

Deep Dive into

TASK 2

Supporting Continuous Professional Development

Note: Please print and have ready for use
the Task 2 Requirements and Rubric
(attached to your webinar invitation)

2/1/2018



Portfolio Assessment Development Team Trainers

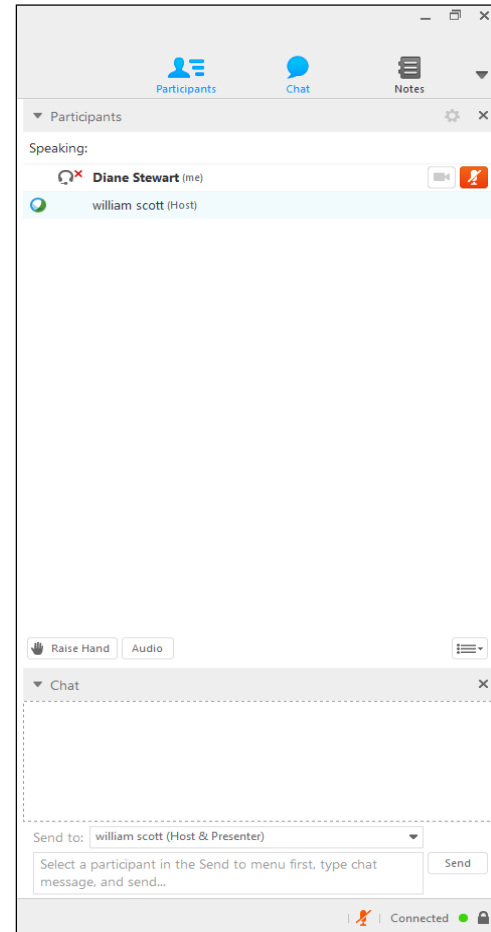
Jaymie Kosa

Shelia Morse

Steve Schreiner

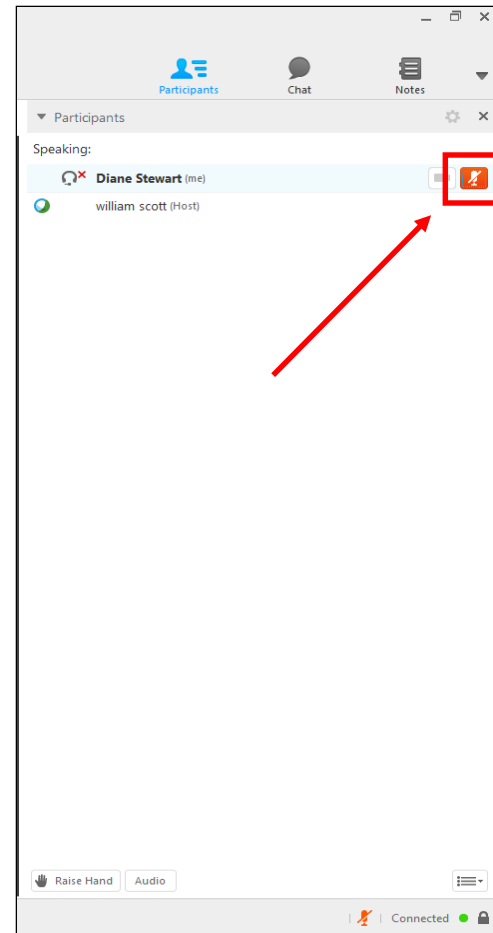
How to Chat or Ask Questions

- If you have a question, you may also use the chat function to privately send a message.
- Click on **Chat** and type your question in the chat box.
- Select **@ William Scott** from the drop-down box and hit Send to deliver your message.
- Send an email to **wscott@ets.org**.



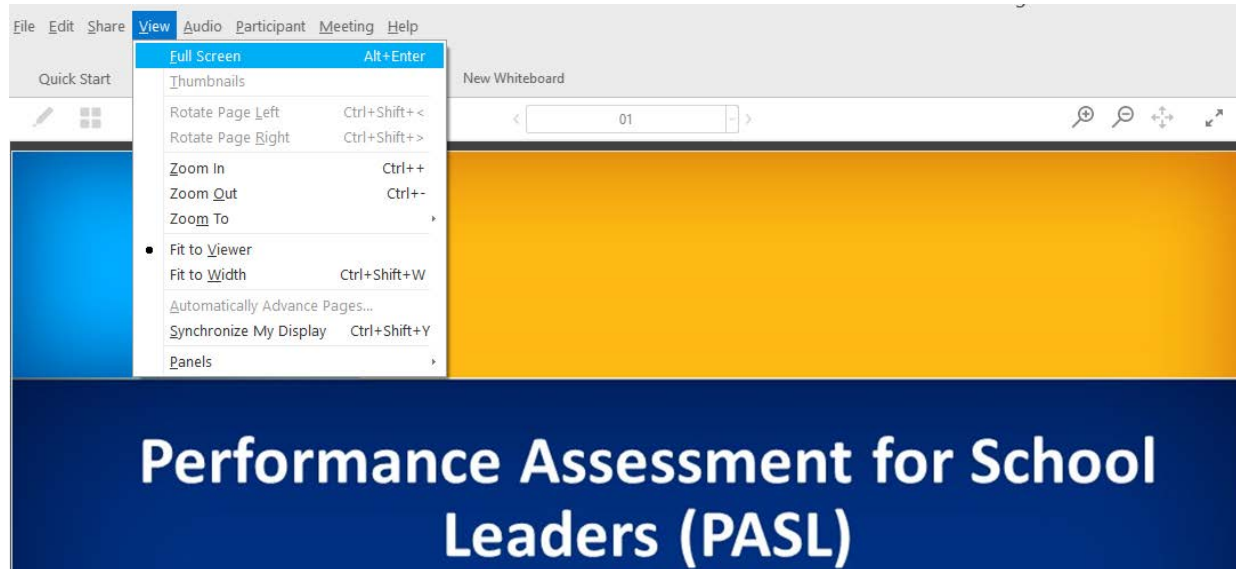
How to Mute/Unmute Your Line

- You may mute/unmute your line by clicking the mute icon next to your name.



How to Use Full Screen Mode

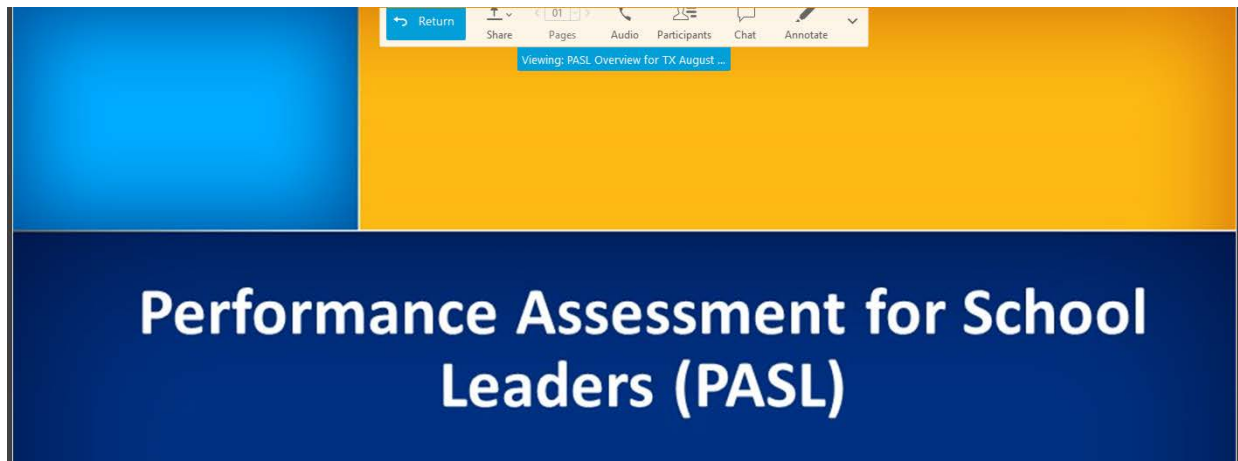
- To enlarge the presentation to full screen, select View and click on **Full Screen**.





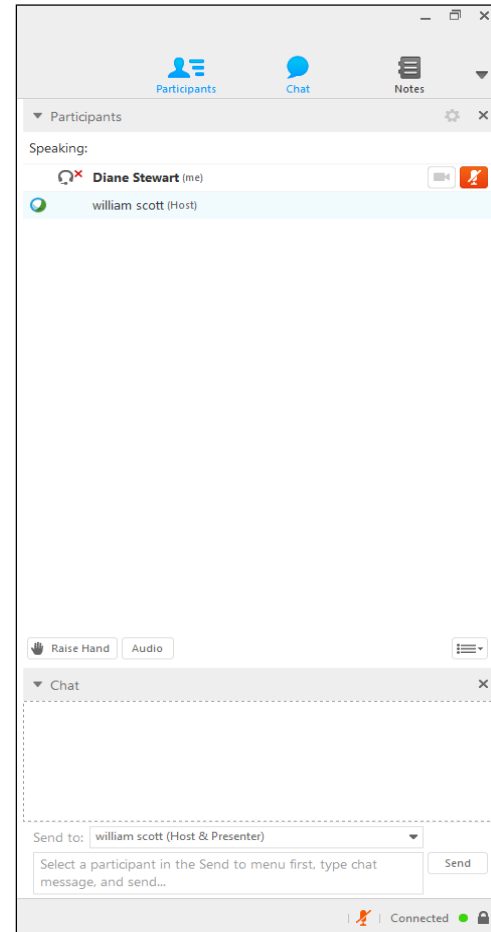
Using Functions in Full Screen Mode

- Hover over the blue tab at the top of your screen to use the available functions.



Virtual Parking Lot

- Click on **Chat** and type your question in the chat box.
- If you want the question to be private, select **@William Scott** from the drop-down box and hit **Send** to deliver your message.
- Send an email to **wscott@ets.org**.





Purpose

Ensure webinar participants better understand:

- the main components of Task 2
- the resources available to candidates and preparation programs
- the knowledge and skills that are necessary to complete the requirements for Task 2
- adjustments that EPP programs may want to consider to better support candidates



Task 2

Overview



Task Structure

- Focus Statement
- Standards
- Contextual Information

Steps 1–4

- Activity
- Textbox(es)
 - Guiding prompts
 - Artifacts, if required

Written Commentary

Types of Writing Required in a Task

Descriptive Writing	Analytic Writing	Reflective Writing
<p>Retells what happened, sets the scene and gives a basic sense of the situation</p> <ul style="list-style-type: none">- Accurately explain- Ensure people, events, and concepts are clearly described	<p>Provides reasons, motives, interpretation supported by evidence</p> <p>Reveals thought processes used to arrive at conclusions</p> <p>Provides significance of the evidence submitted</p>	<p>Provides thought processes after completing an activity</p> <ul style="list-style-type: none">- Making sense of an experience- Giving perspective/clarity- Showing deeper understanding- Drawing conclusions that inform future practice





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.

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

Supporting Continuous Professional Development

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

Overview of the Structure of Task 2

Step 1	Textbox	<p>Textbox 2.1.1 The Prioritized List</p> <p>Guiding Prompts</p> <ol style="list-style-type: none"> 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?
	2.1.1	
	2.1.2	<p>Textbox 2.1.2 Planning</p> <p>Guiding Prompts</p> <ol style="list-style-type: none"> 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.
Step 2		
	2.2.1	<p>Textbox 2.2.1 Workshop Sessions</p> <p>Guiding Prompts</p> <ol style="list-style-type: none"> 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?
Step 3		
	2.3.1	<p>Textbox 2.3.1 Impact of Professional Development on Three Participants</p> <p>Guiding Prompts</p> <ol style="list-style-type: none"> 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. 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. What follow-up did you provide for each participant? Provide a rationale. What was the impact of each participant's professional development on student learning? Provide examples from the student work to support your conclusions.
Step 4		
	2.4.1	<p>Textbox 2.4.1 Reflecting on Building-level Professional Development</p> <p>Guiding Prompts</p> <ol style="list-style-type: none"> 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?

Overview of the Structure of Task 2

Step 1	Textbox	Artifact Requested
	2.1.1	1. Representative page of the prioritized list (1)
	2.1.2	1. Representative pages of the professional development plan (2) 2. Representative page from the research (1)
Step 2		
	2.2.1	1. Representative page of the assignment given to teachers and/or students (1)
Step 3		
	2.3.1	1. Representative page of a completed walkthrough observation form for one teacher (1)
		1. Representative page of a student work sample (1)
Step 4		
	2.4.1	1. Representative page from a feedback survey completed after the professional development (1)

A Walk Through Task 2

Task Requirements Rubric



Contextual Information



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.



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

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.

Then respond to the guiding prompts below.

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?



Step 1

Textbox 2.1.1 The Prioritized List

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 your building-level teachers that are aligned to building, district and/or state goals.

Step 1

Textbox 2.1.1 The Prioritized List

Guiding Prompts

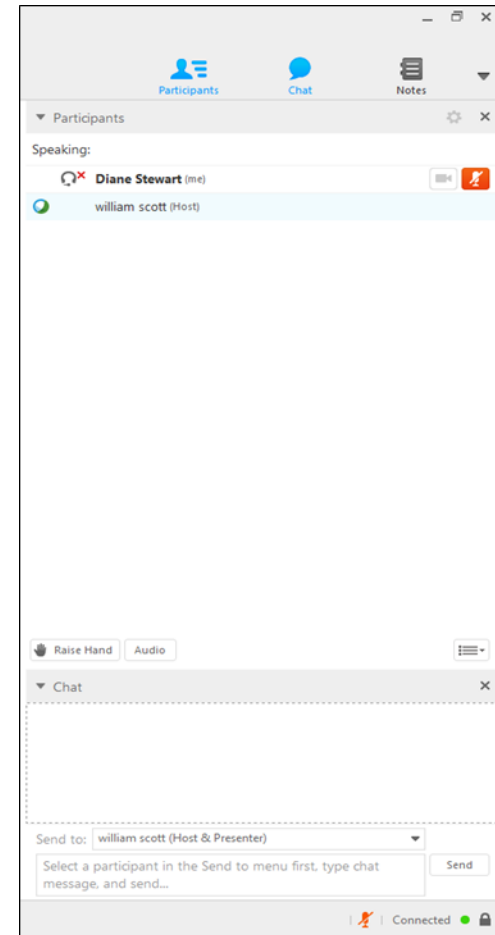
- a. **Whom** did you involve in developing the prioritized list of professional development needs? **Why** were these individuals selected?
- b. **What** process was used by the team to prioritize the list of significant professional development needs that are aligned to building, district, and/or state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

Required artifact for this textbox:

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

CHAT: What types of writing do you see?

- a. **Whom** did you involve in developing the prioritized list of professional development needs? **Why** were these individuals selected?
- b. **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?
- c. **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?
- d. **How** do the prioritized needs address the goals of the building, district, and/or state?





The required artifacts for this task:

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 walkthrough 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 of 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

<https://www.ets.org/ppa/test-takers/school-leaders/prepare/>



Step 1

Textbox 2.1.2 Planning Activity

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



Activity

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

Textbox 2.1.2 Planning Guiding Prompts

A-What need(s) from the prioritized list did you identify as the focus for the professional development plan? **Why** did you make this selection?

B-What is (are) the goal(s) of the professional development plan? **How** will you determine if the goal(s) is (are) achieved?

C-How will the professional development plan impact instructional practice and student learning?

D-What research supported the identified focus for the professional development plan (e.g., studies, strategies, information from experts in the field, or primary sources)? **Explain** the connection between the research and the identified focus for the professional development plan.

Required artifacts for this textbox:

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



The required artifacts for this task:

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 walkthrough 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 of 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

<https://www.ets.org/ppa/test-takers/school-leaders/prepare/>



ETS Performance Assessment for School Leaders (PASL) School Leader Plan Template

This form represents a generic template for creating a plan for each of the tasks. It is intended to provide guidance as you organize your thoughts to determine what needs to be done with your colleagues within the task. You do not need to use this specific form, but you do need to submit a two-page maximum draft of your plan for each of the tasks. The plan delineated in this document is a draft plan. As you implement it, you will be making changes. Those changes do not have to be represented here.

Task __ Plan

Identify the components of your plan and list details about each.

Problem/Challenge, Professional Development Priority, Instructional Practice to be addressed
Rationale for choosing them:

Intended result(s) of the plan
Rationale for choosing them:

Resulting impact on student learning
Evidence of impact on student learning:

Colleagues needed for Support

Rationale for choosing them:

Strategies to use with colleagues

For recruiting colleagues:

While working on planning and implementation:

Costs to Consider

Available funds:

Source of funds:

Plan template on ETS Website:

<https://www.ets.org/ppa/test-takers/school-leaders/prepare/>



The required artifacts for this task:

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 walkthrough 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 of 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

<https://www.ets.org/ppa/test-takers/school-leaders/prepare/>



Step 1— Textbox 2.1.2: Planning

Reference Materials

Jensen, E. (2005). *Teaching with the brain in mind, 2nd ed.* Alexandria, VA: ASCD.

Jensen, E. (2008). *Brain-based learning: The new paradigm of teaching.* Alexandria, VA: ASCD.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it.* Alexandria, VA: ASCD.

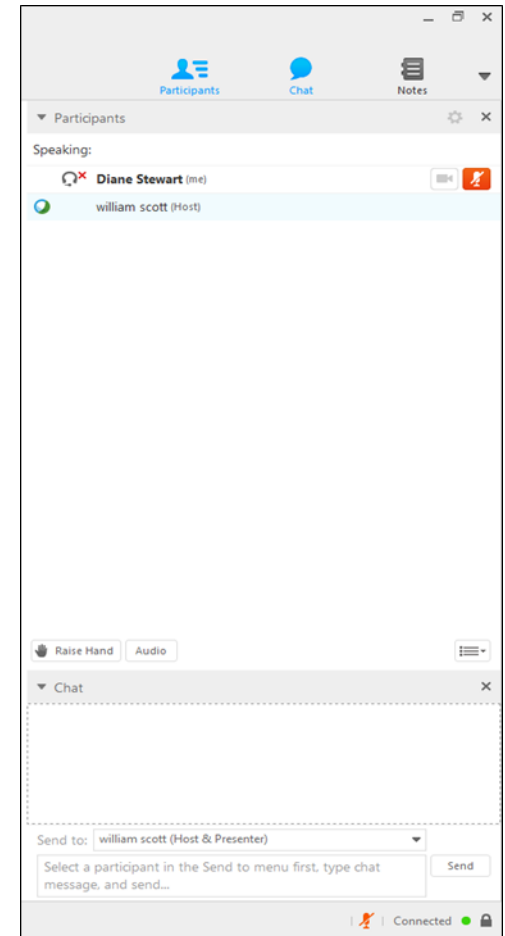
Jensen, E. (2013). *Engaging students with poverty in mind: Practical strategies for raising achievement.* Alexandria, VA: ASCD.

Jensen, E. (2016). *Poor students, rich teaching: Mindsets for change.* Alexandria, VA: ASCD.



CHAT

What kinds of professional development might a candidate choose to complete Task 2?



Sample PD

Use Response to Intervention strategies to improve reading levels.

Focus on teaching vocabulary consistently throughout the building with the intended impact in mind—improving academic achievement in the area of literacy, specifically that of vocabulary acquisition and usage.

The training and implementation of an interactive adaptive application that creates a personalized learning program in math for students in grades k-5.

Incorporating 21st century leadership and life skills to students into the curriculum and every day aspects of teaching and learning.

Formative assessment strategies and providing good feedback to students

Improve our intervention strategies for the at-risk student population.

Creating PLCs

Curriculum Mapping

Building the capacity of teachers to use research-based instructional strategies and/or technology enhanced student engagement tools to improve instruction and increase the amount of time students spend reading daily

Technology integration

Eric Jensen's research on poverty and its effects on the brain

Provide guidelines on how to instruct and present writing assignments to students

Holistic Portion of the Rubric

Step 1: Designing Building-level Professional Development (Textboxes 2.1.1 and 2.1.2)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides minimal evidence that demonstrates the school leader candidate's ability to involve individuals in the development of a prioritized list of professional development needs; to design a process with the team to develop the prioritized list of significant professional development needs aligned with building, district, and/or state goals; to use data collected by the team to assist in prioritizing the list of significant professional needs aligned with building, district, and/or state goals; to connect the prioritized needs to the goals</p>	<p>A response at the 2 level provides partial evidence that demonstrates the school leader candidate's ability to involve individuals in the development of a prioritized list of professional development needs; to design a process with the team to develop the prioritized list of significant professional development needs aligned with building, district, and/or state goals; to use data collected by the team to assist in prioritizing the list of significant professional needs aligned with building, district, and/or state goals; to connect the prioritized needs to the goals</p>	<p>A response at the 3 level provides effective evidence that demonstrates the school leader candidate's ability to involve individuals in the development of a prioritized list of professional development needs; to design a process with the team to develop the prioritized list of significant professional development needs aligned with building, district, and/or state goals; to use data collected by the team to assist in prioritizing the list of significant professional needs aligned with building, district, and/or state goals; to connect the prioritized needs to the goals</p>	<p>A response at the 4 level provides consistent evidence that demonstrates the school leader candidate's ability to involve individuals in the development of a prioritized list of professional development needs; to design a process with the team to develop the prioritized list of significant professional development needs aligned with building, district, and/or state goals; to use data collected by the team to assist in prioritizing the list of significant professional needs aligned with building, district, and/or state goals; to connect the prioritized needs to the goals</p>

Score of 1	Score of 2	Score of 3	Score of 4
<p>The preponderance of evidence for the 1-level criteria is minimal and/or ineffective throughout the response for Step 1. Evidence may also be missing.</p>	<p>The preponderance of evidence for the 2-level criteria is limited and/or vague throughout the response for Step 1.</p>	<p>The preponderance of evidence for the 3-level criteria is appropriate and connected throughout the response for Step 1.</p>	<p>The preponderance of evidence for the 4-level criteria is insightful and tightly connected throughout the response for Step 1.</p>

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?

Response for Textbox 2.1.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the inappropriate involvement of individuals in the development of the prioritized list and minimal reasons for their selection an ineffective process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals ineffective use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals an ineffective connection between the prioritized needs and the goals of the building, district, and/or state 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the limited involvement of individuals in the development of the prioritized list and partial reasons for their selection a limited process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals cursory use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals a sketchy connection between the prioritized needs and the goals of the building, district, and/or state 	<p>Response provides evidence that includes the following:</p> <ol style="list-style-type: none"> the appropriate involvement of individuals in the development of the prioritized list and clear reasons for their selection an informed process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals accurate use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals an effective connection between the prioritized needs and the goals of the building, district, and/or state 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the thorough involvement of individuals in the development of the prioritized list and detailed reasons for their selection an in-depth process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals insightful use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals a significant connection between the prioritized needs and the goals of the building, district, and/or state

Analytical Section of the Rubric

Response for Textbox 2.1.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>inappropriate</i> involvement of individuals in the development of the prioritized list and <i>minimal</i> reasons for their selection an <i>ineffective</i> process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals <i>ineffective</i> use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals an <i>ineffective</i> connection between the prioritized needs and the goals of the building, district, and/or state 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>limited</i> involvement of individuals in the development of the prioritized list and <i>partial</i> reasons for their selection a <i>limited</i> process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals <i>cursorly</i> use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals a <i>sketchy</i> connection between the prioritized needs and the goals of the building, district, and/or state 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>appropriate</i> involvement of individuals in the development of the prioritized list and <i>clear</i> reasons for their selection an <i>informed</i> process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals <i>accurate</i> use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals an <i>effective</i> connection between the prioritized needs and the goals of the building, district, and/or state 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>thorough</i> involvement of individuals in the development of the prioritized list and <i>detailed</i> reasons for their selection an <i>in-depth</i> process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals <i>insightful</i> use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals a <i>significant</i> connection between the prioritized needs and the goals of the building, district, and/or state



Score of 1



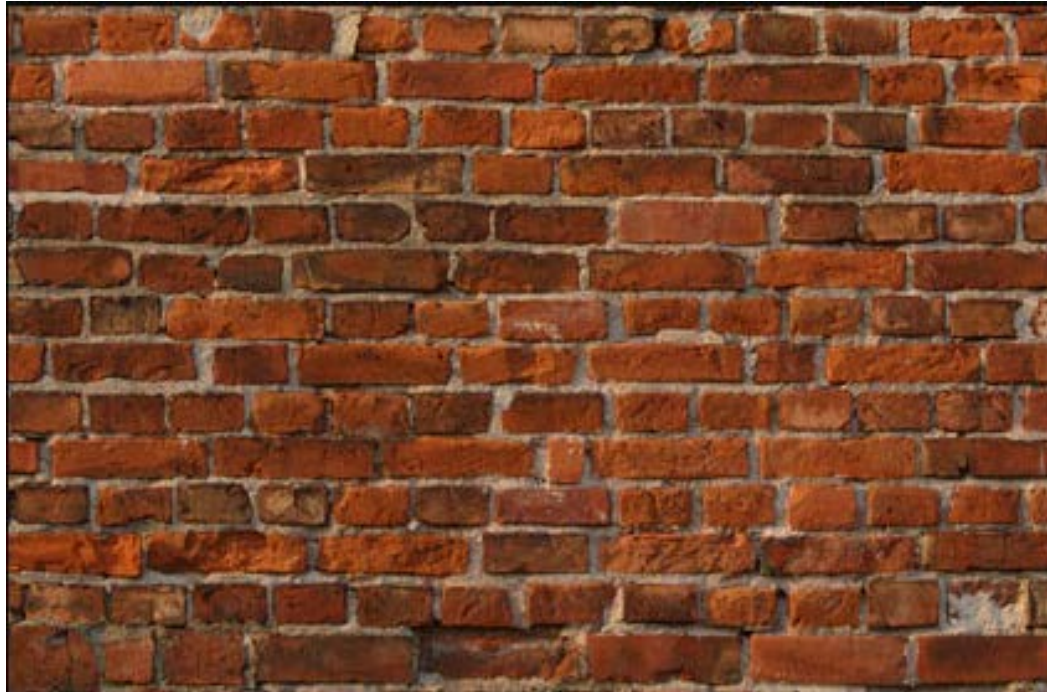


Score of 2





Score of 3





Score of 4



Textbox 2.1.1 **Who** was involved in developing the prioritized list of professional development needs? **Why** were these individuals selected?

Written commentary for 2.1.1 Guiding Prompt A

Behavior Support Committee: chosen because it has teachers from every grade level and specialized area, so its members were a representative sample of the school. Additionally, student behavior and engagement have been focuses of our building in the past. Although office referrals have improved significantly over the years, our staff still feels that behavior is the greatest struggle in our building, thus the BSC is a resource that our teachers use.

Entire staff: included because there are teachers and staff who are not in the BSC that did attend different professional development sessions, so we needed their voices to be heard. Additionally, we wanted to have as much teacher buy-in as possible, and when teachers feel like their voices are heard, they are more likely to be invested in school-wide initiatives.

PTA board members: chosen because it was important that parent and community opinions were heard. Although the school has a vision for how to improve the school, parents and community members do as well and their input was necessary to make sure all stakeholders were represented and all perspectives on the situation were welcomed and taken into consideration.

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">the inappropriate involvement of individuals in the development of the prioritized list and minimal reasons for their selection	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">the limited involvement of individuals in the development of the prioritized list and partial reasons for their selection	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">the appropriate involvement of individuals in the development of the prioritized list and clear reasons for their selection	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">the thorough involvement of individuals in the development of the prioritized list and detailed reasons for their selection



Step 2

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



Step 2: Activity-Facilitate building-level professional development that will improve teacher effectiveness and student learning.



Step 2: Activity-Facilitate building-level professional development that will improve teacher effectiveness **and** student learning.

Textbox 2.2.1 Workshop Sessions

Guiding Prompts

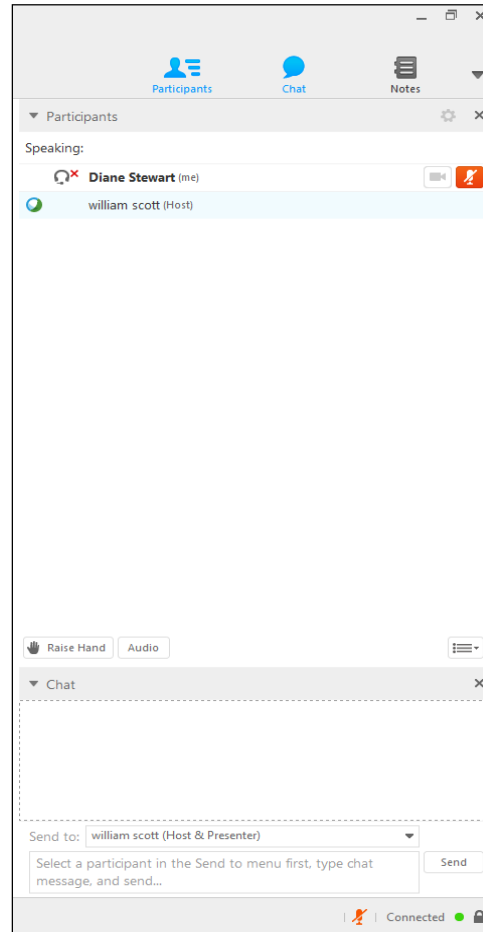
- a. **What** strategies and/or techniques were used to communicate the importance of the professional development? **Provide a rationale** for your choice of strategies and/or techniques.
- b. **What** individuals did you **select as participants** in the professional development? **Why** did you select them?
- c. **What** approaches were used to facilitate the professional development? **Provide a rationale** for your choices.
- d. **What** strategies were used to actively engage the participants? **Provide a rationale** for your selected strategies.
- e. **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**)



CHAT



CHAT What kinds of writing are required for Textbox 2.2.1?

Textbox 2.2.1 Workshop Sessions

Guiding Prompts

- a. **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.
- b. **What** individuals did you select as participants in the professional development? **Why** did you select them?
- c. **What** approaches were used to facilitate the professional development? **Provide a rationale** for your choices.
- d. **What** strategies were used to actively engage the participants? **Provide a rationale** for your selected strategies.
- e. **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?



CHAT What kinds of writing are required for this guiding prompt?

Textbox 2.2.1 Workshop Sessions

Guiding Prompts

- a. **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.
- b. **What individuals** did you select as participants in the professional development? **Why** did you select them?
- c. **What approaches were used** to facilitate the professional development? **Provide a rationale** for your choices.
- d. **What strategies were used** to actively engage the participants? **Provide a rationale** for your selected strategies.
- e. **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?

Step 2- Guiding Prompt E

- e. 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?**

The assignment that was given to students to demonstrate the effectiveness of the professional development was a lesson on "making predictions". This is the same lesson the teachers practiced during the professional development session. The assignment was broken into two sections. **One side was instructions for how the teacher is supposed to teach making predictions, while the right side is instructions for what the students should be doing.** It also has how much time to spend on each section. We practiced this during PD. **The assignment and professional development were connected together because this would be an actual lesson that the teachers would facilitate with students in their literacy groups later on.** By having the teachers actively work on the assignments like the students, **they would be better able to understand possible student misconceptions and how the students might handle the lesson.**

Step 2- Guiding Prompt E

The assignment that was given to students to demonstrate the effectiveness of the professional development was a lesson on "making predictions". This is the same lesson the teachers practiced during the professional development session. The assignment was broken into two sections. One side was instructions for how the teacher is supposed to teach making predictions, while the right side is instructions for what the students should be doing. It also has how much time to spend on each section. We practiced this during PD. The assignment and professional development were connected together because this would be an actual lesson that the teachers would facilitate with students in their literacy groups later on. By having the teachers actively work on the assignments like the students, they would be better able to understand possible student misconceptions and how the students might handle the lesson.

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none">• an ineffective identification of an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning, with little or no connection between the assignment(s) and the professional development | <ul style="list-style-type: none">• a partial identification of an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning, with a cursory connection between the assignment(s) and the professional development | <ul style="list-style-type: none">• an effective identification of an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning, with an informed connection between the assignment(s) and the professional development | <ul style="list-style-type: none">• an extensive identification of an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning, with a significant connection between the assignment(s) and the professional development |
|--|---|---|---|

Step 2- 2.2.1 Guiding Prompt E

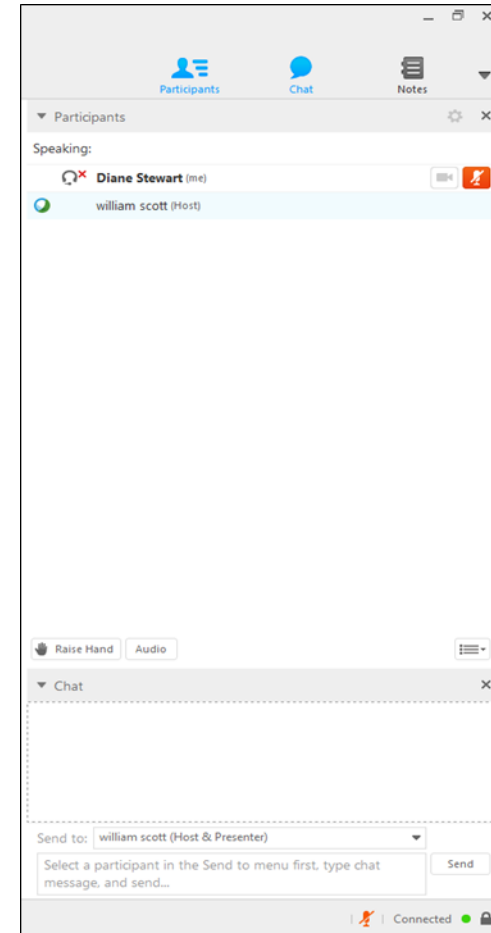
Literacy Enrichment for September 10-11, 2015 (Fire Drill on the 10 th)			
Time	Section	Detailed Explanation	
		Teacher	Student
4 min	Do Now	<ol style="list-style-type: none"> 1. Set timer for 5 minutes 2. Remind them to start the DO NOW 3. Take attendance 4. Status of the Class 	Choose a response from your DO NOW strip in your notebook. Don't forget to put the date, title and pages read
<i>L.T. I can make a prediction to improve my reading comprehension.</i>			
5 min	Launch/ Engage/ What the teacher does	<ul style="list-style-type: none"> • Review reading posters. • Tell them that today they will give evidence of using strategies from the posters. • Before Reading Strategy <ul style="list-style-type: none"> ◦ Model how to make a prediction with a piece of text of your choice. I predict _____ because _____ (evidence from the cover, picture, blurb, previous chapter) and _____ (what you know from your background knowledge). I wonder ... (3 questions that you are wondering. ◦ Review Rubric 	Actively Listening with Notebook Open Write: Date _____ TRY-IT- Before Reading Strategy Prediction: I predict.....because...
15-2-	Explore / Explain/ What the students do	Now it is your turn: I want you to use the rubric to make a prediction. Check Notebooks for predictions and score according to the rubric. If you notice that students are having difficulty with reading stamina, you can have them "Say Something" to a Shoulder partner and then resume reading. Confer with individual students- see below for ideas. <i>Far from mastery</i> Check for understanding and have them use the sentence stem if needed. You can also use the structure of a story to help them predict. See attached paper.	Try-It in Notebook w/ rubric Start Independent Reading. <i>Mastered</i> Ask them to look for evidence of their prediction as they read or if they ca not find evidence, have them change their prediction.
	Summary/ Elaborate/ Closure	Status of the Class	Share with a partner if your prediction came true or if you have to change your prediction.



a. The assignment that was given to students to demonstrate the effectiveness of the professional development was a lesson on "making predictions". This is the same lesson the teachers practiced during the professional development session. The assignment was broken into two sections. One side was instructions for how the teacher is supposed to teach making predictions, while the right side is instructions for what the students should be doing. It also has how much time to spend on each section. We practiced this during PD. The assignment and professional development were connected together because this would be an actual lesson that the teachers would facilitate with students in their literacy groups later on. By having the teachers actively work on the assignments like the students, they would be better able to understand possible student misconceptions and how the students might handle the lesson.

Chat

Type in **one key concept** and/or something you would want candidates to **better understand** about PASL Step 2's **activity** and/or **guiding prompts**.



Step 3

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



Step 3 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 to a follow-up session **a student work sample 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.



STEP 3: Analyzing Three Participants' Responses

Required artifacts for this textbox:

- A representative page of 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**)



Performance Assessment for School Leaders (PASL)
Walk-through Observation Form

The school leader candidate should use this form to capture evidence during the informal walk-through that is part of the **Task 2** professional development topic. The comments below should be brief. A completed Walk-through Observation Form can be submitted as an artifact for **Task 2**. However, this specific form is optional; the candidate can submit a form of his or her choosing.

Date/Time: _____ Room: _____ Observer: _____

Course/Topic of the lesson: _____

Observable Evidence of Instruction	Yes	No
Was the learning objective(s) clearly connected to the professional development?		
Was instruction tied to the stated objective(s)?		

Classroom Environment
1. Record evidence of influence of the professional development on instructional practice/teacher action.
2. Record evidence of the impact of the teacher's professional development on student learning.

Student Responses
Ask two students to identify the objective of the lesson. Ask the students how the teacher knows they understand the information. Record responses from two students below.
Student 1:
Student 2:

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- 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.
- 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.
- What follow-up did you provide for **each** participant? Provide a rationale.



Performance Assessment for School Leaders (PASL)

Walk-through Observation Form

The school leader candidate should use this form to capture evidence during the informal walk-through that is part of the **Task 2** professional development topic. The comments below should be brief. A completed Walk-through Observation Form can be submitted as an artifact for **Task 2**. However, this specific form is optional; the candidate can submit a form of his or her choosing.

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Was the learning objective(s) clearly connected to the professional development?		
Was instruction tied to the stated objective(s)?		

Classroom Environment
1. Record evidence of influence of the professional development on instructional practice/teacher action.
2. Record evidence of the impact of the teacher's professional development on student learning.



d. What was the impact of **each** participant's professional development on student learning? Provide examples from the student work to support your conclusions.

Student Responses

Ask two students to identify the objective of the lesson. Ask the students how the teacher knows they understand the information. Record responses from two students below.

Student 1:

Student 2:

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Examples by Task

Examples for some textboxes are provided via the links below. This Library of Examples will be updated after the scoring of the first administration to include examples for all textboxes.

- [Task 1: Problem Solving in the Field](#)
- [Task 2: Supporting Continuous Professional Development](#)
- [Task 3: Creating a Collaborative Culture](#)



2.3.1- Guiding Prompt A

- 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.

a) When deciding what three teachers I was going to conduct a walkthrough observation on, I decided to go with three teachers who display a wide variety of technology skills and also have varied years of teaching. The first teacher I chose has taught a total of 12 years and has an extensive self-taught background in technology. She is intuitive and always inquiring about technology for her students to use. I chose her because she incorporates technology into her instruction daily and I wanted to compare a lesson from her classroom during my walkthrough session to a lesson by a teacher with more years in the education sector but much less knowledge in technology. The second teacher I chose to observe was a teacher who has taught a total of 5 years. She is younger grew up around technology but doesn't always stay on the cutting edge of technology even though it comes easy to her. I wanted to observe her to see how she modeled the chosen creation app to her students and how well they responded to the assignment. The third teacher I chose to conduct a walkthrough observation on was a teacher who has taught a total of 28 years. Even though she has the most experience in teaching, she has the least experience in technology and I wanted to observe her to see if she took the skills she learned during the Tech Talk and transferred them to her students or was still afraid to use the app with her students.

2.3.1- Guiding Prompt A

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.

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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"> the <i>ineffective</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>inappropriate</i> rationales for the selection of each participant 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>incomplete</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>limited</i> rationales for the selection of each participant 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>logical</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>appropriate</i> rationales for the selection of each participant 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>significant</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>thorough</i> rationales for the selection of each participant

2.3.1- Guiding Prompt A

- 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.

Impact of Professional Development on Three Teachers As Artifact 5 shows, I completed a walkthrough observation for Teacher A. The professional development influenced the instructional practices of each of these teachers. Teacher A was teaching a U.S. Government and Politics class. He began the class using technology to cover the results of the 2014 Missouri General Election. The professional developments for Technology Integration was implemented as Teacher A continued instruction by asking the students to take out their electronic tablets to view the election results on - line. Teacher A then used this technology by having students to use their Electronic tablets to review Supreme Court Cases. One of the specific court cases the students viewed was through the website - The Court and You - with court case - New Jersey v. T.L.O. (No. 83-712). The students used their electronic tablets to review the case then for a discussion about the summary of the case. Students used the syllabus (summary) of their assigned cases to get the background information on each case. This was then used for students to discuss how each case affected Student's Rights.

2.3.1- Guiding Prompt A

- 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.

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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"> the <i>ineffective</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>inappropriate</i> rationales for the selection of each participant 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>incomplete</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>limited</i> rationales for the selection of each participant confusing identification of 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>logical</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>appropriate</i> rationales for the selection of each participant 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>significant</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>thorough</i> rationales for the selection of each participant

Step 4

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



STEP 4: Activity

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

Required artifact for this textbox:

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



STEP 4: Reflecting on Building-level Professional Development

Textbox 2.4.1 Reflecting on Building-level Professional Development

Guiding Prompts

- a. **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.**
- b. 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.
- c. Considering all aspects of this professional development experience, what are the implications of the experience that will support continuous professional development?
- d. Considering all aspects of this professional development experience, what long-term impact might the experience have on improving the school culture?



ETS Performance Assessment for School Leaders (PASL)

Post-professional Development Feedback Survey

The following is provided as a possible survey for your use to elicit feedback from the colleagues with whom you collaborated on the recent professional development experience. You may use this survey, adapt it, or choose one of your own, but you will need to submit one page from your survey as an artifact for Task 2.

Think about the professional development sessions and activities that we have experienced together during our work on (insert topic).

Rate each of the following on a scale of 1 to 4, with 4 being the highest.	Rating: 1, 2, 3, 4	NA
The identification of the professional development need was appropriate.	4	
Appropriate colleagues were involved in the decision-making process to identify the need.	4	
Goals of the professional development sessions were clear.	4	
Session goals were achieved.	4	
Appropriate teachers were involved in the professional development experience.	3	
Research materials supported the professional development experience.	4	
Activities/approaches used to facilitate the professional development were effective.	4	
Participants in the professional development experience (including the sessions) were effectively engaged.	4	
Follow-up activities were appropriate, supportive, and effective.	4	
The professional development experience had a positive effect on student learning.	4	

If you were to do this again, what additional activities and/or approaches would you suggest?

On my next Pd, break teachers into groups according to the tier they will teach. Great job! 😊



Textbox 2.4.1

GP a.— 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.

A) Based on the results of the feedback survey, I can conclude that the **professional development was very effective**. I received very good feedback along with suggestions. My staff all agreed that this professional development was appropriate and needed. They also **liked the balance of instruction and hands-on approach that they were given**. **The main suggestion for improvement is to differentiate the reading strategies for our lowest level readers since our students are placed in tiers according to their reading scores**. This was mentioned by several teachers that teach the students on a lower reading level because they have trouble doing the same material as the students with higher reading scores. Teachers also like that **we will have smaller PD sessions in the future as new reading strategies are introduced**. For the most part, I received mostly fours and threes, so I think it was a great start to a plan that will continue in the future. I am always willing to make changes as necessary to increase student achievement.



STEP 4: Reflecting on Building-level Professional Development

Textbox 2.4.1 Reflecting on Building-level Professional Development

Guiding Prompts

- a. 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.
- b. 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.
- c. **Considering all aspects** of this professional development experience, **what** are the implications of the experience that will support **continuous professional development**?
- d. **Considering all aspects** of this professional development experience, **what** long-term impact might the experience have on **improving the school culture**?



Textbox 2.4.1

- b. 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.

The main modifications that I would make to the professional development process would be to **present to smaller groups and differentiate the reading strategies for students of different reading ability levels**. **Rationale:** While I think it is okay to present professional development to an entire building to introduce new ideas, it needs to be presented to smaller groups as well in order to be able to answer more questions and have more one-on-one time with certain teachers. Some teachers are more likely to ask questions they are confused about in a smaller setting instead of asking in front of the entire staff. **I would also like to have PD adjusted according to what tiers of students the teachers have because some of the material might be too difficult for the struggling readers and it needs to be differentiated.** This will ensure that each student is receiving instruction that they will understand better, which will make them more successful.

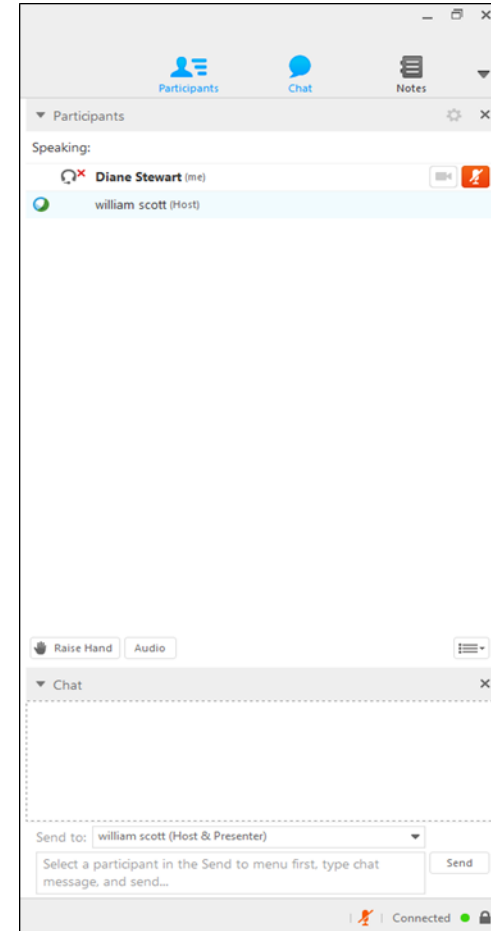


Response for Textbox 2.4.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>minimal</i> conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with <i>minimal</i> examples from the survey to support the reflection little or no identification of modifications to be made to the current professional development process, with a trivial rationale based on all aspects for the professional development experience 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>limited</i> conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with <i>incomplete</i> examples from the survey to support the reflection partial identification of modifications to be made to the current professional development process, with a loosely connected rationale based on all aspects for the professional development experience 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with <i>informed</i> examples from the survey to support the reflection relevant identification of modifications to be made to the current professional development process, with an effective rationale based on all aspects for the professional development experience 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with <i>substantive</i> examples from the survey to support the reflection detailed identification of modifications to be made to the current professional development process, with an extensive rationale based on all aspects for the professional development experience

Chat

Type in **one key concept** and/or something you would want candidates to **better understand** about PASL **Step 3's** and **Step 4's activity** and/or **guiding prompts**.





Discussion

In order to ensure candidates are prepared to complete Task 2, what are the implications on preparation programs and course curriculum?



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Task 3: Creating a Collaborative Culture

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Step 1: Identifying the Collaborative Team

- [Textbox 3.1.1: Team Members \(PDF\)](#)

Step 2: Developing a Plan to Improve Instruction, Student Learning and the School Culture

- Textbox 3.2.1: The Professional Development Plan (available here soon)
- [Textbox 3.2.2: Working with the Collaborative Team During Planning \(PDF\)](#)

Step 3: Implementing the Plan to Improve Instruction, Student Learning and the School Culture

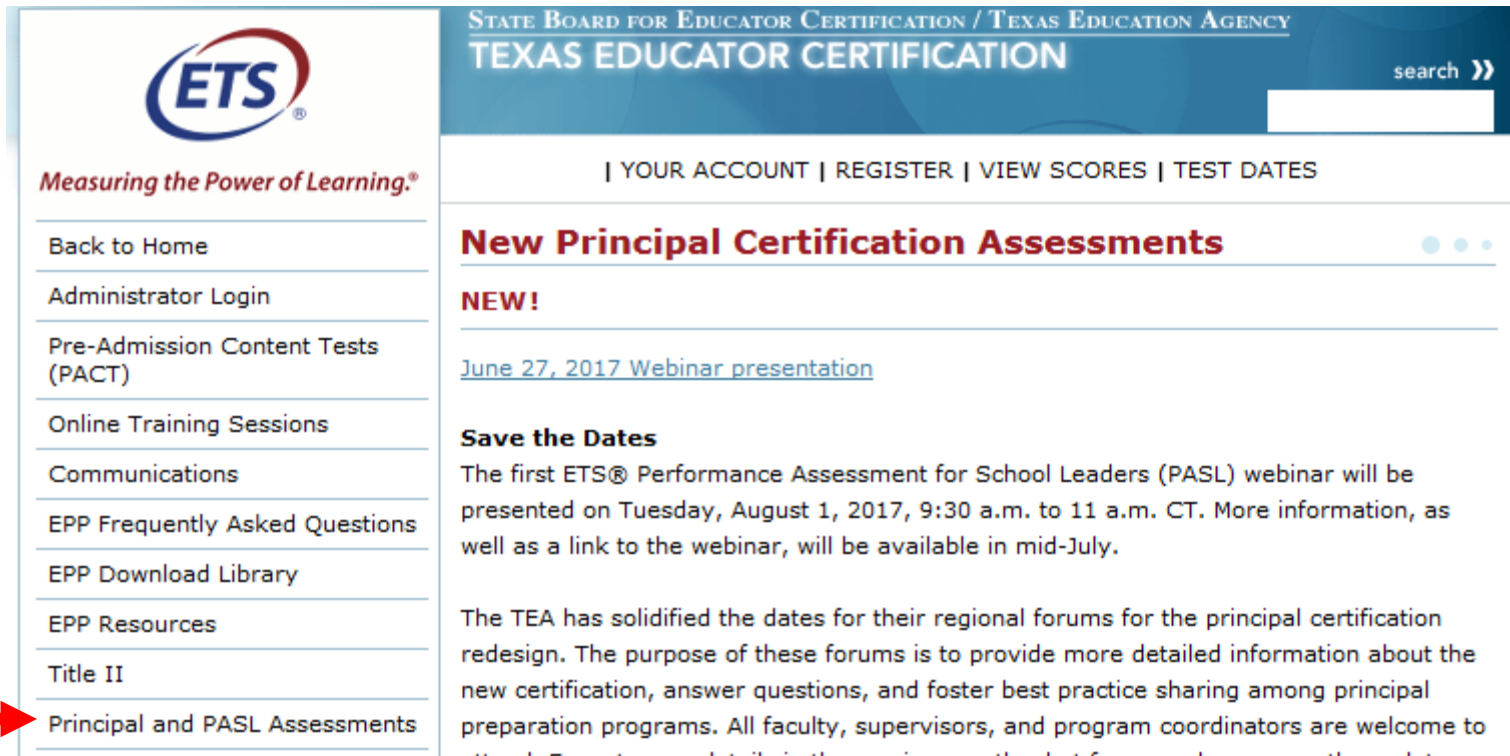
- [Textbox 3.3.1: Working with the Team During Implementation \(PDF\)](#)

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

- Textbox 3.4.1: Self-Reflection and Feedback (available here soon)

Website for Texas EPPs

<http://www.texas.ets.org/epp/principal-and-pasl-assessments/>



The screenshot shows the website for the State Board for Educator Certification / Texas Education Agency. The header includes the ETS logo and the tagline "Measuring the Power of Learning." Below the header is a navigation bar with links for "YOUR ACCOUNT", "REGISTER", "VIEW SCORES", and "TEST DATES". A search bar is also present. The main content area features a section titled "New Principal Certification Assessments" with a "NEW!" badge and a link to a "June 27, 2017 Webinar presentation". Below this is a "Save the Dates" section with text about a webinar on August 1, 2017, and information about regional forums for principal certification redesign. A sidebar menu on the left lists various navigation options, with a red arrow pointing to "Principal and PASL Assessments".

STATE BOARD FOR EDUCATOR CERTIFICATION / TEXAS EDUCATION AGENCY
TEXAS EDUCATOR CERTIFICATION

search »

| YOUR ACCOUNT | REGISTER | VIEW SCORES | TEST DATES

New Principal Certification Assessments

NEW!

[June 27, 2017 Webinar presentation](#)

Save the Dates

The first ETS® Performance Assessment for School Leaders (PASL) webinar will be presented on Tuesday, August 1, 2017, 9:30 a.m. to 11 a.m. CT. More information, as well as a link to the webinar, will be available in mid-July.

The TEA has solidified the dates for their regional forums for the principal certification redesign. The purpose of these forums is to provide more detailed information about the new certification, answer questions, and foster best practice sharing among principal preparation programs. All faculty, supervisors, and program coordinators are welcome to attend. Expect more details in the coming months, but for now please save these dates.

ETS®
Measuring the Power of Learning.®

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Pre-Admission Content Tests (PACT)
Online Training Sessions
Communications
EPP Frequently Asked Questions
EPP Download Library
EPP Resources
Title II
Principal and PASL Assessments

Website

- General information: <https://www.ets.org/ppa/test-takers/school-leaders/about>
- Task and Rubrics: <https://www.ets.org/ppa/test-takers/school-leaders/requirements/>
- Templates in Microsoft Word and PDF for Plan (Task 2), walk-through observation form (Task 2), Feedback survey (Task 2): <https://www.ets.org/ppa/test-takers/school-leaders/prepare>
- Frequently Asked Questions: <https://www.ets.org/ppa/test-takers/school-leaders/faq/>

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ETS

FOR TEST TAKERS

ETS Home > ETS Performance Assessments > Test Takers > School Leaders > About the PASL

Introducing the ETS® Performance Assessment for School Leaders (PASL)

PPAT Assessment

Performance Assessment for School Leaders (PASL)

▶ About the PASL

- Task Requirements
- Prepare
- Frequently Asked Questions

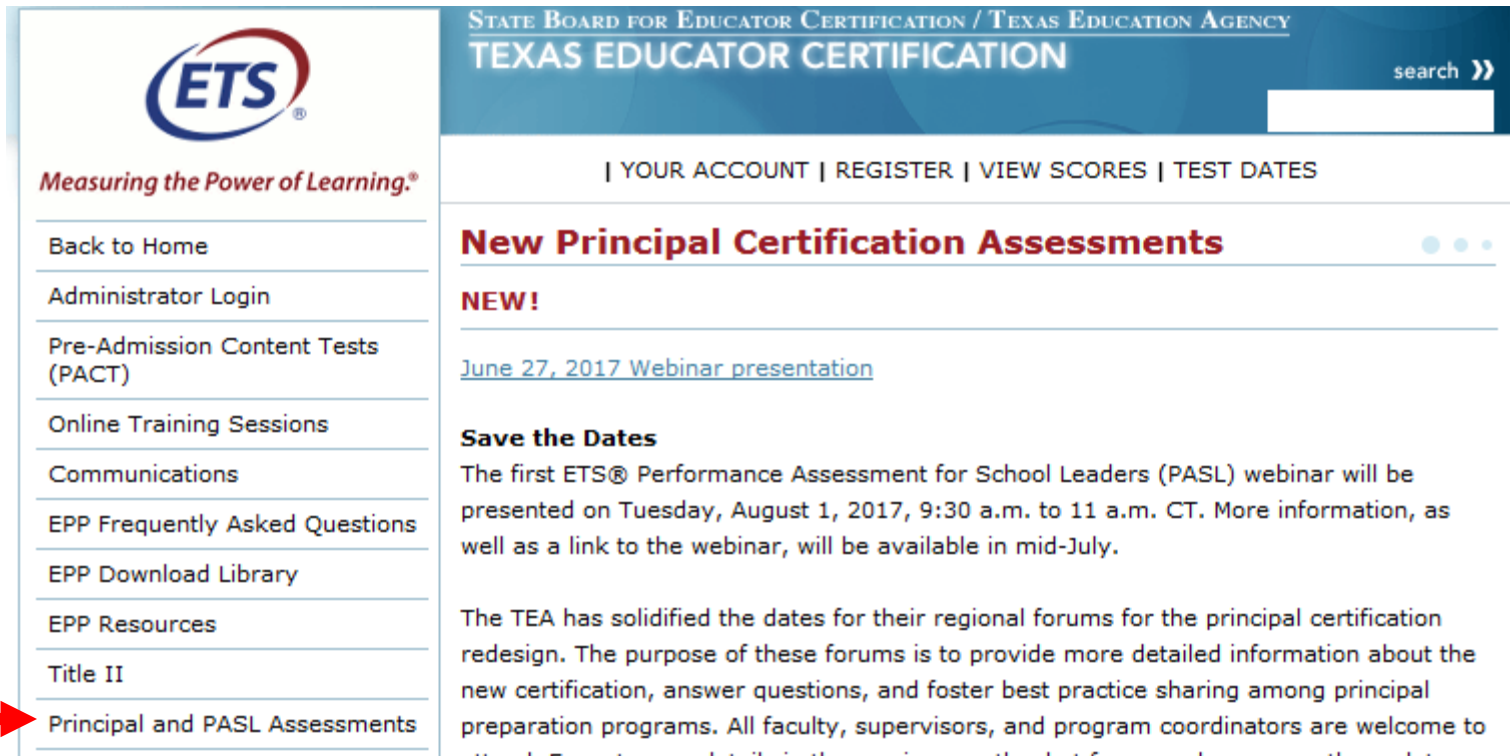
School leadership candidates required to submit a performance assessment now have another assessment choice — the ETS® Performance Assessment for School Leaders (PASL).

The PASL allows you to show what you know and are able to do, and assesses your capability as a school leader. It is designed to:

- develop more effective school leaders
- identify areas of strength and areas needing improvement to guide professional practice
- emphasize your role in the area of school leadership

Website for Texas EPPs

<http://www.texas.ets.org/epp/principal-and-pasl-assessments/>



The screenshot displays the website interface for Texas EPPs. On the left is a vertical navigation menu with the ETS logo and the tagline "Measuring the Power of Learning." Below the logo are several menu items: "Back to Home", "Administrator Login", "Pre-Admission Content Tests (PACT)", "Online Training Sessions", "Communications", "EPP Frequently Asked Questions", "EPP Download Library", "EPP Resources", "Title II", and "Principal and PASL Assessments". A red arrow points to the "Principal and PASL Assessments" link. The main content area features a blue header with the text "STATE BOARD FOR EDUCATOR CERTIFICATION / TEXAS EDUCATION AGENCY" and "TEXAS EDUCATOR CERTIFICATION". To the right of the header is a search bar with the text "search »". Below the header is a navigation bar with links: "| YOUR ACCOUNT | REGISTER | VIEW SCORES | TEST DATES". The main content area has a section titled "New Principal Certification Assessments" with three dots to its right. Below this is a "NEW!" section with a link to "June 27, 2017 Webinar presentation". A "Save the Dates" section follows, containing two paragraphs of text about a webinar and regional forums.

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New Principal Certification Assessments

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Discussion

In order to ensure candidates are prepared to complete Task 2, what are the implications on preparation programs and course curriculum?

Questions



Remaining PASL Webinar Series

PASL Webinar #4: A Deep Dive into Task 3

May 3, 2019
9:30 to 11 am CST

Before the May Webinar

We encourage you to review
the Handbook and Library of Examples

Links are provided in your Email for Today's Webinar

Document	Description
Standards	TX Principal Standards Alignment to the PASL Assessment
Task Requirements	Task 1 Requirements
	Task 2 Requirements
	Task 3 Requirements
Scoring Rubrics	Task 1 Rubric
	Task 2 Rubric
	Task 3 Rubric
Ancillary Materials	
Handbook	Information about the Ancillary Materials (shown below) Candidate and Prep Program Handbook
Candidate Templates	Optional Artifact Templates for use by candidates
Glossary	List of key terms referenced in the assessment
Library of Examples	Sample candidate responses to illustrate responses that meet and do not meet standards
Permission Forms	Three different permission forms that may be needed for adult and student participants
System User Guide	Information on the online submission system where candidates enter their responses and artifacts
PASL FAQ	Frequently Asked Questions About the ETS® Performance Assessment for School Leaders (PASL)
PASL Website	Information on all aspects of the assessment. Updated documents will be posted here.
PASL Webinar Overview	PowerPoint slides from the first webinar in this four-part series (password EPPAdmin)
PASL Webinar Task 1	PowerPoint slides from the second webinar in this four-part series (password EPPAdmin)





Thank you