



# 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 written response is attached as a standalone document rather than directly in the textbox provided.**
- **There is a technical difficulty with the artifact attachment (e.g., artifact is corrupt or will not open, is unreadable and/or indecipherable, or 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.**
  - Representative page of the spreadsheet, table, or chart describing the team members

## 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"> <li>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</li> <li><i>ineffective</i> steps taken to elicit/encourage each colleague's involvement with the team, with an <i>irrelevant</i> rationale</li> <li><i>little or no</i> structure that supports and sustains the team during the work, with an <i>inappropriate</i> rationale</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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</li> <li><i>limited</i> steps taken to elicit/encourage each colleague's involvement with the team, with an <i>incomplete</i> rationale</li> <li>a <i>partial</i> structure that supports and sustains the team during the work, with an <i>inconsistent</i> rationale</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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</li> <li><i>effective</i> steps taken to elicit/encourage each colleague's involvement with the team, with an <i>appropriate</i> rationale</li> <li>an <i>effective</i> structure that supports and sustains the team during the work, with an <i>appropriate</i> rationale</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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</li> <li><i>insightful</i> steps taken to elicit/encourage each colleague's involvement with the team, with a <i>thorough</i> rationale</li> <li>a <i>significant</i> structure that supports and sustains the team during the work, with a <i>thorough</i> rationale</li> </ul>



## 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
<b>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</b>	<b>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</b>	<b>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</b>	<b>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</b>

## Rubric for Step 2 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<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>
<p align="center"><b>Score of 0 for Step 2</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• No written response is in any of the Task 3—Step 2 textboxes.</li> <li>• The written response does not address any of the guiding prompts for Task 3—Step 2.</li> <li>• The written response is attached as a standalone document rather than directly in the textboxes provided.</li> <li>• There is a technical difficulty with the artifact attachment(s) (e.g., artifact is corrupt or will not open, is unreadable and/or indecipherable, or contains only hyperlinks).</li> <li>• 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.</li> <li>• None of the following required artifacts are acceptable or attached to any of the Task 3 textboxes. <ul style="list-style-type: none"> <li>○ Representative page from the data-collecting tool</li> <li>○ Representative pages from the professional development plan</li> <li>○ A five-minute segment on your work with colleagues during the planning discussed in textbox 3.2.2</li> </ul> </li> </ul>			

## 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"> <li>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</li> <li>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</li> <li>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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>

## Response for Textbox 3.2.1 (continued)

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"> <li>an <i>inappropriate</i> identification of colleagues to be the focus of the team's plan, with <i>minimal</i> reasons for selecting them</li> <li>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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a <i> cursory</i> identification of colleagues to be the focus of the team's plan, with <i>tangential</i> reasons for selecting them</li> <li>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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an <i>informed</i> identification of colleagues to be the focus of the team's plan, with <i>aligned</i> reasons for selecting them</li> <li>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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a <i>significant</i> identification of colleagues to be the focus of the team's plan, with <i>extensive</i> reasons for selecting them</li> <li>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</li> </ul>

## 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"> <li><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</li> <li><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</li> <li><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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> </ul>



## Response for Textbox 3.2.2 (continued)

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"> <li><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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><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</li> </ul>



## 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)

Score of 1	Score of 2	Score of 3	Score of 4
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 align="center"><b>Score of 0 for Step 3</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <b>No written response is in the Task 3—Step 3 textbox.</b></li> <li>• <b>The written response does not address any of the guiding prompts for Task 3—Step 3.</b></li> <li>• <b>The written response is attached as a standalone document rather than directly in the textbox provided.</b></li> <li>• <b>There is a technical difficulty with the artifact attachment(s) (e.g., artifact is corrupt or will not open, is unreadable and/or indecipherable, or contains only hyperlinks).</b></li> <li>• <b>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.</b></li> <li>• <b>None of the following required artifacts are acceptable or attached to any of the Task 3 textboxes.</b> <ul style="list-style-type: none"> <li>○ Representative page that provides feedback from the targeted audience of colleagues</li> <li>○ Representative page of evidence that reflects student learning</li> <li>○ A five-minute segment on your work with colleagues during the implementation discussed in textbox 3.3.1</li> </ul> </li> </ul>			

### 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"> <li>• <i>irrelevant</i> steps taken with the team to implement the plan, with <i>little or no</i> rationale for each step</li> <li>• 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</li> <li>• 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></li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>partial</i> steps taken with the team to implement the plan, with a <i>limited</i> rationale for each step</li> <li>• 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</li> <li>• 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></li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>relevant</i> steps taken with the team to implement the plan, with an <i>effective</i> rationale for each step</li> <li>• 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</li> <li>• 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></li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>significant</i> steps taken with the team to implement the plan, with a <i>thorough</i> rationale for each step</li> <li>• 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</li> <li>• 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></li> </ul>

### Response for Textbox 3.3.1 (continued)

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"> <li><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</li> <li><i>minimal</i> steps taken by the team to address challenges that arose during the implementation, with examples that are <i>disconnected</i></li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><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</li> <li><i>partial</i> steps taken by the team to address challenges that arose during the implementation, with examples that are <i>vague</i></li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><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</li> <li><i>effective</i> steps taken by the team to address challenges that arose during the implementation, with examples that are <i>connected</i></li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li><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</li> <li><i>significant</i> steps taken by the team to address challenges that arose during the implementation, with examples that are <i>tightly connected</i></li> </ul>

## 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)

Score of 1	Score of 2	Score of 3	Score of 4
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 align="center"><b>Score of 0 for Step 4</b></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"> <li>• No written response is in the Task 3—Step 4 textbox.</li> <li>• The written response does not address any of the guiding prompts for Task 3—Step 4.</li> <li>• The written response is attached as a standalone document rather than directly in the textbox provided.</li> <li>• The video artifact is missing.</li> <li>• The video artifact is corrupt or will not play.</li> <li>• The video artifact is inaudible.</li> <li>• 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.</li> <li>• The video does not meet the requirements for Task 3—Step 4 and is not acceptable.</li> </ul>			

## 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"> <li>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</li> <li>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</li> <li><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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li><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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li><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</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li><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</li> </ul>



## Response for Textbox 3.4.1 (continued)

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"> <li>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></li> <li>an <i>ineffective</i> reflection on the collaborative team as a vehicle for positive change in the school culture</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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></li> <li>a <i>limited</i> reflection on the collaborative team as a vehicle for positive change in the school culture</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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></li> <li>an <i>effective</i> reflection on the collaborative team as a vehicle for positive change in the school culture</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>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></li> <li>an <i>insightful</i> reflection on the collaborative team as a vehicle for positive change in the school culture</li> </ul>

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