

## Assessment Task: Collaborative Vision-Building, Alignment, & Reflection

### Targeted Domain & KSMs<sup>1</sup>:

#### Domain I: School Culture

**Competency 1:** The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community)

- Domain 1, Competency 1, Descriptive Statement A
  - *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals*
- Domain 1, Competency 1, Descriptive Statement I
  - *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students*

#### Domain V: Strategic Operations

**Competency 9:** The entry level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes

- Domain V, Competency 9, Descriptive Statement A
  - *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans Competency 9, A*
- Integration Domain, Descriptive Statement D
  - *Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals*

#### Knowledge: *Candidates demonstrate an understanding of (the)...*

- Factors that should inform campus initiatives and goals
- Criteria and characteristics of a safe campus
- Components of a measurable goal
- Definition of equity and equality
- Elements of a high quality school vision and mission
- Process of creating a vision, mission, goals, priorities, etc.
- Practices that develop and sustain a strong staff culture

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<sup>1</sup> This language is reflective of Texas-specific standards related to principal preparation and certification. Other entities might find alignment to *PSEL* more useful.

**Skills: *Candidates demonstrate an ability to...***

- Create a clear and compelling mission, vision, and set of values (or communicates a pre-existing mission, vision, and set of values.)
- Establish campus goals in alignment with the mission and vision
- Inspire and gain the commitment of others towards the mission, vision, values and goals
- Model organizational values
- Maintain emotional constancy in the face of conflict
- Create systems that foster relationship building
- Implement consistent systems for the collection of teacher feedback on working conditions at regular intervals
- Create structural opportunities for student leadership and community input

**Mindsets: *Candidates demonstrate the belief that...***

- Effective teaching is the cornerstone of a strong school vision and mission, and therefore have a low tolerance for ineffective teaching
- High expectations for all teachers strengthens a school's instructional culture
- Positive adult relationships are the foundation for student academic growth
- In order to thrive, students' basic needs must be met.
- All students come to school with unique histories, values, and strengths.
- Stakeholders will be more invested in maintaining a culture they feel they helped to create.
- Routine feedback is an integral part of building a positive school culture

Task Description:

**Collaborative Vision-building, Alignment of Campus Plan, and Reflection (100 pts, total)**

In our first class, we participated in a whole-group activity in which we all journaled in response to the prompt: "Imagine you are dropping off your child at a new school (any level). What kind of place must it be for you to be totally comfortable that your child will get the best education possible? What characterizes that place? What do you want to see, hear, or know about the school for you to be confident that it's the kind of place you want for your child?" We then created a list of ideal characteristics, engaged in some priority-setting work, used data to explore gaps between our "ideals" and our respective realities, and then worked to embed and align some priority characteristics with campus planning processes. As we know from research, building a vision together can be a powerful way to establish a sense of mutual purpose, garner broad buy-in for initiatives, and energize for the critical work that must happen in schools to ensure excellent and equitable education for every student (see Senge et al., 2000-*Schools that Learn* for more information and resources).

*Process:* Your assignment is to engage in a similar collaborative vision casting and reflection activity with the faculty (or a subgroup of faculty, such as a PLC, grade-level team, or department) at your school. You may use the process we used in class, or you may select a vision-setting/priority-setting protocol (or combination of protocols) from the National School Reform Faculty website ([www.nsrffharmony.org](http://www.nsrffharmony.org))

This process moves through eight phases:

- 1) *Journal/brainstorm in response to the prompt*
- 2) *Share out (small group then whole group, or whole group if size permits) all ideas*
- 3) *Dialogue to clarify ideas and to explore connections between related ideas*
- 4) *Work with group to craft a single vision statement that captures the most critical aspects of the broad vision put forth by all, and that aligns with the district's vision and priorities.*
- 5) *Identify 3-5 "priority ideals" that, if improved or achieved, would significantly impact the campus.*
- 6) *Dialogue about any available data/evidence that can help establish a baseline of performance (or satisfaction, or perceptions) related to each of the characteristics.*
- 7) *Establish a plan for collecting and reviewing the evidence, creating action plans for each of the priority ideals in conjunction with the campus planning process, implementing high-leverage actions aimed at supporting progress toward each ideal, and monitoring/measuring progress at agreed-upon intervals.*
- 8) *Implement the plan, maintaining evidence of implementation and of any progress toward the goal, and reporting out progress at MOY and EOY.*

**NOTE: The whole process as described would take several regular meetings to move through phase 7 and would stretch across the entirety of the school year for all eight phases. For this particular assignment, you are being tasked with leading the vision casting activity through stage 5; in the reality of practice, later work would push into and through stages 6 and 7.**

*You have two products associated with this task.*

*Product 1: Documentation of meeting (media, minutes, collaboratively-written working vision statement, 3-5 priority ideals for the campus).* You are expected to provide evidence of your leadership of the vision casting activity. This includes a copy of the meeting agenda, some kind of media (e.g., video clip and/or photos of the work-in-progress), the group-authored vision for the campus, and the 3-5 priority ideals determined by consensus (the final two elements should be embedded within the minutes for the meeting, which you will turn in AND distribute back to the working group).

*Product 2: Reflection on process.* After compiling product #1, and distributing the minutes back to the group, you are to compose a brief (300-500 word) reflection on the process itself. How did your prework contribute to what the group did/was able to do? How did the process unfold? What did you learn, and what, if anything, surprised you? What could you have done differently, or what would you do differently if you could start over? How well did the initial ideas align with the existing campus plan and district plan, and what adjustments, if any, had to be made to better align? What are your hopes and expectations for where this work will go in the coming months, and how will you plan an active role in pushing the work forward? You are writing to me, so an informal tone is appropriate, though I still expect well-written and appropriately edited work.

See grading guidelines for further direction, but we will also discuss this task in class and provide progress updates periodically.

## Grading Guidelines/ Collaborative Vision-Building, Alignment, &amp; Reflection

<b>Task Component/ Grade</b>	<b>Component</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>Documentation of Meeting (Process &amp; Outcomes)</b>					
	Agenda/ Evidence of Planning and Prework	<ul style="list-style-type: none"> <li>Documentation includes agenda with clear objectives, general descriptions of anticipated activities, and target/ approximated times</li> </ul>	<ul style="list-style-type: none"> <li>Documentation includes agenda with objectives, and general descriptions of anticipated activities</li> </ul>	<ul style="list-style-type: none"> <li>Documentation includes agenda with general descriptions of anticipated activities</li> </ul>	<ul style="list-style-type: none"> <li>Documentation fails to include agenda (no evidence of prework/planning)</li> </ul>
	Media/ Evidence of Process	<ul style="list-style-type: none"> <li>Documentation includes video clip of vision casting session and/or still photos of the process in various stages</li> <li>Media provide strong and consistent evidence of engaged involvement by multiple stakeholders in offering ideas, clarifications, and working towards agreement on vision statement and priority ideals</li> </ul>	<ul style="list-style-type: none"> <li>Documentation includes video clip of vision casting session and/or still photos of the process in at least one stage</li> <li>Media provide moderate evidence of engaged involvement by multiple stakeholders in offering ideas, clarifications, and working towards agreement on vision statement and priority ideals</li> </ul>	<ul style="list-style-type: none"> <li>Documentation includes video clip of vision casting session and/or still photos of the process in at least one stage</li> <li>Media provide weak evidence of engaged involvement by multiple stakeholders in offering ideas, clarifications, and working towards agreement on vision statement and priority ideals</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of the process-in-action (including which stakeholders participated and how they were engaged) via any form of media is not provided.</li> </ul>
	Minutes/ Evidence of Follow-up	<ul style="list-style-type: none"> <li>Minutes reflect highlights of the process and outcomes, who participated and how, the agreed-upon vision statement, and the 3-5 priority ideals that will seed next steps in the process</li> <li>Minutes include information on next steps (e.g., dates, times of meetings, expected prep work)</li> <li>Minutes are accurate and free of technical (e.g., grammatical, spelling, usage, punctuation) errors</li> <li>Evidence of distribution of minutes to participants and (if appropriate) the broader campus workgroup is included</li> </ul>	<ul style="list-style-type: none"> <li>Minutes reflect highlights of the process and outcomes, who participated and how, the agreed-upon vision statement, and the 3-5 priority ideals that will seed next steps in the process</li> <li>Minutes include information on next steps (e.g., dates, times of meetings, expected prep work)</li> <li>Minutes are accurate, but contain minor technical (e.g., grammatical, spelling, usage, punctuation) errors</li> <li>Evidence of distribution of minutes to participants and (if appropriate) the broader campus workgroup is included</li> </ul>	<ul style="list-style-type: none"> <li>Minutes reflect highlights of the process, though some elements may be missing (e.g., who participated and how, the agreed-upon vision statement, and the 3-5 priority ideals that will seed next steps in the process)</li> <li>Minutes may fail to include information on next steps, or information is incomplete</li> <li>Minutes contain moderate technical (e.g., grammatical, spelling, usage, punctuation) errors that would likely cause a leader to lose credibility among teachers and staff</li> <li>Documentation of distribution of minutes is missing</li> </ul>	<ul style="list-style-type: none"> <li>Minutes are largely incomplete, with portions (e.g., who participated and how, the agreed-upon vision statement, and the 3-5 priority ideals that will seed next steps in the process) missing, and fail to reflect useful highlights of the process</li> <li>Minutes may fail include information on next steps</li> <li>Minutes contain major technical (e.g., grammatical, spelling, usage, punctuation) errors that would likely cause a leader to lose credibility among teachers and staff</li> <li>Documentation of distribution of minutes is missing</li> </ul>
	Vision Statement	<ul style="list-style-type: none"> <li>Minutes clearly reflect the agreed-upon vision statement, crafted in collaboration with the group, and note how the vision statement aligns with campus</li> </ul>	<ul style="list-style-type: none"> <li>Minutes reflect the agreed-upon vision statement, crafted in collaboration with the group, and note how the vision statement aligns with</li> </ul>	<ul style="list-style-type: none"> <li>Minutes note the vision statement, though it may be difficult to identify, and minutes do not well reflect how the vision statement</li> </ul>	<ul style="list-style-type: none"> <li>Minutes fail to note the vision statement or how the group's work/vision statement aligns with campus and/or district</li> </ul>

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		AND district priorities or improvement plans	campus OR district priorities or improvement plans	aligns with campus and/or district priorities or improvement plans	priorities or improvement plans
	Priority Ideals & Alignment	<ul style="list-style-type: none"> <li>Minutes clearly note and briefly explain 3-5 priority ideals, crafted in collaboration with the group, and note how progress for each aligns with campus AND district priorities and will support the movement of the campus toward articulated goals/outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Minutes note and briefly explain 3-5 priority ideals, crafted in collaboration with the group, and note how progress for each aligns with campus AND district priorities OR will support the movement of the campus toward articulated goals/outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Minutes note and briefly explain 3-5 priority ideals, crafted in collaboration with the group</li> </ul>	<ul style="list-style-type: none"> <li>Minutes fail to note and briefly explain 3-5 priority ideals, crafted in collaboration with the group</li> </ul>
<b>Reflection</b>					
	Written communication	<ul style="list-style-type: none"> <li>Reflection is error-free or largely free of typographical, spelling, grammatical, or punctuation errors; any errors are minor and do not inhibit clarity of communication</li> <li>Reflection consistently maintains appropriate tone and format for audience (avoids excess of jargon, stilted language, and slang)</li> </ul>	<ul style="list-style-type: none"> <li>Reflection includes minor typographical, spelling, grammatical, or punctuation errors; errors, at times, slightly inhibit clarity of communication</li> <li>Reflection consistently maintains appropriate tone and format for audience (any inclusion of jargon, stilted language, and/or slang does not seriously inhibit meaning)</li> </ul>	<ul style="list-style-type: none"> <li>Reflection includes moderate typographical, spelling, grammatical, or punctuation errors which inhibit clarity of communication</li> <li>Reflection sometimes diverges from appropriate tone and format for audience (jargon, stilted language, and/or slang inhibits meaning)</li> </ul>	<ul style="list-style-type: none"> <li>Reflection includes major typographical, spelling, grammatical, or punctuation errors which inhibit clarity of communication</li> <li>Tone and/or format for audience is not appropriate (jargon, stilted language, and/or slang inhibits meaning)</li> </ul>
	Content of reflection	<ul style="list-style-type: none"> <li>Reflection addresses at least five of the queries included in the prompt (see description for "Product 2") as well as any other insights</li> <li>Reflection includes robust direct quotes, media, or other evidence from the vision casting and alignment session in discussion of any insights</li> <li>Reflection well-addresses the ways in which the vision and priority ideals align with the campus AND district improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Reflection addresses at least four of the queries included in the prompt (see description for "Product 2") as well as any other insights</li> <li>Reflection includes moderate direct quotes, media, or other evidence from the vision casting and alignment session in discussion of any insights</li> <li>Reflection well-addresses the ways in which the vision and priority ideals align with the campus OR district improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Reflection addresses at least three of the queries included in the prompt (see description for "Product 2") as well as any other insights</li> <li>Reflection includes minimal media, direct quotes, or other evidence from the vision casting and alignment session in support of any insights</li> <li>Reflection only minimally address the ways in which the vision casting or priority ideals aligns with the campus and/or district improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>Reflection addresses two or fewer of the queries included in the prompt (see description for "Product 2")</li> <li>Reflection includes no media, direct quotes, or other evidence from the vision casting and alignment session in support of any insights</li> <li>Reflection does not address the ways in which the vision casting or priority ideals aligns with the campus and/or district improvement plan insights</li> </ul>