her students in reaching reading goals. She admitted she previously often forgot to include special education staff in curriculum decisions. I was unaware Colleague 3 often felt isolated before plan implementation; she was not able to interact with other teachers since she is always in the library. After creating the computer lab schedule, she was able to interact with faculty more as classes visited the library. Colleague 4 admitted he previously thought all staff had the same technology skills he does; he learned through this process many staff are severely lacking in this area. He shared he makes more of an effort to share technology ideas with staff and checks in on teachers struggling with technology in the classroom. He now makes it a priority to share his technological knowledge with others.

c. I took the following steps before and during conversations to encourage discussion about my team members' self-reflection in relation to their involvement in the team: I used discussion to ensure we were working toward common goals. I provided encouragement and advice related to plan implementation. We collaborated with one another, which was a new opportunity for many of us. Working closely with teachers from various disciplines proved a great way to see things from other perspectives. These discussions were the focus of all meetings. All members shared that an informal, small-group setting made it easier to share ideas without pressure. At meetings, we discussed what was and was not working, what must be changed, and areas for improvement.

d. The feedback my team members provided will influence my work with others when building future collaborative teams. All members shared we needed more time to meet; time constraints proved detrimental

to plan implementation. Finally, I will keep my groups small and meetings informal; my team provided positive feedback on both of these aspects.

e. What I learned from my team members I will apply to my future work with them. I know they are becoming a strong team, professionally, and that will continue. This strong team will move on to new challenges that will have a major impact on the school culture. The main reason I think this is because of these colleagues' change in the way they interact with other faculty members. They are now sharing their expertise.

Refer to the Task 3 Rubric for Textbox 3.4.1 and ask yourself:

In the candidate's reflection, where is there evidence of the following?

- Examples from the plan, artifacts, and/or video that support the candidate's ability to foster a collaborative team
- Examples from the video that support an evaluation of the team members' professional growth as partners in the collaborative team
- Examples from the video taken before and during conversations that encourage discussion about the team members' self-reflection related to their involvement in a collaborative team
- Examples from the artifacts and/or the video of feedback from the team members and how the feedback will influence the candidate's work with other colleagues in the future
- Examples from work with the collaborative team to reflect on the collaborative team as a vehicle for positive change in the school culture
- Why is the candidate's response limited and incomplete?

Suggestions for Use

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.