ETS PASL

Performance Assessment for School Leaders (PASL)

Candidate and Educator Handbook

Updated July 2023

Table of Contents

General Overview

The Performance Assessment for School Leaders (PASL) is an evidence-based performance assessment designed to assess instructional leadership during a candidate's clinical experience prior to receiving a license. This assessment evaluates school leadership candidates on their ability to impact instruction and student learning. The content of this assessment is aligned with national and state specific school leader standards. See below for specific alignment to the standards.

- ***The Professional Standards for Educational Leaders (PSEL)***.
- The National Educational Leadership Preparation (NELP) Program Recognition Standards: ***Building Level*** and ***District Level***.
- For Georgia school leader candidates, the assessment is aligned with the ***Georgia Educational Leadership Standards and Elements***.
- For Texas principal candidates, the assessment is aligned with the ***Texas Principal Certificate Standards***.

The assessment consists of three summative tasks. The tasks are described later in this handbook.

Before beginning this assessment, review the entire handbook for information about the tasks, rubrics, writing guidelines, online authoring system, the required video submission, and more. There are also other documents that are written to help support you through this process. Consult the ***Performance Assessment for School Leaders website*** for these documents.

Are there permission forms that must be signed for the Performance Assessment for School Leaders?

Yes. Your response to the task prompts includes the submission of artifacts, which include samples of student work and, for Task 3, a fifteen-minute video recording of you interacting with colleagues. You are required to obtain and maintain with your records a signed permission form for every adult and student whose work you submit and/or who appears in the video recording.

The PASL Permission Form for Colleagues and Adults and the PASL Permission Forms for Students can be found directly on the ***Performance Assessment for School Leaders website***.

You must use these PASL permission forms; district or school permission forms will not be accepted.

Overview of Tasks

What is the general design of the Performance Assessment for School Leaders (PASL)?

The PASL consists of three tasks. Each of the three tasks will take place during the school leadership candidate's clinical experience and will focus on the principal as instructional leader. The school leadership candidate's internship will provide a variety of artifacts, including plans, student work, and feedback, that will be submitted as part of the tasks.

The school leadership candidate will be able to work on the tasks as he or she experiences the internship and will submit all three tasks simultaneously.

What are the specific tasks of this assessment?

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.

Task 1 Overview

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.

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **25,500 characters** (approximately **eight typed** pages) that
   - responds to all guiding prompts
   - references your artifacts to support your written evidence
   - describes, analyzes, and reflects on the evidence
2. Seven different artifacts (a maximum of eight pages) including
   - one representative page of longitudinal data
   - one representative page of the research materials and resources you used to inform the development of the plan
   - representative pages of the plan (maximum of two) (A sample template is provided, but candidates can submit a form of their own.)
   - one representative page of your timeline and steps

- one representative page of your communication with stakeholders
- one representative page of an artifact of your choice that reflects any adjustments related to the implementation of the plan (e.g., meeting notes; emails to stakeholders)
- one representative page of student work

How to Submit Your Evidence (Refer to the Submission System User Guide for details):

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

How to Compose Your Written Commentary:

This task has four steps, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: Identifying a Problem/Challenge
- Step 2: Researching and Developing a Plan
- Step 3: Implementing the Plan
- Step 4: Reflecting on the Plan and the Resolution

Please read the entire task before responding to any guiding prompts. Use the guiding prompts to compose your responses. Remember to include any required artifacts.

Task 2: Supporting Continuous Professional Development

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

Task 2 Overview

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.

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **28,500 characters** (approximately **nine typed** pages) that
   - responds to all guiding prompts

- references your artifacts to support your written evidence
- describes, analyzes, and reflects on the evidence

2. Seven different artifacts (a maximum of eight pages) including
    - one representative page from the prioritized list
    - representative pages from the professional development plan (maximum of two pages) (A sample template is provided, but candidates can submit a form of their own.)
    - one representative page from the research (e.g., a bibliography, a specific online resource, or a district source)
    - one representative page of an assignment given to teachers and/or students
    - one representative page from a walk-through observation form completed for one teacher (A sample template is provided, but candidates can submit a form of their own.)
    - one representative page of a student work sample from one student
    - one representative page from a feedback survey completed after the professional development (A sample template is provided, but candidates can submit a form of their own.)
3. For this task, you will also select three participants with different levels of experience, observe them teaching, and determine the impact that the professional development had on their teaching and their students' learning.

How to Submit Your Evidence (Refer to the Submission System User Guide for details):

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

How to Compose Your Written Commentary:

This task has four steps that are scored, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: 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

Please read the entire task before responding to any guiding prompts. Use the guiding prompts to compose your response. Remember to include any required artifacts.

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.

Task 3 Overview

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.

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **28,500 characters** (approximately **nine typed** pages) that
   - responds to all guiding prompts
   - references your artifacts to support your written evidence
   - describes, analyzes, and reflects on the evidence
2. Six different artifacts (a maximum of six pages) including
   - one representative page of the spreadsheet, table, or chart describing the team members
   - one representative page from the data-collecting tool
   - representative pages from the professional development plan (maximum of two pages) (A sample template is provided, but candidates can submit a form of their own.)
   - one representative page that provides feedback from the targeted audience of colleagues
   - one representative page of evidence that reflects student learning
   - one fifteen-minute video (unedited segments are required)
   - 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.

How to Submit Your Evidence (Refer to the Submission System User Guide for details):

- Upload your artifacts into your Library of Artifacts (see step 5 for how to upload the video file).

- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

How to Compose Your Written Commentary:

This task has five steps that are scored, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: Identifying the Collaborative Team
- Step 2: Developing a Plan to Improve Instruction, 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
- Step 5: Uploading the Video

Please read the entire task before responding to any guiding prompts. Use the guiding prompts to compose your responses. Remember to include any required artifacts.

Support and Ethical Considerations

What are the general guidelines regarding ethics and support?

As part of required coursework, candidates and educators may engage in professional discussions and activities related to the tasks. However, the work that candidates submit in response to each performance assessment task **must be theirs and theirs alone**. The written commentaries, student work and other artifacts, as well as the video recording must feature candidates' interactions with colleagues and the work that the candidate facilitated within the school or district setting.

What can instructors and mentors do to provide content support?

They should do the following.

- Review the assessment and the assessment process.
- Check for understanding of the task requirements, rubrics, and handbook.
- Share only information that is public for all PASL candidates.
- Provide direction on how candidates prepare, plan, and manage deadlines.
- Know, understand, and uphold the assessment's policies and guidelines.
- Acknowledge and respect the fact that responsibility for developing and submitting the performance assessment rests solely and completely with the candidate.

- Ensure that candidates understand that breaches of trust and confidentiality may destroy the validity of the assessment and may negatively affect the reputations of school leader candidates.
- Immediately report violations of confidentiality, incidents of falsified information or materials, and breaches of security.

What should instructors and mentors avoid as they provide support for candidates?

They should avoid engaging in the following.

- Making choices for the candidates
- Correcting the candidate’s PASL task response(s)
- And using the PASL rubric to assign a score to the candidate’s task response(s).

To what extent can educator preparation program (EPP) curriculum and assignments reflect the actual PASL tasks?

EPPs should provide instructional activities that support candidates in obtaining the knowledge and skills needed to successfully complete the PASL tasks. EPP guidelines include the following:

- Instructors can assess and provide feedback using the instructor’s or university’s expectations and rubrics on assignments that students MAY select to use as part of their submission for a task.
- Instructional assignments should not be graded using the PASL rubric. Instead, assignments should be graded using criteria determined by the EPP program.
- Instructional assignments can include artifacts that candidates may use as a part of their tasks.
- Instructional assignments can be similar to parts of the tasks and can even ask candidates to select topics, include written responses, and request one or more artifacts that could be used or adapted by candidates when submitting their task responses.
- Instructional activities and assignments should allow candidates to have multiple experiences to draw from when creating their task submissions. Various shorter instructional assignments can provide multiple opportunities for candidates to grow as educators in the assessed areas.
- Some universities require performance-based assignments and candidate portfolios as a part of their program. The process of creating these collections of graded assignments can provide valuable experiences and artifacts that candidates may choose to draw from when submitting their PASL tasks. EPP instructors should refrain from coaching candidates when selecting assignments to use and adapt for their PASL submission.

Plagiarism

ETS reserves the right to cancel the scores of candidates at any time when, in its judgment, there is evidence that the submitted response includes:

- text substantially similar to that found in other performance assessment responses and/or training materials, such as, but not limited to, the library of examples
- quoting or paraphrasing, without attribution, language that appears in any published or unpublished sources, including sources from the Internet and/or sources provided by any third party

Such responses do not reflect the independent writing that the assessment seeks to measure.

Essay Similarity Detection

Each task response in the assessment, whether submitted during the original submission window or during the resubmission window, must be entirely the candidate's work. While we encourage candidates to seek support from their educator preparation program (EPP) supervising instructor and mentor, each task must be distinctly and solely the candidate's own work. Software is utilized to scan all responses for overlap with previous submissions, with another candidate's submissions and with the Library of Examples. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided at any time. If a task response is identified with substantial overlap and is the subject of a review, the following steps will occur.

- Candidate overall assessment scores will be placed on hold and candidates will be informed before scores are released.
- Candidates will not know if they passed or failed the assessment.
- ETS's OTI will inform candidates that their task response is under review, and candidates will be provided the opportunity to submit additional materials to ETS's OTI to support their case. The materials must be received by the deadline specified in the communication from OTI. Candidates will have the ability to request that ETS supply the portions of the responses that are in question.
- All materials will be independently reviewed, and an assessment of the case will be provided to ETS's OTI.
- Candidates will receive a letter from ETS's OTI notifying them of the decision after the review has been completed.
- If it is concluded that candidates' scores should be released, the hold on scores will be removed and then the candidates will be able to view their score report online.
- If it is concluded that there is substantial evidence to support cancellation of candidates' scores, the scores will be voided and all materials from the investigation may be forwarded to the appropriate state agency and/or institution for further review and/or action.

- The appropriate state agency and/or institution requiring the assessment will be informed of the cancellation of scores.
- The appropriate state agency may initiate an ethics investigation.

Getting Started

What do I need to do to begin the PASL process?

The following tips are designed to help you prioritize your activities and organize your thinking as you build your PASL submission.

- Create an account in the online registration system and purchase the assessment. Using this account, you will build and submit your assessment. See the Submission System User Guide for assistance.
- Review the directions for each task and the corresponding rubrics.
- Review the ancillary materials found on the Performance Assessment for School Leaders website.
- Get a calendar and work backward from your submission deadline date to set a task-completion schedule.
- Develop a simple task analysis that lists what you are going to do, the evidence you need, and by what date you will complete the task. (See suggested sample below.)

What do I need to do?	What evidence do I need?	Completion Date
(List the activity)	(List the evidence)	(Date)
(List the activity)	(List the evidence)	(Date)
Blank	blank	blank
Blank	blank	blank

- Build each task in the submission system via your account.
- Review your responses to ensure that you have demonstrated the knowledge and skills required, as described by the Interstate School Leaders Licensure Consortium (ISLLC) Standards.
- Verify that the textbox responses contain highlighted links to the required artifact(s).
- Compare your responses in the textboxes to the rubrics.
- Obtain signed permission forms.
- Submit the task responses no later than the submission deadline date.

What are the key steps in task development?

Below is a checklist of steps to follow for developing a task. Use this checklist to organize your thinking, plan your time, and carry out the work needed to complete each task.

- ☐ Read each task and the corresponding rubrics for each step in the task thoroughly.
- ☐ Locate and become familiar with all the ancillary materials referenced in the tasks.
- ☐ Develop a timeline for completing the three tasks.
- ☐ Develop an outline for each task and related artifacts. (Some parts of each task can occur simultaneously.)
- ☐ Before submitting your task responses, check the following.
    - ☐ Have you addressed all parts of each guiding prompt?
    - ☐ Have you linked all the artifacts within your responses?
    - ☐ Do your responses provide all the required evidence listed in the rubrics?
    - ☐ Have you completed all the items in the checklists and included all required elements?
- ☐ Make sure that you make and keep a copy of all your final documents before you submit each task.

Writing and Formatting Guidelines

What are the guidelines for writing responses?

Each task requires some form of written response. It is imperative that you understand what kind of writing is required by each guiding prompt. Please read the suggestions below in order to craft good written responses for your performance assessment.

1. Writing about school leadership

The three tasks required in the PASL encourage the use of three kinds of writing: descriptive, analytic, and reflective. The evidence that you select as representative of your practice for the purposes of this assessment should provide raters with a view not only of what is happening within your building but also of your rationale for those events and processes and your view regarding the significance of the results of your school leadership. For example, primary principals might describe, analyze, and reflect on the implementation of reading strategies by teachers in the building. Secondary principals might describe, analyze, and reflect on colleagues' providing differentiated instruction for specific students in heterogeneously grouped classes.

2. Descriptive, analytic, and reflective writing

There are essential differences between descriptive and analytic writing. As you compose your written commentary, you need to keep these differences in mind. Basic definitions of these terms appear below, followed by more detailed explanations of each type.

Descriptive Writing: Description in this context is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your building situation so that they can understand what you are conveying in your analysis.

Checklist for Descriptive Writing

- ☐ Critical features are accurately and precisely enumerated or explained.
- ☐ The elements or features of the events, people, concepts, or strategies referenced are described clearly and in a logical order.
- ☐ ALL features or elements that would allow an outsider to *see as you see* whatever is described are included.

Description is called for when you are asked to state, list, or describe. You want to be sure that your descriptions are clear and detailed enough to allow someone reading about your practice to understand what you are describing.

Analytic Writing: Analysis in this context deals with your reasons, motives, and interpretation and is supported by the concrete evidence you provide in the materials you submit. Your analytic writing will show raters the thought processes that you used to arrive at the conclusions you make about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or in other cases, it could be a discussion of the results of a survey that solicited feedback from various sources.

Reflective Writing: Reflection in this context is the thought process that occurs after the completion of an activity. This is the kind of thought process that allows you to think deeply about what occurred — and what did not occur — during the leadership event and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, in your responses to the reflection questions you must show how you will use what you learned from your leadership experiences to inform and improve your practice in the future.

3. Analysis and reflection overlap

Analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one’s practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are instructed to analyze the success of a particular activity or some specific strategy, do not use the analysis or reflection sections to explain what happened. Explaining what happened is a form of description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be made aware of why you interpreted the results of a lesson the way you did. You need to explain your interpretation of the evidence (a form of analysis) as well as your understanding of what should come next (a form of reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence you provide in the artifacts you submit as part of your performance assessment. But you must explain the significance of events and not expect the rater to draw conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do that.

Tell the rater how the professional development in your building affected student performance — doing so is a form of analysis and interpretation. Cite evidence from your colleagues' work to explain and illustrate your practice and provide a context for the artifact. Ask yourself the following questions when preparing your analysis and reflection.

- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and leadership from this professional experience?
- What would I do differently? (reflection)

4. Revise and edit your writing

An important step in writing, regardless of the skill or experience of the writer, is taking the time to review your writing with an objective eye. Even professional writers can become so involved in their writing that they sometimes forget to include information the raters need. For some, reviewing with objectivity requires distance or some time from the document. Pace your writing so that you can set it aside for a day or so and then come back to it with fresh eyes. The next time you return to it, read your written responses aloud. This strategy should help make it easier to see the important information, where a description or analysis is needed, where something is unclear, or where a transition is necessary. In addition, it is vital that you read it a third time to edit the language, spelling, and other mechanics of writing.

Another good suggestion is to ask another person to read your work with a critical eye for detail. This person should review your written response with the evidence you include and the corresponding rubric. Your goal in having someone else read your work is to discover unclear things to an external rater. Be sure that if you use colleagues at your school, they do not assume critical information because of familiarity with the learning. Give the person a copy of the rubric to determine whether your writing is redundant or if there are any gaps in your work.

Summary of Key Points

Address the questions. For each task, there is a series of guiding prompts that will result in your written response. Make sure that you have read each guiding prompt and its related rubric criteria carefully. Understand what you are being asked to address and how it will be measured.

Organize your information. It is very important that you provide your evidence as clearly and concisely as possible. Raters will be reading your responses supportively. This means that they will read your response expecting that you will earn a good score. They will look for information within your responses to provide evidence that you have met the rubric criteria. Presenting your evidence in a way that is clear and that will make the evidence easy for raters to find will help them to do their job more effectively.

Check your response against the rubric. This point is worth reiterating because checking your response against the rubric is a critical step in making sure that your performance assessment is responsive. Once you believe that you have completed a task, ask a trusted colleague to read your task response against the rubric. Also, ask your colleague to look at the task's guiding prompts and verify that you have addressed each guiding prompt within the task.

Do not use any identifying names or titles. This includes but is not limited to names of the following.

- Teachers
- Colleagues
- Students
- Schools
- Districts

In order for your responses to be scored fairly and to protect the identity of colleagues and students, it is extremely important that you do not identify yourself, your colleagues, your school, or the city/town in which your school is located. Instead, refer to those you will be working with as Colleague 1, Colleague 2, and so on. Refer to places as "my school" or "my district." Please remove identifiers from work samples, emails, etc. You can do this simply by crossing the names out with a marker or correction tape/fluid.

How should I use the textboxes?

Each of the three tasks includes four Steps. Each Step contains numbered textboxes. Examples of these textboxes are located within the task directions; these are provided as examples to illustrate where your written text would be located in the submission system. Once in the submission system, type your response and link artifacts, as instructed, in the textboxes at the bottom of each guiding prompt. Your written response to the guiding prompts cannot be linked to a textbox as a standalone document. See the Submission System User Guide https://waproteach.livetext.com/help/WAProTeachPortfolioTechnicalGuide.pdffor assistance.

Thinking About Evidence

What is evidence, and where can I find it?

Evidence is the information that a candidate provides within the written commentary, including quotations from colleagues and relevant artifacts.

Is any single type of evidence more valuable than another?

No, the quality of the evidence is the most important measure of its value. Evidence is found in the responses to the guiding prompts and in both educator and student artifacts. Evidence is collected from wherever it appears within a task.

What else do I need to know about evidence?

You should ask yourself the following questions:

- Am I providing sufficient evidence?
- Is the evidence appropriate?
- Do I fully understand the evidence required by each guiding prompt within a task?
- What are the best artifacts I can provide to address the guiding prompts?

You can also obtain a better understanding of evidence by doing the following:

- Describing to your mentor your understanding of what the prompts within a textbox require
- Selecting and listing the artifacts that are most appropriate and that will provide the greatest amount of evidence
- Finding an effective way to explain the value of each artifact
- Working with a peer to help each other understand the guiding prompts and identify the evidence
- Comparing the written commentary to each bullet within the rubric and determining whether the evidence described has been provided

A few caveats to observe: When using the rubric, focus on the completeness and quality of the evidence. Look for connections between the textbox numbers and the bulleted sections of the rubric.

Once you have an idea of the direction each prompt response will take and a list of artifacts, try to distinguish the descriptive, analytic, and reflective writing required. Reread the Writing and Formatting Guidelines section in this handbook. Recall that solid analysis requires examination and interpretation of the evidence. Then, focus on the following.

- Are the points you are making clear?
- How does the evidence support your points?
- What specific details are referenced within your evidence?
- How are the details connected to your points?

How do I select the evidence for my tasks?

You will be required to submit different types of evidence for each of the tasks. Each task requires some form of a written response — this is part of your evidence. In addition, tasks may require other types of evidence, such as a plan, anecdotal notes from colleagues, and student work samples.

For each task, make sure that you clearly understand what type of evidence is required. If an artifact is required, make sure that you include an artifact that **does not exceed the required page limit**, that addresses the indicators being measured, that gives you a good opportunity to discuss what was done with colleagues to generate that work, that provides the raters scoring your response with a picture of your practice, and that gives them good information on which to score your performance.

Selecting Artifacts

How do I use artifacts as evidence?

Quality artifacts are carefully selected, and they connect to, support, and enhance the written commentary. They also help demonstrate your knowledge, skills, and understanding of the standard/indicator being discussed, and they are paired with relevant and insightful analysis.

When determining the best artifacts to use as evidence, start by identifying a number of artifacts that can be used to support a specific point in the written commentary. Then you can choose the strongest artifact and explain why you believe it supports that point. Remember that only one-page artifacts are allowed unless the task requirements specifically state otherwise. You should choose the artifact that best illustrates and connects with what you wrote.

You should ask yourself the following questions:

- What point from the written commentary is the artifact reinforcing?
- Does the artifact provide data (e.g., survey results, test scores, communication records) that reinforce the written commentary?
- What pertinent details does the artifact provide?
- How does the written commentary identify details in the artifact that prove an assertion?
- Is the connection obvious and strong?
- What wording is used to reference the artifact within the written commentary?

To provide the maximum amount of evidence for the required video artifact, you must cite details of actions seen in your video within your written commentary. Your citations can be in the form of a reference to a specific moment in the video, a direct quote or a description of an occurrence. We also recommend using time stamps (e.g., "at 2:12 minutes …) to highlight the examples in your written commentary.

> ***Artifacts to avoid include blank surveys or forms, artifacts that do not connect directly to the point(s) being made in the written commentary, and artifacts that are difficult to read or decipher.***

Would you provide clarification about the longitudinal data that is required for Task 1—Step 1?

For Task 1, you are required to demonstrate your ability to identify a significant problem/challenge connected to your school or your school community. Longitudinal data is required, so you can explain how the data support the problem/challenge you identified. Longitudinal data is data in which the same type of information on the same subject is observed over multiple points in time. This means that, in the artifact that you attach, the data collected is shown at multiple points in time. For Task 1, you also need to describe the longitudinal data **at multiple data points** that you collected and explain why it is appropriate.

What is the Walk-through Observation Form for Task 2?

Use the *Walk-through Observation Form* to record evidence that you capture during an informal walk-through of a classroom featuring a lesson related to the professional development topic that is the focus of Task 2. You can submit a form of your choosing, but the form should still be focused on the connection between the activities and the professional development. This form can be found on the PASL Resources and Test Prep webpage.

Is the feedback required for Task 3 the same as the feedback needed for the Post-Professional Development Feedback Form in Task 2?

No. The feedback required for Task 3 is an essential part of the collaborative process, while the feedback in Task 2 comes after the Professional Development activity has been implemented. The feedback for Task 3 should influence the entire decision-making process from plan development, to plan implementation within the building and the determination of its impact on instruction and learning.

The feedback for Task 2, requires you to, so you can cite examples from the survey to support your conclusions about the effectiveness of the professional development. You can design your own form or use or modify the Feedback Survey template found on the PASL Resources and Test Prep webpage.

When linking your artifacts to your written commentary, make sure the artifacts that you link are:

- only those that are required by the task directions

- not linked to third-party sites (Raters will not go to a third-party site to retrieve your artifact.)
- linked just once within your response. (Repeated attachment of the required artifacts and extra artifacts are not acceptable.)
- linked in the designated textbox
- not exceeding the required number of pages
- addressing the indicators being measured
- best illustrating and connecting with what has been written
- providing the raters scoring your response with a picture of your practice and with good information on which to score your performance
- not blurry, illegible or contain an image that is too small to read

  Raters must be able to read the contents of the artifacts that you include with your response. Blurry or illegible artifacts could result in a step score of zero if the rater is unable to view the evidence in the artifact.

The rater scoring your response is trained to look at and value only that which is required by the assessment. Refer to each of the task's directions for a list of the required artifacts and the maximum number of pages allowed for each.

How do I upload artifacts into my Library of Artifacts and link them to my responses?

Artifacts are uploaded to your Library of Artifacts in the online submission system then linked to the written response in your textbox. Prior to uploading your artifacts, verify that the file type, size and file name meet the online submission system requirements. After uploading the artifacts, link them to the appropriate textbox. Artifacts that are not properly linked to your textboxes will not be submitted with your task.

See the Submission System User Guide for assistance.

Library of Examples

The Library of Examples on the informational website is a collection of actual written responses submitted by school leader candidates. Organized by task and by each textbox within a task, each example includes a stronger and weaker written response that you can use to compare against the rubric and your own work in order to evaluate the quality of evidence you have presented.

Corrections were not made to what candidates submitted, and artifacts are not included. Because these excerpts were taken from a variety of candidates, they reflect a variety of writing styles and modes of presentation. No matter the style of writing, however, most important is how well the evidence addresses the guiding prompts and the rubric specific to each textbox within a task.

The purpose of the examples is to help you notice the completeness and quality of a candidate's response—they should be used only for comparison purposes. The textbox number for each example is referenced at the top of the page and can be easily matched to the corresponding textbox number located on each task rubric. Compare your responses to the published pairs to determine whether or not your work contains sufficient evidence to fully address each guiding prompt. By examining each response and comparing the evidence within that response to the various levels of the rubric, you can determine where on the rubric your response might fall.

The Library of Examples can be found directly on the Performance Assessment for School Leaders website.

Video Recording

You must submit only one fifteen-minute video file. (one unedited five-minute video segment and one unedited ten-minute video segment). All segments must be unedited. **If the segments within your recording appear to have edited, the entire task will not be scored resulting in a score of zero for Task 3.**

Editing in this context is defined as postproduction processing of the video itself or the use of cuts in an otherwise continuous segment. There cannot be any disruption in the video footage for the duration of each segment. Examples of editing include the elimination of unwanted sections within segments, the addition of footage, the use of fade-ins and fade-outs, and the addition of audio-recorded material from a device other than the video recorder. In addition, video segments may not be created with two or more cameras, which would give the video recording a studio effect.

Why is my video task (Task 3) so important?

In Task 3 you are required to submit a video recording of your interaction with colleagues. The purpose of the video-recorded task is to provide as authentic and complete a view of your instructional leadership as possible. Raters are not able to visit your school; therefore, a video recording is the only illustration of the following key practices.

- your interactions with colleagues and how they interact with you and with one another
- the type of climate you create in the building
- examples of how you facilitate and engage your colleagues in the learning

Your video-recorded task conveys to raters how you practice your profession, the decisions you make, and your relationships with colleagues and other stakeholders.

What should I do before I get started?

You must complete two key steps before you start video recording: (1) obtain the signed permission forms to video record and (2) make sure your video equipment is adequate for the task.

Permission Forms

The PASL Student Permission Forms (for student work) and the PASL Adult Permission Forms can be found directly on the Performance Assessment for School Leaders website.

> ***You must use the PASL permission forms; district or school permission forms will not be accepted.***

These forms are used to collect and document the signed permission given for all individuals whose work is submitted, who appear in your submitted photographs, or who are seen or heard in video recordings. You must secure permission from **all** colleagues in your videos.

You must have a signed PASL Student Permission Form for each student who appears in a photograph or whose work samples you submit, and you must have a signed PASL Adult Permission Form for any adult who is included in your submitted video recordings or in a photograph.

Keep these signed permission forms in your possession. Do not submit them to ETS.

You will be required to obtain and retain permission forms again when resubmitting your task(s) if you do not have permission forms for the resubmission artifacts.

How do I complete permission forms?

When completing the permission forms, please note:

- You must fill in your name and the name of your Educator Preparation Program at the top of the form
- The "Your Name," "Your Address," and "Your School" sections in the form should be the name and address of the person providing permission to use the requested information in your assessment portfolio
- The name in the "Your Name" space and the signature should be the same person
- Do not black out the information in the middle of the form — while you should black out personal identifying information in the artifacts you submit, which are seen by the raters, information should not be blacked out on the permission forms

Video Equipment

Consider obtaining the following equipment, at minimum, to make video recordings of your class.

- A video camera, smartphone, Tablet, etc.
- Video editing software (for combining video segments)
- An external, omnidirectional boundary microphone* to be placed near colleagues and connected to the camera at some distance from the group
- A tripod

- An extension cord

*If such a microphone is not available with your video-recording equipment, consult a local audio retailer or search the Internet for more information.

Use the best video-recording equipment available to you when making your recordings.

Because it is often difficult to hear everyone who speaks on a video recording, make sure that the equipment you use has a sensitive microphone. Some handheld cameras have audio reception that is sensitive; others require a separate microphone.

How should I video record my sessions with colleagues?

You should record as many videos as you can and store them in an external file. Your Library of Artifacts will not be able to store any video. Only one video file can be uploaded with your submission, and this is done in Step 5 of Task 3.

In addition to providing some tips on the mechanics of recording, the strategies presented in this section offer possibilities for you to gain important practice for recording your leadership. Observing your facilitation lets you practice analyzing that facilitation in a way that would not be possible without a video recording. With a video recording, you are able to watch what you do and when you do it as a session unfolds.

Until both you and your colleagues get used to the experience, video recording may present an inauthentic view of your facilitation. Colleagues may feel uncomfortable the first time you bring a video camera into a session. Some leaders may find themselves inhibited (perhaps acting more formally, for example). For these reasons, it is a good idea to make several practice video recordings to allow both you and your colleagues to become familiar with the mechanics of video recording and with maintaining a natural demeanor in front of the camera. You should experiment to find the most effective use of video recording for your situation. To get the maximum benefit from practicing your video recordings, you should record at least two different sessions.

Place the camera on a tripod or at a good vantage point (for example, on top of a filing cabinet) where the camera has a view of the entire area. Record several sessions and watch these recordings so that you can become accustomed to how you look and sound.

How should I practice my video recording?

The purpose of practice sessions is to make you comfortable with video recording as a medium for conveying your practice. Since you may decide to use a practice session for your final submission, note the time limits and remember that each segment must be continuous and unedited. The guidelines included in the following suggestions also apply to the video recording you submit.

1. Decide on the sessions you plan to video record.
2. Arrange for a colleague to operate the video equipment at some practice sessions. Review video-recording procedures with that individual, including the need to avoid stopping the

camera and to avoid using the fade-in/fade-out function of the camera so that no content is lost and so that your recording does not give the appearance of having been edited.

The video recording of your facilitation, including the 5-minute segment and the 10-minute segment, must be unedited.

- ***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***

Any break in the continuity of a segment is considered impermissible editing. If the segments within your recording appear to have been edited, the entire task will not be scored resulting in a score of zero for Task 3.

3. Consider finding other people who have the time and expertise to assist in video recording your sessions. If your college or university offers courses in video communication, there may be students there who would welcome the opportunity to help with camera work. Alternatively, such courses within a high school may have students who are looking for experience. Consider seeking advice from a library media specialist or an audio-visual specialist in your school or school district.
4. Tag the recordings and your notes so that you can quickly and correctly match them.

How should I analyze my video recordings?

To select which video recording you wish to submit, review all your video recordings. You may want to watch your videos several times. Additionally, you may wish to watch each recording with the sound turned off to gain greater awareness of nonverbal behaviors (for example, facial expressions and body language).

What are some video-recording tips?

After you and your colleagues have become accustomed to the presence of video equipment, you will want to produce video recordings that best reflect your work with colleagues. Professional quality is ***not*** expected. The following technical tips are provided to help you provide the best quality for your Task 3 submission.

How can I improve the quality of the video?

Review the following suggestions for improving the quality of your video recordings.

- If possible, use a tripod. Having the camera in a fixed position eliminates the wobbly effect of an unsteady hand.

- In general, the camera should be pointed at the speaker. That is, when the colleague is speaking, the camera should be aimed at the colleague.
- To improve the sound quality, you may need to have the cameraperson follow you as you move from group to group. If you have to move the camera while you are recording, set the zoom lens to its widest setting to cut down on the shakiness of the recorded image.
- Increase the amount of light in the room to improve the quality of the video recording. Be sure to turn on all the lights and, if possible, open your curtains or blinds.
- Try to not record into bright light. If there are windows on one side of the room, try to record with your back to that light source.
- If you are using an older camera, you may have to adjust it based on the type of light source in the room each time you record. Newer cameras may have a switch for recording in incandescent light, fluorescent light, or daylight, or this setting may be completely automatic.

How can I improve the quality of the audio?

Audio quality is important and can be the most troublesome aspect of video recording. If you or your colleagues cannot be heard, it will be difficult for raters to recognize and score your performance. Even if you can be heard, clarity of conversation is extremely important for raters because they need to interpret the content of the dialogue. There are environmental and technical challenges when trying to get the best audio quality. Flat, echoing walls and multiple colleagues talking at the same time make it difficult to understand what is being said in the recording; even with professional recording equipment, it can be difficult to hear everything that colleagues say. After you have successfully uploaded your video file to the submission system, review the video to ensure proper sound and play quality. **If the rater is unable to view or hear your video, your score may be impacted.**

How do I combine unedited video segments?

Only one video file may be uploaded to the submission system. Each video segment – your 5-minute video segment and your 10-minute video segment – must be continuous unedited piece of your recorded video. You should obtain video editing software that allows you to combine multiple video segments into one file. See the Submission System User Guide for assistance.

What are some guidelines for video editing?

There are established guidelines for submitting video recordings. You may not submit edited videos; editing is defined as postproduction processing of the video itself or cuts in an otherwise continuous segment. Examples of editing include the elimination of unwanted sections within segments, the addition of footage, fade-ins and fade-outs, the addition of audio-recorded material from a device other than the video recorder, and the blurring of an image to conceal a face or name tag. In addition, video segments may not be created with two or more cameras, which would give the video recording a studio effect. Any break in the continuity of a segment is considered impermissible editing. <u>If the segments within your recording appear to be edited, the entire task will not be scored resulting in a zero for Task 3.</u>

The purpose of the submitted video recording is to provide a view of your leadership that is as authentic as possible. Your video recording should convey to the raters how you practice your profession, the decisions you make, and your relationships with colleagues and stakeholders. The raters are not expecting flawless footage.

What are some guidelines for audio enhancement?

Amplifying the sound to enhance the audio on a video is acceptable as long as the amplification of the audio does not conflict with the postproduction editing guidelines described above.

What guidelines are there for recording a video in a virtual learning environment?

ETS will accept videos created in a virtual learning environment for candidates who are unable to record face-to-face videos as a result of COVID-19 restrictions. Review the *Guidance for Completing the PASL Assessment in a Virtual or Hybrid Environment* (PDF).

To protect the identity of participants in the virtual recording, most video conferencing platforms have a step-by-step process on how to change one's name or remove one's name from the account. In some instances, a user can remove their name while a meeting is being recorded.

How do I upload my video file to include with my response?

The video is uploaded in Task 3, Step 5. See the *Submission System User Guide* (PDF) for assistance.

Do not upload your video file to your Library of Artifacts.

Do not include a link to a third-party site for your video.

Before submission, become familiar with your recording equipment and the size and type of the video file you will create to allow time to adjust your video file to meet the system requirements for uploading.

If you plan to record your video from your cell phone or tablet, make sure you are able to transfer the video file from your cell phone or tablet to a PC or Mac® in order to upload it to the submission system.

Even though your video recording may be within the 15-minute requirement, the file itself may be too large for uploading into the submission system. If the file is too large, use video editing software to reduce the file to an acceptable size.

After uploading your video file, review the video to ensure proper sound and play quality. **If the rater is unable to view or hear your video, your score may be impacted.**

We recommend that you allow at least one hour to complete the video upload and review process in the submission system.

What happens to my video after I receive my scores?

The assessment video will be deleted from ETS systems approximately 12 months after the final scores are reported for the submission window, with the exception of videos that will be used for training purposes. A video that ETS selects to be used for training ETS raters will remain in the ETS systems. ETS will honor requests to exclude a candidate's video from being used for training purposes. Requests to exclude a video from being used for training purposes should be sent via email to pasl@ets.org.

Scoring

Raters

Your Performance Assessment for School Leaders (PASL) is scored by educators who meet the qualifications established by Educational Testing Service (ETS). Each rater has firsthand experience in the field of educational leadership and receives additional training in assessment scoring from ETS. Raters include members from the following groups of educators.

- Faculty from schools of education within institutions of higher education who work with school leaders
- School district administrators

What is the scoring process?

The PASL uses rubrics (Task 1 Rubric, Task 2 Rubric, Task 3 Rubric) containing quantitative and qualitative elements of evidence related to both the holistic overall performance and the individual responses to single textboxes.

Before a final score is awarded, the rater reviews each step's rubric.

When scoring each task, raters review your written commentary and the artifacts that you linked to your written commentary. At least three raters contribute to scoring your assessment.

There are four steps within each task, and each step receives a score. When multiple raters score a task, the step scores are averaged. In addition, steps scores are summed to form a total task score and a cumulative score for all three tasks. Task 3, which requires the submission of the video, is double weighted. See the chart below for more information about scoring.

	Task 1	Task 2	Task 3 (double weighted)	Cumulative
Step 1	1–4 points	1–4 points	1–4 points	
Step 2	1–4 points	1–4 points	1–4 points	
Step 3	1–4 points	1–4 points	1–4 points	
Step 4	1–4 points	1–4 points	1–4 points	
Total	16 possible points	16 possible points	32 possible points (double weighted)	64 possible points

A passing score is based on the cumulative score.

On your score report, all the scores listed above will be visible. For individual steps, you will receive feedback directly related to the guiding prompts and the rubric. This feedback will be helpful if you must decide whether to resubmit a task.

Each task is initially scored by one rater. If the total task score falls within a defined range of the overall passing requirement, an additional rater will independently score the task. The step scores assigned by the two raters will be averaged. If the total task score between the two raters is different by more 4 points, an additional rater will independently score the task. The step scores assigned by the three raters will be averaged. The step scores are summed for a total task score. Then the scores from all of the tasks are summed into a total composite score.

Scoring leaders are assigned to supervise all scoring activity. As part of this work, scoring leaders also conduct random back readings of tasks that were scored. If an error in scoring is detected, the error will be corrected.

Find additional information on the **How Tasks are Scored** section of the Performance Assessment for School Leaders website.

Fairness

There are numerous checks in place to ensure fair and valid scores. Raters are required to participate in a rigorous training program that includes demonstrating an understanding of the standards, task directions, rubrics, and more. Raters must demonstrate mastery of the scoring process through multiple practice sessions conducted by experts who are trained in qualifying raters. Raters must take and pass a certification test verifying their mastery of accurate scoring processes before they can score actual candidate assessments.

Controls exist in the scoring process to manage the quality of the scores produced. Test validity, reliability, and fairness are of foremost importance. Scoring adheres to the highest industry standards for evidence-based assessments. Throughout the scoring process, steps are taken to control any inherent biases that may impact scoring, either negatively or positively. Raters are trained to recognize when a personal, societal, or professional bias might interfere with their ability to fairly score a response. Through adherence to industry standards, you can be confident that portfolio scoring is conducted to achieve the highest levels of fairness and reliability.

All identifying information provided by you at registration is removed from responses so that raters are prevented from knowing a candidate’s identity. For resubmitted tasks, raters are now aware of any previous scores.

Receiving Your Scores

Your official score report will be available via your online Performance Assessment for School Leaders (PASL) account. You will be able to view and print the score report as often as you wish.

Find additional information on the **Getting Your Scores** section of the Performance Assessment for School Leaders informational website.

Delivery of Scores to Other Score Recipients

All scores will automatically be provided to the educator preparation program that you selected at registration and up to four other entities identified by you at the time of registration. If the state identified on your account profile for where you are seeking certification is an automatic score recipient for the assessment, your scores will automatically be provided to that state agency. Please note that your score report will not mention any nonstandard testing accommodations made for you.

Understanding Your Scores

Score Report

You will receive a score report that identifies the score you received for each step, the score you received for each task, and the cumulative score you received for all three tasks. For each step, you will also receive feedback that can be used to improve your response in the event that you decide to resubmit a task. This feedback is directly related to the guiding prompts and the rubric. See the **Understanding Your Scores** section of the Performance Assessment for School Leaders website.

Paper Score Reports

Paper score reports will not be issued; however, you can print your online score report as many times as you wish.

Evaluating Your Scores and Resubmitting Tasks

In the event you do not pass the assessment, identify those tasks on which you scored lowest. Prepare to resubmit your entire task by first addressing the steps for which you received a low score.

Also identify those criteria on which you scored highest. Do these scores reflect a level of performance with which you are comfortable, or would you like to strengthen your performance? If you are satisfied, identify the strongest elements of your work and consider how you can continue to improve your leadership practice.

In order to resubmit a task, you must register for resubmission through your online account and pay a resubmission fee. See the Submission System User Guide for registration information.

Score Report Feedback

Your score report includes general feedback for each step score within a task. Score-report feedback addresses the qualitative and quantitative levels of the evidence provided in candidate responses at the level of the task step. The feedback statements are directly connected to the guiding prompts within the textboxes of the tasks and focus on score points 1 through 4. See the Understanding Your Scores section of the Performance Assessment for School Leaders website to view the score report feedback for all steps and score levels. The feedback is designed to provide perspective on the evidence that candidates scoring at the 1-, 2-, 3-, or 4-

point level tend to submit. For those not successful on their first submission attempt, the feedback provides a look at the kinds of evidence that accompanies tasks that receive higher scores and guides you to improve the quality of your evidence in your step responses.

Steps with a Score of Zero

A step score of zero will be applied to a Step for any of the following:

- The written commentary for an entire step is missing.
- The written commentary in all textboxes for a Step does not address the guiding prompts (e.g., "I will complete this step when I resubmit.") or consists of random keystrokes (e.g., "glkhef").
- The required artifacts for an entire step are missing or illegible. A step that requires multiple artifacts needs to have at least one artifact attached to the step to be scoreable.
- The artifacts for an entire step fail to provide the required evidence or are unrelated (e.g., picture of a cow, a note that says "I didn't have time to complete this").
- Links to artifacts on a third-party site aren't acceptable.
- The required video is missing or you edited a video segment.

Resubmissions

What should I know about resubmission, if I didn't pass?

In the event your cumulative score does not meet the passing score, you may be eligible to resubmit any task or tasks you choose. The resubmission task(s) are completely separate responses from what was originally submitted.

Resubmission must occur in the two resubmission windows established for your registration. Tasks may be resubmitted in the resubmission window immediately following the reporting of your original submission scores and in the second resubmission window. See resubmission window dates and deadlines.

During resubmission, you will begin with blank textboxes. Be sure to enter and submit the entire task response as if you are submitting the task for the first time. You should enter the written commentary in all textboxes; link the artifacts to the written commentary where required; and, if resubmitting Task 3, upload the video. You must respond to the prompts and activities for all steps, not just the steps where you scored low.

See the **Resubmitting Tasks** section of the Performance Assessment for School Leaders website.

What if my scores are lower?

All steps within a resubmitted task will be scored. The task with the highest total task score — regardless of whether it was earned on the original submission or on the resubmission task, becomes part of your final score for the assessment. This gives you the best chance to pass your assessment and earn your professional certificate.

Ownership

Who owns the PASL responses?

You will maintain ownership of all responses and accompanying materials, but you will be limited in what you can do with the responses and the accompanying materials to two uses. First, by submitting your performance assessment responses with the accompanying materials, you are agreeing that ETS will have permission to use your responses with the accompanying materials, without any identifying information, to support the scoring of the PPAT assessment. In particular, ETS may use your responses to train raters who will score your assessment, to train future raters on how to score the assessment, and to use your written commentary to develop a library of examples for future teacher candidates.

Terms of Submission

Prior to submitting tasks, candidates will be prompted to agree to the following terms:

- I agree to comply with the terms of the ETS Performance Assessment for School Leaders (PASL) Candidate and Educator Handbook;
- I understand that I am submitting my own responses and artifacts associated with this task, and I agree not to share any of my responses and artifacts with current or future test takers;
- I understand the role of professional ethics and that my ability to complete my institution's school leader preparation program and my ability to earn a school leader certificate from my state certification department will be jeopardized if I violate the privacy of any students and/or coworkers by posting any responses, artifacts, or videos without appropriate permission from students, parents, and coworkers;
- I certify that my submission represents the work that I completed and that I have retained all signed Student and Adult Release Forms required by the assessment.
- I understand that the responses and artifacts that I submit for each task and video that I submit for Task 3 will be evaluated by educators, raters, or other appropriate individuals, and I understand that I will not be able to make any modifications once I click Submit;
- I certify that I am the school leader candidate depicted in the video for Task 3;
- I further give permission for all parts of my submission (including the Task 3 video and audio recording of my image and discussions) to be used by ETS to train raters who will score my assessment and to train future raters on how to score the assessment. ETS may also use my written commentary to develop a library of examples for future school leader candidates;
- I understand and agree that I will not obtain any ownership or other intellectual property rights in any information or materials posted on, or linked from this website, including the assessment tasks, the rubrics, and all support materials which are owned by ETS.

Technical Issues

What if I need technical support or have questions about how the submission system works?

Our goal in designing the submission system was to make it as intuitive as possible for you to author and submit your tasks. Technical help and information are available via the Submission System User Guide or via email and phone through Customer Service. Contact us for assistance before the submission deadline to allow time to resolve issues you encounter.

> ***Customer Service is available Monday through Friday, 8 a.m.–6:00 p.m. (Eastern Time) (except for U.S. holidays) at 1-855-628-5088, 1-609-359-5634 or at ppa@ets.org.***

Ancillary Materials

What ancillary materials are available for me to use, and what is their purpose?

The ancillary materials found on the Performance Assessment for School Leaders website were created with the school leader candidate in mind. The ancillary materials can be used throughout the clinical experience. These documents are additional resources that are intended to be helpful as a school leader candidate works to fulfill the requirements of the Performance Assessment for School Leaders (PASL).

Glossary

This resource consists of terms that are essential for school leader candidates to know so they can successfully complete this performance assessment. This resource provides specific definitions that reflect the meaning of each term in the context of this assessment.

Plan Template

This template is designed to help a school leader candidate develop a plan for Task 1, 2, and 3. Its purpose is to provide the school leader candidate with an outlined structure of all that could be included in a well-designed plan. It is intended to help a candidate plan how to address a significant building problem/challenge, to establish and support effective, continuous professional development, and to build a collaborative team. You are not required to use the template.

Post-Professional Development Feedback Survey

This form specifically relates to Task 2 and was designed to assist a school leader candidate to elicit meaningful feedback on the effectiveness of the professional development experience the candidate facilitated. This form can help candidates reflect on strengths and areas of need and on what modifications could be made that affect student learning. You are not required to use the template.

Walk-Through Observation Form

This form specifically relates to Task 2 and was designed to conduct walk-through observations and collect pertinent evidence of teacher performance. This tool is easy to use and helps school leader candidates identify the results of the professional learning experience they facilitated. This form will help candidates focus on the elements of effective teaching that can be observed and that are essential to the success of any evaluation system You are not required to use the template.

Permission Forms

What permission forms must I complete?

For Tasks 1, 2, and 3, your response will be based, in part, on your work with colleagues and students.

- **PASL Permission Form for Students Under 18** — required of every student under the age of 18 who appears in submitted photographs or whose work is submitted
- **PASL Permission Form for Students Over 18** — required of every student over the age of 18 who appears in submitted photographs or whose work is submitted
- **PASL Colleagues/Adult Permission Form** — required of every adult who appears in the video or photographs and/or whose work is submitted

It is necessary for you as a school leader candidate to get permission from parents/guardians for the use of any student work or image. You must also get permission from any colleagues or other adults whose work you may supply as artifacts or who appear in your video for Task 3 or in photographs.

You must use the PASL permission forms; district or school permission forms will not be accepted.

The PASL permission forms can be found on the Performance Assessment for School Leaders website.

Do I submit the signed permission forms to ETS?

No. Keep the signed permission forms in your possession. Do not submit to ETS.

You will be required to obtain permission forms again when resubmitting your task(s) if you do not have permission forms for the resubmission artifacts.