

ETS[®] Performance Assessment for School Leaders (PASL)

Assessment Overview



Introduction

The purpose of this presentation is to provide educator preparation programs with an overview of the PASL assessment and a review of the requirements for each of the three tasks. You may share this with your PASL candidates as they prepare for the assessment.

Presenter's Notes can be found in the shaded boxes to the right of the slide materials. These notes will guide viewers through the presentation and contain additional information pertinent to the slide being viewed.

Agenda

- Overview of the assessment
- Review of the three tasks

Presenter's Notes:

During this webinar we will provide an overview of the PASL assessment. We will also review each of the three tasks.

All PASL Tasks ...

- Consist of a written commentary created by the candidate in response to a series of guiding prompts
- Are divided into four steps to provide focus and scores for the candidate
- Require descriptive, analytic and reflective writing
- Require artifacts including one 15-minute video in Task 3

Presenter's Notes:

Before we look at the task specifics, I would like to emphasize some of the characteristics common to all three tasks.

- Each of the tasks requires the submission of a written commentary that responds to a series of guiding prompts. These guiding prompts are presented sequentially within a series of textboxes. In addition, each task requires the submission of specific artifacts related to the focus of the task.
- The textboxes are organized into a series of four sequential steps. Candidates receive scores on each of these steps.
- Candidates need to choose colleagues with whom to collaborate. In addition, they also need to be prepared to provide a rationale for the choice of those colleagues. For these tasks, it is important to choose colleagues as varied in background as possible so that candidates can provide a repertoire of strategies they can use in enhancing a variety of skills.
- All tasks require candidates to make use of three kinds of writing: descriptive, analytic, and reflective. The guiding prompts literally lead the candidate to write in the appropriate mode. We will see this in more detail later.
- Artifacts are a required part of this assessment. Each task has specific artifacts that are listed both at the beginning of each task and within the textbox to which they are attached. The video in Task 3 is considered an artifact.

All PASL Tasks ...

- Stress improving instructional practice and student learning
- Require communication and collaboration with colleagues
- Require facilitation of adult learners
- Include feedback and its effect on planning and implementation
- Require reflection

Presenter's Notes:

- Each task requires candidates to make a connection between the activities within the task and the improvement of instruction and student learning.
- Communication between the candidates and their colleagues and between the teams and the staff as a whole is also something candidates need to demonstrate.
- Facilitation is a key word for each of the tasks. These tasks are not about just what the candidates have accomplished, they are also about the facilitation that is offered to enhance colleagues' skills.
- Candidates need to show how they and their team of colleagues have elicited feedback both during and after the team activities.
- A major part of each of these tasks occurs in the last step, Step 4, when candidates reflect on the work they have accomplished.

All PASL Tasks ...

- Include data collection
- Require the use of research
- Incorporate steps to measure results
- Call for the use of rationales/examples

Presenter's Notes:

- Data collection serves as an integral part of these tasks. Data collection occurs both during the planning stage and after completion of the projects.
- Research has a major impact on the planning stage of each task, and candidates need to show what that research was and tell how it impacted the task activities.
- At some point during the planning stage, candidates need to determine how they will measure the success of their work, and at some point, they need to reflect on the degree of that success.
- Responses to the guiding prompts often call for the use of rationales. These rationales are an integral part of a solid response. Examples are also required. A primary source, for example, may come from the artifacts that have been attached.

Presenter's Notes:

Each of these tasks, like all the other ETS performance assessments, was developed with the concept of parallel construction in mind.

Understanding how one of these tasks “works” will help in understanding all of them. The next six slides will focus on the parallel construction of the tasks.

A Word about Parallel Construction

The Focus Statement

ETS® Performance Assessment for School Leaders (PASL)

Task Requirements

Task 1: Problem Solving in the Field

In this task, you will demonstrate your ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning.

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](#).

Presenter's Notes:

Each task begins with a Focus Statement. Candidates need to keep the focus in mind as they respond to the prompts. The Focus Statement is the central idea that the candidates need to support throughout the response. In the case of Task 1, as candidates collect, organize and write about the evidence, they need to keep in mind that they are demonstrating their ability to address and resolve a significant problem/challenge in the school. The key here is the phrase, "that influences instructional practice and student learning." This last phrase, although sometimes worded differently, appears in all three tasks.

The PASL assessment is aligned with national and state specific school leader standards. Each of the Task Requirements documents will contain a link to the standard alignment documents on the informational website.

Step and Task Textbox Numbering

- Step 1: Identifying a Problem/Challenge
 - ✓ Textbox 1.1.1: Identifying the Problem
- Step 2: Researching and Developing a Plan
 - ✓ Textbox 1.2.1: Researching the Plan
 - ✓ Textbox 1.2.2: Developing the Plan
- Step 3: Implementing the Plan
 - ✓ Textbox 1.3.1: Strategies
 - ✓ Textbox 1.3.2: Analysis
- Step 4: Reflecting on the Plan and the Resolution
 - ✓ Textbox 1.4.1: Reflecting on the Plan and the Resolution

Presenter's Notes:

You will note that the numbering system is applicable to each of the tasks, as well as the rubrics. The first number in the textbox label refers to the task. The second to the step number and the third to the individual textbox, so that Textbox 1.3.1 is the first textbox in the third step of Task 1.

Rubric Numbering

Response for Textbox 1.1.1 (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"> • <i>little or no</i> use of longitudinal data collected to support the choice of the significant problem/challenge • an <i>inappropriate</i> identification of the anticipated results of resolving the problem/challenge, with an <i>irrelevant</i> identification of the anticipated impact on instructional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>a limited</i> use of longitudinal data collected to support the choice of the significant problem/challenge • a <i>partial</i> identification of the anticipated results of resolving the problem/challenge, with a <i>confusing</i> identification of the anticipated impact on instructional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>an appropriate</i> use of longitudinal data collected to support the choice of the significant problem/challenge • a <i>relevant</i> identification of the anticipated results of resolving the problem/challenge, with an <i>appropriate</i> identification of the anticipated impact on instructional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>an extensive</i> use of longitudinal data collected to support the choice of the significant problem/challenge • an <i>insightful</i> identification of the anticipated results of resolving the problem/challenge, with a <i>significant</i> identification of the anticipated impact on instructional practice and student learning

Presenter's Notes:

The rubric has the same numbering. This was done intentionally to enable candidates to easily match the rubric to the specific task step, textbox and prompt. Candidates can judge how much evidence they have provided by comparing their response to the words of the rubric.

Activities

Step 1: Identifying a Problem/Challenge

This step allows you to demonstrate your ability to identify a significant problem/challenge.

Activity

In collaboration with your supervising building administrator, identify **one significant** problem/challenge **connected to the school and/or school community** and

- describe the **impact** that the problem/challenge has on **instructional practice and student learning**;
- use and explain **how longitudinal data support your choice** of the problem/challenge; and
- describe the **expected result** if the problem/challenge is addressed and how the change will **affect instructional practice and student learning**.

Guiding Prompts

- a. **Describe** the significant problem/challenge you selected. What is the **impact** that the problem/challenge has on instructional practice and student learning? **Provide examples to demonstrate the impact** of the problem/challenge.
- b. **What** longitudinal **data** did you collect? **Why** are the data appropriate? **How do the data support your choice** of a significant problem/challenge?
- c. **What** result do you anticipate if the problem/challenge is addressed? **How will the result(s) impact** instructional practice and student learning?

Required artifact for this textbox:

- A representative page of longitudinal data (maximum of **one page**)

Presenter's Notes:

Each step has at least one activity.

The activities provide a scaffold to help candidates meet all of the requirements for each step.

In this example, notice the relationship between the activity and the guiding prompts. Each activity and its guiding prompts are directly aligned to the standards upon which the task was developed.

The activities also provide context for candidates to understand how choosing a quality artifact can connect to, support and enhance the written commentary.

Guiding Prompts

Textbox 1.1.1 Identifying the Problem

Guiding Prompts

- a. Describe the significant problem/challenge you selected. What is the impact that the problem/challenge has on instructional practice and student learning? Provide examples to demonstrate the impact of the problem/challenge.
- b. What longitudinal data did you collect? Why are the data appropriate? How do the data support your choice of a significant problem/challenge?
- c. What result do you anticipate if the problem/challenge is addressed? How will the result(s) impact instructional practice and student learning?

Textbox 1.4.1 Reflecting on the Plan and the Resolution

Guiding Prompts

- a. Based on the quality of the resolution, what changes would you make to the development and implementation process if you were to do this again?
- b. What lessons have you learned from the entire process of developing and implementing the plan?
- c. How has what you have learned influenced the way you will approach future problem-solving tasks?

Provide examples to support all your conclusions.

Presenter's Notes:

I mentioned earlier that there are three modes of writing and that the guiding prompts lead candidates to respond in the appropriate way. The prompts highlighted in yellow require descriptive writing. The prompts highlighted in green move candidates on to analytic writing. This is true for all three tasks.

The prompts highlighted in red move the candidate to respond in the reflective mode of writing. In the example above, candidates are asked to think about the plan and implementation within the task to determine changes that could be made, as well as to think about the impact of current work on future plans and activities. For the most part, this occurs in Step 4.

Two items I would like to reinforce.

- Once a prompt asks for a rationale, the writing moves into the analytic mode.
- Note also that examples coming from the activity and from the artifacts are required. Connecting these examples to the written commentary also moves candidates into the analytic mode of writing.

Guiding Prompts

Textbox 2.3.1 Impact of Professional Development on Three Participants

Guiding Prompts

- a. Select three participants with different levels of experience to determine the effect of the professional development. Provide a rationale for the selection of **each** participant.
- b. In what ways did the goal of the professional development influence the instructional practice of **each** participant? Provide specific examples, including those from the walk-through observation form, of the influence.
- c. What follow-up did you provide for **each** participant? Provide a rationale.
- d. What was the impact of **each** participant's professional development on student learning? Provide examples from the student work to support your conclusions.

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.

Presenter's Notes:

Look at the first set of guiding prompts. Candidates need to be conscious of the use of "each." For example, in a. of textbox 2.3.1, candidates must provide a rationale for each of the chosen participants. The same concept applies when a guiding prompt uses the word "all."

Notice in the second example, textbox 3.2.2, guiding prompts a, b and d require candidates to discuss more than one strategy and more than one step.

Addressing the prompts fully and providing multiple examples increases the amount of evidence candidates provide, thus increasing the probability of a more successful submission.

A Word about Artifacts

Possible Artifacts

Plan

Student Work

Feedback survey

Walkthrough Observation Form

Presenter's Notes:

It is important for candidates to know that their responses are evaluated on the basis of both the quality and quantity of the evidence. Where does that evidence come from? It can be provided in the written response to the guiding prompts. But it can also come from the artifacts.

What is the purpose of the artifacts? With the inclusion of other examples, artifacts help support and enhance candidates' thinking. Artifacts can provide additional relevant evidence to the discussion and to the rationales. The key here, however, is that candidates need to reference the artifact. Raters are instructed not to do that for them.

A Word about Artifacts

Cited in the Written Commentary

- Supports the analysis
- Enhances the description
- Connects to the rationale
- Adds detail (evidence) to any discussion

Presenter's Notes:

This chart provides an overview of the kinds of artifacts required. Candidates have the flexibility to submit documents in the format they used as part of the activity. For candidates' convenience, however, optional templates are provided (e.g., the plan, the walkthrough observation). Candidates should choose their artifacts so that they can provide as much evidence as possible. (Specific tips on how to write about artifacts are included in the candidate handbook.)

The number of pages of the artifacts is also clearly stated. Raters are told to read only the maximum page limitation of each required artifact.

An Artifact Referenced in a Response

The Prompt

How did the implementation of the plan impact both instructional practice and student learning? Provide examples from the student work sample to support your conclusion.

The Response

Because of the professional development provided and the coaching of the teachers by the reading specialists, teachers were given a toolbox of reading intervention strategies that they had not had access to before. Our ESOL teachers have been trained in the teaching of language but not in the teaching of reading; this professional development and coaching has provided training in teaching new students how to read and what interventions can be used to help increase reading proficiency. In addition, teachers were provided with a curriculum focused specifically on reading. Teachers were given a singular focus with these students- reading- as opposed to teaching all four modalities of language at the expense of reading. Lessons imbedded in the curriculum focus on phonemic awareness, sight word recognition and fluency. Students are gaining proficiency in sight word recognition and phonemic awareness, which is evidenced in the [STUDENT WORK SAMPLE](#). Preliminary data indicates that students in the plan are gaining proficiency in reading at a rate of .7 months faster than students who did not direct instruction in reading. The student work sample provided belongs to a student who has had no prior schooling and was determined to be preliterate using the STAR Early Literacy. Her SIPPS placement assessment, given two months into the school year, indicates growth in sight word recognition and phonemic awareness, areas not taught explicitly in our ESOL courses but are focus areas in the new reading course.

Presenter's Notes:

In this response, the candidate discusses how the implementation of the plan to resolve problems associated with second language learners has impacted both instruction and student learning. Notice how the candidate has made use of evidence from the artifact to draw conclusions about the student's growth and, therefore, the impact of the problem solving activity on instruction and student learning. What would make this a stronger response would be the inclusion of actual data from the artifact. Let's now take a look at the artifact.

The Artifact

Assessment for Phonics and Sight Words

(start here for students in grade 2 or higher)

Section A (assessing the material in Beginning Level Lessons 1A–10)

PHONICS: LETTER SOUNDS

"Tell me the sound of each letter."

s ✓ n ✓ t ✓ e ✓ m ✓

Number right: 4 / 4 Pass (3-4 right) or Not Pass

SIGHT WORDS (2-second limit per word)

"Read these sight words."

I ✓ see ✓ the ✓ you ✓ can ✓
me ✓ and ✓ we ✓ on ✓ is ✓

Number right: 10 / 10 Pass (8-10 right) or Not Pass

If the student passes phonics, continue on to Section B.

If the student does not pass phonics, place her in Beginning Level Lesson 1.

Section B (assessing the material in Beginning Level Lessons 11–20)

PHONICS: LETTER SOUNDS

"Tell me the sound of each letter." (If the student gives the long-vowel sound for *a* or *i*, say,

"Does the letter have another sound?")

a X r ✓ i ✓ f ✓

Number right: 3 / 4 Pass (3-4 right) or Not Pass

PHONICS: BLENDING (5-second limit per word)

"Sound out and read these words."

sat ✓ man ✓ ran X mat X sit X

Number right: 3 / 5 Pass (3-5 right) or Not Pass

like to go school
like to go class

Presenter's Notes:

Note the connection between the artifact and the written response. This assessment result continues on another page and supplies additional information about the student's learning. This is significant because the candidate is providing detailed evidence about what the student has learned. The information from the artifact can also be referenced in other parts of the candidate response.

The Video Artifact

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 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.
- 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.
- e. 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.

Presenter's Notes:

For Task 3 of this assessment, a candidate must provide a 15-minute video. Ten minutes of the video must address the prompts in Step 4. (More about the specifics later.) Notice the highlighted directions. In order to provide the maximum amount of evidence, candidates must cite details within the commentary response of actions seen in the video. (For the other guiding prompts, citations are one of the sources of examples.) The next slide provides an example of appropriate citing of video detail.

A Video Artifact Referenced in a Response

Sample Responses

I also learned that the team members felt like participating on the collaborative team provided them with a leadership opportunity that they had not experienced before and that this leadership opportunity was far reaching. For example, in the video, you will see one colleague speaking to the fact that she is already in a leadership role in her building, but not one of this magnitude. She stated that her involvement with the team helped her to see "that there is a much bigger picture to this whole process" and that the support she gives to one or two teachers really impacts over 120 students.

Some team members, such as the one in the video, wrote down notes about their thoughts related to the questions prior to our meeting. From the video artifact, you can see that the questions asked required the team members to reflect, process, and synthesize the plan from beginning to end. For example, one question asked of a team member was for her to reflect on a challenge the collaborative team had during the process of creating and implementing the plan. As seen in the video artifact, it was apparent from her answer that she had reflected on this question prior to the conference because she was able to speak in-depth about the frustrations the team had around finding the time for the team to meet and collaborate in person and keep the conversation fluid.

Presenter's Notes:
Notice how the highlighted parts of both responses provide examples from the video to support discussion. The response shows both references and direct quotations. Candidates can also provide time stamps (e.g., "at 2:12 minutes ...) for support.

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.

Presenter's Notes:

The contextual information textbox appears at the beginning of each task. In it, the candidates need to describe their school district, school and the faculty. Primarily, this gives the rater any important background information that may be needed to understand the context of the problem that is addressed in the task.

This textbox is not scored. Text is limited to 1,500 characters. The Contextual Information can be duplicated for each task.

Task 1

Presenter's Notes:

Before we begin reviewing each of the tasks, it is important to note that early on in the development process, the educators creating the tasks acknowledged that a school leader plays many roles, but that this assessment would focus on only one: the school leader as an instructional leader. That is why each task has a strong focus on improved instruction and student learning. Let's now begin our review of the assessment with Task 1.

ETS® Performance Assessment for School Leaders (PASL)

Task Requirements

Task 1: Problem Solving in the Field

In this task, you will demonstrate your ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning.

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](#).

Presenter's Notes:

Candidates working on this task first need to identify a significant problem or challenge in the school. The choice of topic will influence the quality of the responses to all of the guiding prompts. Choosing a significant problem will allow candidates to provide deep evidence of their ability to resolve problems within the school. Choice of a significant problem/challenge also allows candidates to show strong impact on instruction and student learning.

Task 1

Overview of the Structure: The Steps

Presenter's Notes:

As mentioned earlier, each task consists of four steps. This slide presents the four steps in Task 1.

Step 1: Identifying a Problem/Challenge

Step 2: Researching and Developing a Plan

Step 3: Implementing the Plan

Step 4: Reflecting on the Plan and Resolution

Task 1

Overview of the Structure: The Artifacts

Artifact	Maximum Number of Pages	Textbox Location
Representative page of longitudinal data	1	1.1.1
Representative page of the research materials and resources you used to inform the development of the plan	1	1.2.1
Representative pages of the plan*	2	1.2.2
Representative page of your timeline and steps	1	1.2.2
Representative page of your communication with stakeholders	1	1.3.1
Representative page of an artifact of your choice that reflects any adjustments and/or results related to the implementation of the plan (e.g., meeting notes; e-mails to stakeholders)	1	1.3.2
Representative page of student work	1	1.3.2

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

Presenter's Notes:

This chart provides a list of the required artifacts, the maximum number of pages for each, and the textboxes in which the artifacts must be attached. Remember, raters are trained to read only these artifacts and only the maximum number of pages for each.

For Task 1, there are a total of 7 required artifacts. It is important that candidates link these artifacts in the appropriate textbox so that raters can review them at the appropriate place.

Task 1

Overview of the Structure: Contextual Information

Directions: 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.

Presenter's Notes:

In the contextual information box, the candidates will describe their school district, school and the faculty. Primarily, this gives the rater any important background information that may be needed to understand the context of the problem that is addressed in the task.

This textbox is not scored.
Text is limited to 1,500 characters.

Step 1

Breaking Down the Steps

Presenter's Notes:

Let's take a look at the first step in Task 1.



Step 1: Identifying a Problem/Challenge

Step 2: Researching and Developing a Plan

Step 3: Implementing the Plan

Step 4: Reflecting on the Plan and Resolution

The Activities for Textbox 1.1.1

Step 1: Identifying a Problem/Challenge

This step allows you to demonstrate your ability to identify a significant problem/challenge.

Activity

In collaboration with your supervising building administrator, identify **one significant** problem/challenge **connected to the school and/or school community** and

- describe the **impact** that the problem/challenge has on **instructional practice and student learning**;
- use and explain **how longitudinal data support your choice** of the problem/challenge; and
- describe the **expected result** if the problem/challenge is addressed and how the change will **affect instructional practice and student learning**.

Guiding Prompts

- a. **Describe** the significant problem/challenge you selected. What is the **impact** that the problem/challenge has on instructional practice and student learning? **Provide examples to demonstrate the impact** of the problem/challenge.
- b. **What** longitudinal **data** did you collect? **Why** are the data appropriate? **How do the data support your choice** of a significant problem/challenge?
- c. **What** result do you anticipate if the problem/challenge is addressed? **How will the result(s) impact** instructional practice and student learning?

Required artifact for this textbox:

- A representative page of longitudinal data (maximum of **one page**)

Presenter's Notes:

Incidentally, it is helpful for candidates to begin their work by highlighting key words in both the Activity and the Guiding Prompts for each of the textboxes within a task before doing anything else.

For Step 1 in Task 1, candidates need to:

- identify a problem or challenge
- explain the effect the problem/challenge has on instruction and student learning
- make use of longitudinal data to support the choice of the problem/challenge
- determine the impact that the resolution of the problem will have on instruction and student learning

Notice also that a page of the data must be attached as an artifact.

Step 2

Breaking Down the Steps

Step 1: Identifying a Problem/Challenge



Step 2: Researching and Developing a Plan

Step 3: Implementing the Plan

Step 4: Reflecting on the Plan and Resolution

Presenter's Notes:
Once the problem/challenge has been identified, data collected to inform the choice, and a resolution identified, research needs to be conducted and a plan developed.

Let's take a look at step 2.

The Activities for Textbox 1.2.1 and 1.2.2

Presenter's Notes:

Each of these prompts focuses on a resource that influences the plan. Each of these prompts asks candidates to describe various actions they have taken. Notice also, that the prompts raise the level of questioning from description to analysis with the addition of the questions asking "how."

Note the required artifact that must be attached here; a page of research and resource materials used in developing the plan.

Step 2: Researching and Developing a Plan

This step allows you to demonstrate your ability to develop a plan to address a significant problem/challenge.

Activity

Develop a plan that

- identifies research, school/district resources, and community/cultural influences to support the identification of a problem/challenge;
- includes specific goals and a timeline with specific steps that delineate key colleagues' involvement in the development of the plan;
- describes communication strategies to reach various audiences; and
- identifies a method to measure the plan's effect on instructional practice and student learning.

Textbox 1.2.1 Researching the Plan

Guiding Prompts

- a. What **significant research did you conduct** and/or consult? How did it influence the development of the plan?
- b. What **school and/or district resources did you use**? Explain how the resources affected the development of the plan.
- c. What **school/community/cultural influences** affected the development of the plan? **How did they** influence the development of the plan?

Required artifact for this textbox:

- A representative page of **research materials** and resources you used to inform the development of the plan (maximum of **one page**)

Textbox 1.2.2

Textbox 1.2.2 Developing the Plan

Guiding Prompts

- Describe the plan you developed. What is the resolution of the problem/challenge that you hope to achieve, and how will the plan help achieve it? Provide examples to support your conclusion.
- What is the timeline for each step of the plan? Provide a rationale for your choices regarding the timeline and steps.
- Whom did you include to help develop the plan? Why did you select them, and what roles did they play in the development of the plan?
- What strategies did you use to communicate the plan to various audiences? Provide a rationale for your choice of strategies.
- How do you intend to assess the results of the plan and its impact on instructional practice and student learning? Identify examples of student work that demonstrate the impact on student learning resulting from implementation of the plan. Provide a rationale for your choice of student work.

Required artifacts for this textbox:

- Representative pages of the plan (maximum of **two pages**)
- A representative page of your timeline and steps (maximum of **one page**)

Presenter's Notes:

Step 2 has a second textbox. This one focuses on the plan itself. Candidates are asked to make the connection between the plan and the resolution of the problem. Candidates need to discuss and provide rationales for the timeline and steps the plan delineates. With prompt c, candidates need to think about how they will incorporate others into the plan: who was included in the development of the plan and how, and to whom the plan was communicated (prompt d).

The last prompt here has candidates determine how the results of the plan will be measured. As part of that measurement, candidates need to address the impact on student learning through the identification of student work artifacts, to be submitted in a later textbox.

Notice also, the requirement both in this textbox and others for rationales. It is important that these rationales are clear and directly connected to the topic.

For this textbox, two artifacts are required: the plan and the timeline with steps.

Step 3

Breaking Down the Steps

Presenter's Notes:
The plan has been developed,
now how will it be implemented?

Step 1: Identifying a Problem/Challenge

Step 2: Researching and Developing a Plan



Step 3: Implementing the Plan

Step 4: Reflecting on the Plan and Resolution

The Activities for Textboxes 1.3.1 and 1.3.2

Step 3: Implementing the Plan

This step allows you to demonstrate your ability to implement and then analyze the effectiveness of the plan.

Activity

Describe and analyze the implementation of the plan by

- describing the actions you took to support the plan and your colleagues and the communication strategies you used to implement the plan;
- explaining the monitoring process used to assess the implementation of the plan, including any adjustments made to the plan; and
- illustrating how implementation of the plan addressed the problem/challenge and how the plan specifically improved instructional practice and student learning.

Textbox 1.3.1 Strategies

Guiding Prompts

- a. **What actions** did **you** take to support the implementation of the plan? **Provide examples.**
- b. **Whom** did **you include** in the implementation? **Why and how** did you include them?
- c. What **communication strategies** did **you** use with these individuals, and **why?** **What impact** did these strategies have on the implementation of the plan?

Required artifact for this textbox:

- A representative page of your **communication with stakeholders** (maximum of **one page**)

Presenter's Notes:

Step 3 for this task has two textboxes. The first focuses on strategies used to implement the plan: actions taken, colleagues included and communication strategies implemented. In addition, note that candidates need to provide an analysis with the prompts.

Textbox 1.3.2

Textbox 1.3.2 Analysis

Guiding Prompts

- What **criteria and methods** did **you** use to monitor the implementation of the plan? **Why** did you choose them?
- What **adjustments** did **you** make during the implementation of the plan? Provide a **rationale** for your adjustments.
- How **effective** was the implementation of the plan in addressing the problem/challenge? Provide **specific examples to support your conclusion**.
- How did the implementation of the plan **impact both instructional practice and student learning**? Provide **examples from the student work sample to support your conclusion**.

Required artifacts for this textbox:

- A representative page of an artifact that reflects **adjustments and/or results** (maximum of **one page**)
- A representative page **of student work** (maximum of **one page**)

Presenter's Notes:

The analysis of the implementation continues in this textbox. Candidates need to explain their criteria and methods of monitoring the implementation, adjustments made, effectiveness of the plan, and the impact on instruction and student learning.

The response is accompanied by related student work and an artifact that reflects any adjustments or any aspect of the results.

Step 4

Breaking Down the Steps

Presenter's Notes:
In Step 4, the prompts move into reflective writing.

Step 1: Identifying a Problem/Challenge

Step 2: Researching and Developing a Plan

Step 3: Implementing the Plan



Step 4: Reflecting on the Plan and Resolution

The Activities for Textbox 1.4.1

Activity

Reflect on the effectiveness of the plan by

- describing any changes you would make to the plan based on the resolution;
- explaining how this process influenced your approach to future problem-solving situations; and
- reflecting on the effectiveness of the resolution of the plan.

Textbox 1.4.1 Reflecting on the Plan and the Resolution

Guiding Prompts

- a. Based on the quality of the resolution, **what changes** would you make to the **development** and **implementation** process if you were to do this again?
- b. What **lessons** have you **learned** from **the entire process** of **developing** and **implementing** the plan?
- c. How has what you have learned **influenced** the way you will approach **future problem-solving tasks**?

Provide examples to support **all** your **conclusions**.

Presenter's Notes:

Now that candidates have completed the implementation, they need to step back and reflect on how effective the entire process was, taking into consideration all of the previous guiding prompt responses: what changes could be made if the activities were repeated, lessons learned, and how the results will influence future work with colleagues in the area of problem-solving.

Candidates need to use examples from the previous three steps to support their conclusions. The use of examples here, as well as everywhere else, helps candidates provide deeper evidence.

Task 2

ETS® Performance Assessment for School Leaders (PASL)

Task Requirements

Task 2: Supporting Continuous Professional Development

In this task, you will demonstrate your skills in establishing and supporting effective and continuous professional development with staff for the purpose of improved instruction and student learning.

Presenter's Notes:

For Task 2, aspiring school leaders will demonstrate their skills in establishing and supporting effective and continuous professional development with staff for the purpose of improved instruction **and** student learning. In their response to this task, candidates need to show that whatever the professional development, it must consist of activities that will be ongoing and must directly impact instruction and student learning.

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](#).

Task 2

Overview of the Structure: The Steps

Presenter's Notes:

The Task 2 steps reflect a pattern that was seen in Task 1. It begins with a design, followed by implementation and then analysis and reflection. All three tasks follow this procedure.

Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development

Step 3: Analyzing Three Participants' Responses

Step 4: Reflecting on Building-level Professional Development

Task 2

Overview of the Structure: The Artifacts

Presenter's Notes:

For Task 2, there are a total of 7 artifacts. As we go through the steps, each artifact will be noted.

Artifact	Maximum Number of Pages	Textbox Location
Representative page from the prioritized list	1	2.1.1
Representative pages from the professional development plan*	2	2.1.2
Representative page from the research (e.g., a bibliography, a specific online resource, or a district source)	1	2.1.2
Representative page of an assignment given to teachers and/or students	1	2.2.1
Representative page from a walk-through observation form* completed for one teacher	1	2.3.1
Representative page of a student work sample from one student	1	2.3.1
Representative page from a feedback survey* completed after the professional development	1	2.4.1

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

Task 2

Overview of the Structure: Contextual Information

Directions: 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.

Presenter's Notes:
As mentioned earlier, the information supplied for the Contextual Information textbox in Task 1, can be duplicated in Tasks 2 and 3 because the raters will be scoring only one of the three tasks.

Step 1

Breaking Down the Steps



Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development

Step 3: Analyzing Three Participants' Responses

Step 4: Reflecting on Building-level Professional Development

Presenter's Notes:

Let's look at Step 1, designing Building-level Professional Development.

In the first step, the candidate will design a building-level professional development experience.

The Activities for Textboxes 2.1.1 and 2.1.2

Step 1: Designing Building-level Professional Development

This step allows you to demonstrate your ability to work **with colleagues** to develop a prioritized list of significant professional development needs.

Activity

Develop a **prioritized list** of the professional development needs of the building-level teachers that **are aligned to building, district, and/or state goals**.

Textbox 2.1.1 The Prioritized List

Guiding Prompts

- Whom did you involve in developing the prioritized list** of professional development needs? **Why** were these **individuals** selected?
- What **process** was used **by the team** to prioritize the list of **significant** professional development needs that are **aligned to building, district, and/or state goals**?
- What **appropriate data** were collected **by the team** to prioritize the list of **significant** professional development needs that are **aligned to building, district, and/or state goals**?
- How** do the prioritized needs **address the goals of the building, district, and/or state**?

Required artifact for this textbox:

- A representative page from the prioritized list (maximum of **one page**)

Presenter's Notes:

For Task 2, Step 1 is divided into two parts. In 2.1.1, candidates are required to work with colleagues. The activity is for the team to develop a prioritized list of the building-level teachers' professional development needs.

Step 1 involves two activities. The first is developing a prioritized list of significant professional development needs. Notice how this activity requires candidates to collaborate with colleagues and makes use of data collection to determine the focus of the professional development. Notice that the list of needs is at the building-level. Notice that this list needs to be aligned with the building, district or state goals.

Step 1 has three required artifacts. One artifact is the prioritized list that candidates create with colleagues. The Candidates can reference the list when explaining how it was created, how colleagues contributed to it, and what types of data were used to generate it. The purpose of the artifact is to help the rater better understand how the candidate created this list with colleagues.

The artifact that must be linked here is a page from the prioritized list of professional development needs.

Textbox 2.1.2

Activity

Design a **research-based professional development plan** that addresses the **most significant need(s)** of the **building-level teachers**.

Textbox 2.1.2 Planning

Guiding Prompts

- What need(s)** from the prioritized list did you **identify as the focus** for the professional development plan? **Why** did you make this selection?
- What** is (are) the goal(s) of the professional development plan? **How will you determine** whether the goal(s) is (are) achieved?
- How** will the professional development plan impact **instructional practice and student learning**?
- What research supported the identified focus** for the professional development plan (e.g., studies, strategies, information from experts in the field, primary sources)? **Explain the connection** between the research and the identified focus **for the professional development plan**.
- What other factors influenced the development of the building-level professional development plan (e.g., budget, schedules, staff, facilities, time)?
- What individuals did you involve in the creation of the professional development plan? Why did you involve these individuals?
- What follow-up will you provide to support the implementation of the professional development plan? Provide a rationale.

Required artifacts for this textbox:

- Representative pages from the professional development plan (maximum of **two pages**)
- A representative page from the research you reviewed (maximum of **one page**)

Presenter's Notes:

Next let's take a closer look at the guiding prompts in 2.1.2 and how they support the activity. Working from the list of prioritized needs, school leader candidates will develop a plan and determine the plan's goal and how to measure if the goal was realized. Candidates are required to explain how the plan impacts instructional practice and student learning. They also need to explain the research that supports the plan's focus.

For this textbox, two artifacts are required. One is the plan and the other the research that was reviewed by the team.

Notice that for all three tasks, a plan template is provided. Candidates can submit a plan of their own if they choose. However, this template and the template for the other two artifacts in this task, have been created with a direct connection to the related guiding prompts.

Step 2

Breaking Down the Steps

Presenter's Notes:
Now let's take a closer look at Step 2.



Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development

Step 3: Analyzing Three Participants' Responses

Step 4: Reflecting on Building-level Professional Development

The Activities for Textbox 2.2.1

Step 2: Implementing Building-level Professional Development

This step allows you to demonstrate your ability to facilitate professional development to address your building-level teachers' needs.

Activity

Facilitate professional development that will improve teacher effectiveness and student learning.

Textbox 2.2.1 Workshop Sessions

Guiding Prompts

- What strategies and/or techniques were used to communicate the importance of the professional development? Provide a rationale for your choice of strategies and/or techniques.
- What individuals did you select as participants in the professional development? Why did you select them?
- What approaches were used to facilitate the professional development? Provide a rationale for your choices.
- What strategies were used to actively engage the participants? Provide a rationale for your selected strategies.
- What assignment(s) was (were) given to participants and/or students to demonstrate the impact of the professional development on instructional practice and student learning? What is the connection between the assignment(s) and the professional development?

Required artifact for this textbox:

- A representative page of the assignment given to teachers and/or students (maximum of **one page**)

Presenter's Notes:

Step 2 is action oriented. Candidates explain how they intend to communicate the importance and relevance of the planned professional development experience. They will need to have a clear sense of who they included and why. Candidates will also need to elaborate on the different approaches they used to facilitate the experience and the strategies they used to make this learning experience engaging for the participating staff.

Step 2's required artifact is a representative page of the assignment given to the teachers and/or the students. Essentially, one could argue that the candidates are telling the story about how they facilitated the learning experience and the artifacts are like pictures. Quality artifacts are carefully selected, and they connect to, support, and enhance the story. Candidates should help the rater understand the approach and strategies used to improve teacher effectiveness and student learning.

Step 3

Breaking Down the Steps

Presenter's Notes:
Now let's take a closer look at Step 3.

Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development



Step 3: Analyzing Three Participants' Responses

Step 4: Reflecting on Building-level Professional Development

The Activities for Textbox 2.3.1

Step 3: Analyzing Three Participants' Responses

This step allows you to demonstrate your ability to analyze the effectiveness of professional development on colleagues.

Activity

For this step, you will

- complete walk-through observations and the accompanying forms, and conduct individual follow-up sessions with three participants with different levels of experience to determine the effect of the professional development; and
- have each participant bring a student work sample to a follow-up session to facilitate a discussion about student learning.

Textbox 2.3.1 Impact of Professional Development on Three Participants

Guiding Prompts

- a. Select three participants with different levels of experience to determine the effect of the professional development. Provide a rationale for the selection of each participant.
- b. In what ways did the goal of the professional development influence the instructional practice of each participant? Provide specific examples, including those from the walk-through observation form, of the influence.
- c. What follow-up did you provide for each participant? Provide a rationale.
- d. What was the impact of each participant's professional development on student learning? Provide examples from the student work to support your conclusions.

Required artifacts for this textbox:

- A representative page from a completed walk-through observation form for one teacher (maximum of one page)
- A representative page of a student work sample (maximum of one page)

Presenter's Notes:

Step 3's activity has two parts and two required artifacts. First, candidates need to complete walk-through observations and follow-up sessions with three participants who participated in the professional development. These participants need to provide student work samples that will be discussed to see the impact of the professional development on student learning. So these clarifying questions may help candidates better understand how to prepare for this part of Step 3.

Step 3 has 4 guiding prompts that ask candidates to discuss in detail who they observed and how the professional development influenced each participant's practice. They also need to describe how they provided follow up support to their colleagues and report on how the professional development impacted student learning.

Step 4

Breaking Down the Steps

Presenter's Notes:
Now let's take a closer look at Step 4.

Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development

Step 3: Analyzing Three Participants' Responses



Step 4: Reflecting on Building-level Professional Development

The Activities for Textbox 2.4.1

Step 4: Reflecting on Building-level Professional Development

This step allows you to demonstrate an ability to reflect on the effectiveness of the implementation of building-level professional development.

Activity

Develop and **conduct** a follow-up survey for all participants to provide **feedback on the effectiveness of the professional development**.

Textbox 2.4.1 Reflecting on Building-level Professional Development

Guiding Prompts

- Based on the results of the feedback survey, what** conclusions can you draw about the effectiveness of the professional development for the participants? **Cite examples from the survey to support your conclusions.**
- What **modifications** would you make to **the current professional development process**? **Provide a rationale** for your analysis **based on all aspects** of the professional development experience.
- Considering **all aspects** of this professional development experience, **what are the implications** of the experience that will support **continuous professional development**?
- Considering **all aspects** of this professional development experience, **what long-term impact** might the experience have on **improving the school culture**?

Required artifact for this textbox:

- A representative page from the feedback survey you developed that was completed by a participant (maximum of **one page**)

Presenter's Notes:

Step 4's activity asks candidates to develop and conduct a follow up survey for all teacher participants to provide feedback on the effectiveness of the professional development. Step 4 has one textbox and one required artifact.

In Step 4, guiding prompt a. asks a candidate to draw conclusions about the effectiveness of the professional development based on the feedback survey's results.

Step 4 also requires candidates to reflect on the entire experience. Notice how **prompts b., c., and d.** contain the phrase "**all aspects.**"

For Step 4, candidates should consider the designing process of the professional development; how it was implemented; and how this learning experience impacted instructional practice and student learning. Then candidates reflect on what modifications they would make to the process and on how the entire experience can support continuous professional development and improve the school's culture.

Task 3

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](#).

Presenter's Notes:

As has already been mentioned, the focus statement is essential because it states the purpose of the task. For Task 3, aspiring school leaders will demonstrate their skills in working with school professionals as they facilitate efforts to build a collaborative team. I know I am jumping ahead a bit, but in working with candidates, it is important to stress that nearly every guiding prompt sentence in this task has as its subject the combination of the candidate and the collaborative team (identified in Step 1), and that Step 4 is entirely based on a discussion of the professional growth of that same group of people discussed in Step 1. I would be remiss if I did not stress that Task 3 also emphasizes the collaborative team's end goal of improved instruction, student learning and the school culture. Candidates need keep this purpose in mind when they complete all of Task 3's required activities.

Task 3

Overview of the Structure: The Steps

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

Presenter's Notes:

Let's look at the specific steps involved in this task.

Although wording may be different, this task is just like the others: Planning, Implementation, Analysis and Reflection.

For Task 3, Step 1 activities require candidates to begin the process of improving the school culture by identifying those colleagues who will serve an essential role in school improvement, both for the present and for long term. Step 2's activities center on the development of the plan. Step 3's activities involve the implementation of the plan. Then in Step 4, candidates are asked to reflect on the entire process (planning, implementing and analyzing) and tell how this experience has and will impact the school culture.

Task 3

Overview of the Structure: The Artifacts

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 		

*A sample template is provided, but candidates can submit a form of their own.

Presenter's Notes:

Task 3 requires 6 artifacts. The five "hard copy" artifacts are: a page that lists the characteristics of the colleagues identified to be part of the team, a page of the data-collecting tool used to determine the area of research-based professional practice in need of improvement, two pages (maximum) of a plan to address the area of professional practice in need of improvement, feedback from the targeted audience, and a page of evidence that reflects student learning.

In addition, Task 3 requires a 15-minute, maximum, video which contains two segments: one is a five-minute segment, and the other a ten-minute segment. Both segments must be unedited. That means within either the five-minute or ten-minute clip, there can be no breaks.

Task 3

Overview of the Structure: The Video Artifact

One fifteen-minute video (unedited segments are required)

- 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

Presenter's Notes:

We will be returning to the video when we get to Step 4, but for now, I want to mention that for one of the video segments, candidates have a choice. For the five-minute segment, candidates can provide video evidence that enhances Step 2, Planning, or Step 3, Implementation. For the 10-minute segment, there is no choice. This video segment must show candidates facilitate a reflective discussion tied to the guiding prompts of Step 4. Again, I will return to the video at a later point.

Task 3

Overview of the Structure: Contextual Information

Directions: 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.

Presenter's Notes:

In the contextual information box, the candidates will describe their school district, school, and the faculty. Primarily, this gives the rater any important background information that may be needed to understand the context of the problem that is addressed in the task.

This textbox is not scored. Text is limited to 1,500 characters.

Step 1

Breaking Down the Steps

Presenter's Notes:

Now, let's look more closely at Step 1 which centers on the identification of the collaborative team.



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

The Activities for Textbox 3.1.1

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.

Presenter's Notes:

There are three parts of this step.

- For the first, the choice of team members, candidates need to take into consideration colleagues who, as much as possible, reflect variety. Why? So much of this task is about facilitation. Candidates need to show their facilitation skills. The more variety in the colleagues chosen, the more varied the strategies used in building a team. This gives candidates multiple opportunities to talk about their ability to facilitate, especially when discussing such things as consensus building and providing opportunities for colleagues to have a voice in discussions.
- Candidates also need to discuss the steps they have taken to encourage colleagues to become part of the team
- And last, candidates need to discuss the structure they have established to support and sustain the team.

Textbox 3.1.1

Guiding Prompts

- 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.
- What steps did you take to elicit/encourage each colleague's involvement with the team? Why did you choose the steps?
- 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)

Presenter's Notes:

Sometimes candidates, in response to both prompts b. and c. are a bit dismissive. "I chose people with whom I have a common planning period," or "I made sure to send a daily email to support the team." Raters are looking for solid steps that show time and effort were taken to get colleagues involved. "I thought about each possible teammate, and decided to approach each based on their individual strengths. I did this through one-on-one conversations and through some short but effective articles on what a team can accomplish." I also want to emphasize that this response I just read addresses "each" person.

The prompts are also asking about a structure that is strong enough to keep the team going throughout the entire Task 3 process. "Emails were just not working for me. Yes, a common website is important, but I feel communication for something as serious as we were going to accomplish, needs to be more personal, consistent and interactive, at the same time showing respect for the colleagues' time. That is why I suggested two meetings per week. One would be more a touch-base meeting shorter in duration, and one for 45 minutes, complete with an agenda distributed prior to the meeting and welcoming colleague input."

The required artifact is a list of the characteristics of each team member. Remember for prompt a. candidates need to provide rationales for the choice of each colleague. Since candidates are limited, overall, in the number of characters used in their response, it would make more sense to provide more evidence for the choice of colleagues, than to repeat all the details listed on the artifact. A simple reference to the characteristics of each person would suffice.

Step 2

Breaking Down the Steps

Presenter's Notes:

Now let's take a closer look at Step 2. Candidates have chosen the team members, now it is time to develop a plan.



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

The Activities for Textboxes 3.2.1 and 3.2.2

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.

Presenter's Notes:

As part of the planning process, candidates and their team members (notice, it says, "As a collaborative team..."), need to focus on two areas.

One area relates to the various aspects of the plan. That would include:

- the identification of an area of instruction in need of improvement;
- the development a plan;
- determining which colleagues will be the recipients of the plan's work; and;
- determining (and this helps candidates put perspective on their responses) what might be the impact of the team on the school culture.

The other area refers to strategies applied during the planning stage which would:

- allow all team members meaningful input;
- resolve challenges; and;
- reach consensus.

Textbox 3.2.1

Guiding Prompts

- 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?**
- 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.
- 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**.
- Which **colleagues were targeted** to be the focus of the team's plan? Why did the collaborative team select them?
- 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**)

Presenter's Notes:

The first guiding prompt of 3.2.1 requires candidates to work with their colleagues using data-collecting tools to determine an area of research-based instructional practice in need of improvement, to talk about why the tools were chosen and then provide the data that was collected. (Incidentally, this is a perfect place to quote the data from the artifact as part of the discussion.)

A key part of the prompts in b. is the need for candidates to determine ahead of time how they are going to measure the degree of success their work will have on instruction and student learning. As an example, some teams have found a need for a more rigorous ELA curriculum and have targeted the need for strategies that foster higher level thinking skills. One way to measure this is through holistic scoring of students' persuasive essays.

For prompt c. I would encourage you to stress with candidates that they need to discuss and provide rationales for each of the listed parts of the plan: goals, strategies, timeline and resources.

As you have seen, I have been emphasizing that this task is predominately focused on the collaborative team. However, there is also a targeted audience; the colleagues who will be the focus of the area of instructional practice in need of improvement. In the past, candidates have had some trouble differentiating between these two groups.

And last, for prompt e, candidates need to think about the effect their efforts in building and working with the collaborative team will have on the school culture. This brings the discussion of the team's purpose to a higher level. What is going to be the impact of the work on possibly everyone in the school during and/or after the completion of the work.

At this point, I would like to stress the importance of candidates citing details from the artifacts, whether for this textbox or any other, within the responses to the guiding prompts. When discussing the data-collecting tool and the resulting data or the plan, candidates should actually refer to parts of the documents. Paraphrasing and using direct quotations are effective ways to do this.

Textbox 3.2.2

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.

Presenter's Notes:

Keep in mind that for textbox 3.2.2, candidates should continue focusing on Planning. We have not yet gotten to Implementation; that is next step.

For prompt a., candidates need to be careful and discuss both (and I emphasize the word both) the work done with individuals and the work done with the group as a whole to involve everyone in the planning. And keep in mind, examples are needed here as support for the selected strategies.

For guiding prompt b., candidates need to pay attention to the use of the word strategies. The discussion needs to include more than one way that involvement was facilitated for the good of the whole group.

For guiding prompt c., candidates, in discussing the challenges, should not hesitate to discuss challenges that were not met successfully. This task is based in the reality of the situation. You know as well as I, not every challenge is resolved or resolved perfectly. As long as the candidate explains that with examples, the response will be appropriate.

For each of these prompts in 3.2.2, including prompt d, the one discussing consensus, candidates will need to provide examples to support their description and analysis.

The next slide discusses the inclusion of detail from the video.

Remember the earlier slide. For this planning step, candidates may submit a 5-minute video segment. If they do, they should refer to the contents in their written commentary. The prompts on the slide tell the candidate to do just that. "If you submitted a five-minute video segment for this section, you should include examples from it."

Step 3

Breaking Down the Steps

Presenter's Notes:

Let's now move on to Step 3.

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

The Activities for Textbox 3.3.1

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.

Guiding Prompts

- 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.
- 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.
- 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.
- 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.
- 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**)

Presenter's Notes:

Step 3 is about the collaborative team and its work in implementing the plan that was developed in Step 2.

In this step, candidates need to analyze their role as facilitator, show how they provided encouragement or feedback to the team, elicit feedback from the targeted audience, determine the evidence that will show the effect of the implementation on instruction and student learning, and address challenges that occurred along the way.

Candidates need to be cognizant of the word "each" in the first two prompts. In the first, a rationale is required for **each** step taken in implementation. In the second, the responsibilities assumed by **each** colleague need to be discussed.

For prompt c., candidates need to discuss the feedback elicited from the targeted audience and tell what the impact of that feedback was on both the team and the implementation process.

Look at the second part of prompt d. Candidates need to address the process they used to collect evidence of student learning. Candidates can submit such things as student work or a collection of data.

For the last prompt, again, not all challenges may have been met successfully. As long as candidates discuss the steps they took to address the challenges, and explain why something did not work, it is appropriate.

Please note that candidates must provide examples to support their analysis and conclusions.

For this implementation step, candidates may submit a five-minute video segment. If they do, they should refer to the contents in their written commentary. The prompts on the slide tell the candidate to do just that. "If you submitted a five minute video segment for this section, you should include examples from it."

Step 4

Breaking Down the Steps

Presenter's Notes:
And the last step: Reflection.

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

The Activity for Step 4

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.

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

Presenter's Notes:

Let me stress, Step 4 is a reflection on the collaborative team. That means candidates should be facilitating a discussion referring to those colleagues discussed in Step 1, and only those colleagues.

Because the responses to this step tend to miss the point, I am going to review each guiding prompt with detail.

The Activity for Step 4

Step 4: Reflecting on the Collaborative Team and the School Culture

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- 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

Presenter's Notes:

For the first prompt, candidates need to provide an in-depth analysis of the degree to which their efforts to create, build, and facilitate the collaborative team were successful. Candidates are directed to use examples from a variety of sources to support the analysis. Remember, the more evidence candidates provide, the greater the chances for a stronger response.

For the second guiding prompt, candidates analyze how much the team members grew in their interactions with each other as team members. Notice the second sentence. "Evaluate their growth and contributions." Specifically, this is their growth and their contributions in regard to the collegial team. In this case, citing comments from the video is necessary. This can be done with direct quotations or with paraphrasing.

Guiding prompt c. requires candidates to discuss the steps (plural) they took to foster self-reflection related to the team. This is not about the professional development project they may have been working on with the targeted audience. The reflection is focused on the collaborative team. And what have candidates done both before and during the video? Again, examples from the video are required.

Both prompts d. and e. push candidates into reflection. The first prompt asks candidates to focus on how the feedback they received during the course of this task's experience will influence work building collaborative teams in the future. The second of these two prompts requires candidates to place perspective on their work and determine the impact of their work on the broader area of the school culture. What are some possible effects? Do colleagues feel more empowered? Will they more readily respond to leadership requests? Is the staff more receptive to change? As I said earlier, candidates need to show how the school culture has changed in a positive way.

For this reflection step, candidates must submit a 10-minute video segment. As mentioned above, candidates should refer to the contents in their written commentary.

Additional Information

Visit the Performance Assessment for School Leaders (PASL) [website](#) for more information. Links to specific support materials found on the website are included below.

[Standards](#)

An alignment of the PASL Tasks to national and state specific school leader standards

[Task Requirements](#)

The requirements for each Task, including a description of the Task, the activity to be completed for each step, the artifacts required, and the guiding prompts to be addressed in the candidate's written commentary

[Scoring Rubrics](#)

The rubric for each Task, including the attributes of each score point by Step and textbox

[Handbook](#)

The Candidate and Preparation Program Handbook with an overview and specific information about the assessment

[PASL FAQ](#)

Frequently Asked Questions About the *ETS*® Performance Assessment for School Leaders (PASL)

[System User Guide](#)

Information on the online submission system where candidates enter their responses and artifacts

[Task 3 Video](#)

Requirements of the Task 3 Video, including length, file types, file size and uploading requirements

[Candidate Templates](#)

Optional artifact templates (in Word and PDF) for use by candidates

[Glossary](#)

A list of key terms referenced in the assessment

[Permission Forms](#)

Three different permission forms required for adult and student participants referenced in a candidate's Task submissions

[Library of Examples](#)

Sample candidate responses to illustrate responses that meet and do not meet standards

[Dates and Deadlines](#)

The dates for registration, submission and resubmission