Missouri School Leader Performance Assessment (MoSLPA)

Task Requirements

Task 3: Creating a Collaborative Team

*In this task, you will demonstrate your ability to facilitate stakeholders’ efforts to build a collaborative team within the school to improve student achievement.*

Standards and Indicators Measured in This Task

The following Missouri School Leader Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

- Standard 1, Quality Indicator 2
- Standard 2, Quality Indicators 2 and 3
- Standard 3, Quality Indicators 1 and 3
- Standard 5, Quality Indicator 1
- Standard 6, Quality Indicator 1
What Do You Have to Do for This Task?

1. Written Commentary of a maximum of 28,500 characters (approximately nine typed pages) that
   • responds to all guiding prompts
   • references your artifacts to support your written evidence
   • describes, analyzes, and reflects on the evidence

2. Six different artifacts (a maximum of six pages), including
   • one representative page of the spreadsheet, table, or chart describing the team members
   • one representative page from the data-collecting tool
   • representative pages from the plan (maximum of two pages). (A sample template is provided, but candidates can submit a form of their own.)
   • one representative page that provides feedback from the targeted audience of colleagues
   • one representative page of evidence that reflects student learning
   • one fifteen-minute video (Unedited segments are required.)
     o One segment **must** focus on your work with colleagues during either the planning discussed in textbox 3.2.2 or the implementing discussed in textbox 3.3.1.
     o One segment **must** focus on the self-reflection/feedback discussed in textbox 3.4.1.

How to Submit Your Evidence (Refer to the Submission System User Guide for details.)
- Upload your artifacts into your Library of Artifacts. (See Step 5 for how to upload the video file.)
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary.

How to Compose Your Written Commentary
This task has five steps, each with 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
- Step 3: Implementing the Plan
- Step 4: Reflecting on the Collaborative Team
- Step 5: Uploading the Video

**Please read the entire task before responding to any guiding prompts.** Use the textboxes under the guiding prompts to compose your responses and link your artifacts.
Contextual Information

Overview
Many factors can affect teaching and learning; these 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 (approximately 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.

Enter your response in the textbox below.

Type your response here.
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 student achievement in the building;
  • 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; and
  • develop a structure that will support and sustain the collaborative team.

Then respond to the guiding prompts below. (When writing about your colleagues, refer to them as Colleague 1, Colleague 2, and Colleague 3.)

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 collaborative work? Provide a rationale.
Enter your response in the textbox below.
Link a representative page of a spreadsheet, table, or chart that describes/lists the certification, experiences, and qualifications of Colleague 1, Colleague 2, and Colleague 3 (maximum of one page) to the first sentence in your response.

Type your response here.
Step 2: Developing a Plan to Improve Instruction

This step allows you to demonstrate your ability to facilitate colleagues’ work during the course of developing a plan to improve instruction.

**Activity**
As a team,
- identify an area of research-based instructional practice that is in need of improvement within the school;
- select a group of colleagues to involve in professional development to improve instructional practice and impact student learning;
- meet with your team to develop the plan;
- identify colleagues to be the focus of the team’s plan;
- identify strategies to use with team members to involve them in the planning;
- implement strategies to ensure all team members can provide meaningful input;
- resolve challenges encountered during the planning; and
- determine steps to reach consensus among the members of the team.

At some point during the planning sessions, you may record a five-minute 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 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 data did the tool(s) provide? What is the intended impact that an improvement in the targeted area will have on student learning? What steps will you take to measure the impact? Provide a rationale.
c. What was the plan your team developed as a result of the data you collected and analyzed? 
   Describe the goals, steps, 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?

Enter your response in the textbox below.
Link a representative page of the data-collecting tool (maximum of one page) from your Library of Artifacts to the first sentence discussing the data-collecting tool.
Link a representative page of the plan (maximum of one page) from your Library of Artifacts to the first sentence discussing your plan.

**Type your response here.**
Textbox 3.2.2: Working with the Team During Planning

Guiding Prompts

a. What responsibility did each team member assume during the planning stage?

b. What strategies did you use with the team members, individually and as a group, to involve them in the planning process? Provide examples to support your explanation.

c. As the 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.

d. What challenge(s) were encountered during the planning? How, as a team, did you resolve the challenge(s)? Provide a rationale for your actions.

e. What steps did you take to reach consensus among the members of the team while creating the plan? Provide examples to support your analysis.

One five-minute segment of the video may be used as an artifact in your response to this textbox.

Enter your response in the textbox below.

Type your response here.
Step 3: Implementing the Plan

This step allows you to demonstrate your ability to facilitate colleagues’ work as they implement the plan.

Activity
As you continue to work with your team,
- analyze your role as facilitator during the implementation of the plan for improving instructional practice;
- provide encouragement 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 video that demonstrates your skills in facilitating a meeting with your team and with those who are the focus of the plan.

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.

b. What responsibility did each collaborative team member assume while implementing the plan?
   What encouragement did you offer, what were the circumstances in which you offered it, and why did you offer it?
   Provide examples to support your analysis.

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.
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.

e. What challenge(s) arose during the implementation of your plan? What steps did you and the team take to address the challenge(s)? Provide examples to support your conclusion.

One five-minute segment of the video may be used as an artifact in your response to this textbox.

Enter your response in the textbox below. Link a representative page of the feedback from the targeted audience (maximum of one page) from your Library of Artifacts to the first sentence discussing the feedback. Link a representative page of evidence that reflects student learning (maximum of one page) to the first sentence discussing student learning.

Type your response here.
Step 4: Reflecting on the Collaborative Team

This step allows you to demonstrate your ability to facilitate colleagues’ self-reflection.

Activity
As a team facilitator, meet with at least one collaborative team member and create a ten-minute video of a conversation that promotes self-reflection on the part of the team member(s).

Then respond to the guiding prompts below.

Textbox 3.4.1: Self-Reflection and Feedback

Guiding Prompts
a. 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.

b. 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.

c. What steps did you take before and during conversations to encourage discussion about 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.

d. 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.

One ten-minute segment of a video must be used as an artifact in your response to this textbox.

Enter your response in the textbox below.

Type your response here.
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 here.