

# Performance Assessment for School Leaders (PASL)

Deep Dive into Task 2

Supporting Continuous Professional Development



# Portfolio Assessment Development Team Trainers

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# Purpose of this Session

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

# The Steps in Task 2

Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development

Step 3: Analyzing Three Teachers' Responses

Step 4: Reflecting on Building-level Professional Development

# Overview of the Structure of Task 2

|        |         |  |
|--------|---------|--|
| Step 1 | Textbox | <p><b>Textbox 2.1.1 The Prioritized List</b></p> <p><b>Guiding Prompts</b></p> <ol style="list-style-type: none"> <li>Whom did you involve in developing the prioritized list of professional development needs? Why were these individuals selected?</li> <li>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?</li> <li>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?</li> <li>How do the prioritized needs address the goals of the building, district, and/or state?</li> </ol>   |
|        | 2.1.1   |  |
|        | 2.1.2   | <p><b>Textbox 2.1.2 Planning</b></p> <p><b>Guiding Prompts</b></p> <ol style="list-style-type: none"> <li>What need(s) from the prioritized list did you identify as the focus for the professional development plan? Why did you make this selection?</li> <li>What is (are) the goal(s) of the professional development plan? How will you determine whether the goal(s) is (are) achieved?</li> <li>How will the professional development plan impact instructional practice <b>and</b> student learning?</li> <li>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.</li> <li>What other factors influenced the development of the building-level professional development plan (e.g., budget, schedules, staff, facilities, time)?</li> <li>What individuals did you involve in the creation of the professional development plan? Why did you involve these individuals?</li> <li>What follow-up will you provide to support the implementation of the professional development plan? Provide a rationale.</li> </ol> |
| Step 2 |         |  |
|        | 2.2.1   | <p><b>Textbox 2.2.1 Workshop Sessions</b></p> <p><b>Guiding Prompts</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>What individuals did you select as participants in the professional development? Why did you select them?</li> <li>What approaches were used to facilitate the professional development? Provide a rationale for your choices.</li> <li>What strategies were used to actively engage the participants? Provide a rationale for your selected strategies.</li> <li>What assignment(s) was (were) given to participants and/or students to demonstrate the impact of the professional development on instructional practice <b>and</b> student learning? What is the connection between the assignment(s) and the professional development?</li> </ol>   |
| Step 3 |         |  |
|        | 2.3.1   | <p><b>Textbox 2.3.1 Impact of Professional Development on Three Participants</b></p> <p><b>Guiding Prompts</b></p> <ol style="list-style-type: none"> <li>Select three participants with different levels of experience to determine the effect of the professional development. Provide a rationale for the selection of <b>each</b> participant.</li> <li>In what ways did the goal of the professional development influence the instructional practice of <b>each</b> participant? Provide specific examples, including those from the walk-through observation form, of the influence.</li> <li>What follow-up did you provide for <b>each</b> participant? Provide a rationale.</li> <li>What was the impact of <b>each</b> participant's professional development on student learning? Provide examples from the student work to support your conclusions.</li> </ol>   |
| Step 4 |         |  |
|        | 2.4.1   | <p><b>Textbox 2.4.1 Reflecting on Building-level Professional Development</b></p> <p><b>Guiding Prompts</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>What modifications would you make to the current professional development process? Provide a rationale for your analysis based on <b>all</b> aspects of the professional development experience.</li> <li>Considering <b>all</b> aspects of this professional development experience, what are the implications of the experience that will support continuous professional development?</li> <li>Considering <b>all</b> aspects of this professional development experience, what long-term impact might the experience have on improving the school culture?</li> </ol>  |

# 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)<br>2. Representative page from the research (1) |
| <b>Step 2</b> |         |  |
|               | 2.2.1   | 1. Representative page of the assignment given to teachers and/or students (1)                                   |
| <b>Step 3</b> |         |  |
|               | 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)  |
| <b>Step 4</b> |         |  |
|               | 2.4.1   | 1. Representative page from a feedback survey completed after the professional development (1)                   |

# 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"><li>• Accurately explains</li><li>• Ensures people, events, and concepts are clearly described</li></ul> | <p>Provides reasons, motives, and interpretation supported by evidence.</p> <ul style="list-style-type: none"><li>• Reveals thought processes used to arrive at conclusions</li><li>• Provides significance of the evidence submitted</li></ul> | <p>Provides thought processes after completing an activity.</p> <ul style="list-style-type: none"><li>• Makes sense of an experience</li><li>• Gives perspective/clarity</li><li>• Shows deeper understanding</li><li>• Draws conclusions that inform future practice</li></ul> |



# The Task Requirements Document



## 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](#).

# Holistic Portion of the Rubric

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

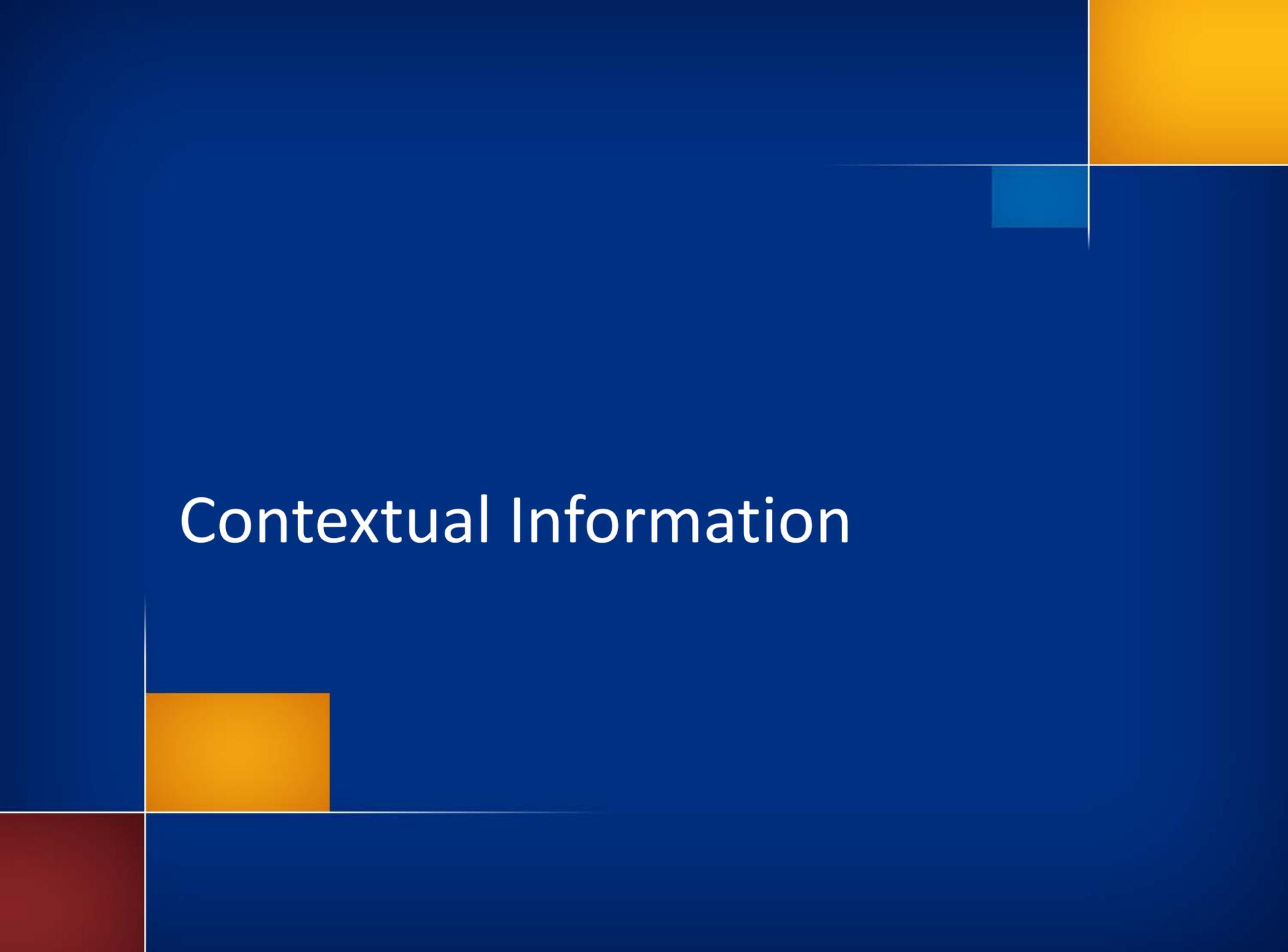
| Score of 1  | Score of 2  | Score of 3  | Score of 4   |
|---|---|---|--|
| <p>A response at the 1 level provides <b>minimal</b> evidence that demonstrates the school leader candidate's ability to involve individuals in the development of a prioritized list of professional development needs; to design 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 <b>partial</b> 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 <b>effective</b> 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 <b>consistent</b> 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 <b>minimal</b> and/or <b>ineffective</b> throughout the response for Step 1. Evidence may also be missing.</p> | <p>The preponderance of evidence for the 2-level criteria is <b>limited</b> and/or <b>vague</b> throughout the response for Step 1.</p> | <p>The preponderance of evidence for the 3-level criteria is <b>appropriate</b> and <b>connected</b> throughout the response for Step 1.</p> | <p>The preponderance of evidence for the 4-level criteria is <b>insightful</b> and <b>tightly connected</b> throughout the response for Step 1.</p> |

# Analytic Portion 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"> <li>the <i>inappropriate</i> involvement of individuals in the development of the prioritized list and <i>minimal</i> reasons for their selection</li> <li>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</li> <li><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</li> <li>an <i>ineffective</i> connection between the prioritized needs and the goals of the building, district, and/or state</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>the <i>limited</i> involvement of individuals in the development of the prioritized list and <i>partial</i> reasons for their selection</li> <li>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</li> <li><i>cursory</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</li> <li>a <i>sketchy</i> connection between the prioritized needs and the goals of the building, district, and/or state</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>the <i>appropriate</i> involvement of individuals in the development of the prioritized list and <i>clear</i> reasons for their selection</li> <li>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</li> <li><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</li> <li>an <i>effective</i> connection between the prioritized needs and the goals of the building, district, and/or state</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>the <i>thorough</i> involvement of individuals in the development of the prioritized list and <i>detailed</i> reasons for their selection</li> <li>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</li> <li><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</li> <li>a <i>significant</i> connection between the prioritized needs and the goals of the building, district, and/or state</li> </ul> |



# 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

# Step 1

## Breaking Down the Steps

- ➔ Step 1: Designing Building-level Professional Development
- Step 2: Implementing Building-level Professional Development
- Step 3: Analyzing Three Teachers' Responses
- Step 4: Reflecting on Building-level Professional Development

# Step 1 (cont'd.)

## 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 (cont'd.)

**Step 1 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.

## Questions to Help Candidates Choose Wisely

- Who needs to be involved and how will you work together in developing a prioritized list of significant professional development needs that addresses the goals of the building, the district and/or state?
- Is the recommended plan supported by research and how will it address the most significant needs of the building-level teachers?
- How will you be able to demonstrate if this plan influenced instruction and student learning?

# Step 1 (cont'd.)

## 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 was 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?

## Step 1 (cont'd.)

Why is including the prioritized list a useful artifact for this textbox?

# Step 1 (cont'd.)

## Required Artifacts Task 2

| 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

[www.ets.org/ppa/test-takers/school-leaders/prepare](http://www.ets.org/ppa/test-takers/school-leaders/prepare)

# Step 1 (cont'd.)

**Step 1 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.

# Step 1 (cont'd.)

## Textbox 2.1.2 Planning (cont'd.)

### Guiding Prompts

- e. **What other factors** influenced the development of the building-level professional development plan (e.g., budget, schedules, staff, facilities, time)?
- f. **What stakeholders** did you involve in the planning of the professional development plan? **Why** did you involve these individuals?
- g. **What follow-up** will you provide to support the implementation of the professional development plan? **Provide a rationale.**

Required artifacts for this textbox:

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

# Step 1 (cont'd.)

## Research Reviewed

### Reference Materials

Jensen, E. (2005). *Teaching with the brain in mind, 2<sup>nd</sup> 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.

# Step 1 (cont'd.)

## Professional Development Plan Template

  
**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.

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**Task \_\_ Plan**

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

| <b>Problem/Challenge, Professional Development Priority, Instructional Practice to be addressed</b> |
|---|
| Rationale for choosing them:  |

| <b>Intended result(s) of the plan</b> |
|---------------------------------------|
| Rationale for choosing them:          |

| <b>Resulting impact on student learning</b> |
|---|
| Evidence of impact on student learning:     |

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| <b>Colleagues needed for Support</b> |
|--------------------------------------|
| Rationale for choosing them:         |

| <b>Strategies to use with colleagues</b>      |
|---|
| For recruiting colleagues:                    |
| While working on planning and implementation: |

| <b>Costs to Consider</b> |
|--------------------------|
| Available funds:         |
| Source of funds:         |

Plan template on ETS website:  
[www.ets.org/ppa/test-takers/school-leaders/prepare](http://www.ets.org/ppa/test-takers/school-leaders/prepare)

# Step 1 (cont'd.)

## Rubric for Guiding Prompt A

### 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"> <li>the <b>inappropriate</b> involvement of individuals in the development of the prioritized list and <b>minimal</b> reasons for their selection</li> <li>an <b>ineffective</b> 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</li> <li><b>ineffective</b> 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</li> <li>an <b>ineffective</b> connection between the prioritized needs and the goals of the building, district, and/or state</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>the <b>limited</b> involvement of individuals in the development of the prioritized list and <b>partial</b> reasons for their selection</li> <li>a <b>limited</b> 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</li> <li><b> cursory</b> 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</li> <li>a <b>sketchy</b> connection between the prioritized needs and the goals of the building, district, and/or state</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a. the <b>appropriate</b> involvement of individuals in the development of the prioritized list and <b>clear</b> reasons for their selection</li> <li>b. an <b>informed</b> 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</li> <li>c. <b>accurate</b> 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</li> <li>d. an <b>effective</b> connection between the prioritized needs and the goals of the building, district, and/or state</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>the <b>thorough</b> involvement of individuals in the development of the prioritized list and <b>detailed</b> reasons for their selection</li> <li>an <b>in-depth</b> 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</li> <li><b>insightful</b> 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</li> <li>a <b>significant</b> connection between the prioritized needs and the goals of the building, district, and/or state</li> </ul> |

# Step 1 (cont'd.)

## Textbox 2.1.1 The Prioritized List

**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.

# Step 1 (cont'd.)

## Written Commentary for 2.1.1 Guiding Prompt A (cont'd.)

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

## Step 1 (cont'd.)

What kinds of professional development do we commonly see school leader candidates submit for this task?

# Step 1 (cont'd.)

## Sample Professional Development

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

Step 2

# Step 2

## Breaking Down the Steps

Step 1: Designing Building-level Professional Development

➔ Step 2: Implementing Building-level Professional Development

Step 3: Analyzing Three Teachers' Responses

Step 4: Reflecting on Building-level Professional Development

## Step 2 (cont'd.)

**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.

# Step 2 (cont'd.)

## Textbox 2.2.1 Workshop Sessions

### Guiding Prompts (cont'd.)

- 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 artifacts for this textbox:

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

## Step 2 (cont'd.)

### 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?**

# Step 2 (cont'd.)

## Guiding Prompt e (cont'd.)

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"><li>an <b>ineffective</b> 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 <b>little or no connection</b> between the assignment(s) and the professional development</li></ul> | <ul style="list-style-type: none"><li>a <b>partial</b> 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 <b>cursory</b> connection between the assignment(s) and the professional development</li></ul> | <ul style="list-style-type: none"><li>an <b>effective</b> 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 <b>informed</b> connection between the assignment(s) and the professional development</li></ul> | <p>strategies</p> <ul style="list-style-type: none"><li>an <b>extensive</b> 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 <b>significant</b> connection between the assignment(s) and the professional development</li></ul> |
|--|--|---|---|



Step 3

# Step 3

## Breaking Down the Steps

Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development

➔ Step 3: Analyzing Three Teachers' Responses

Step 4: Reflecting on Building-level Professional Development

## Step 3 (cont'd.)

**Step 3 Activity:** For this activity 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.**

### Required Artifacts

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**)

# Step 3 (cont'd.)

## Walk-through Observation Form



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

The school leader candidate can use this form to capture evidence during the informal walk-through that is part of the Task 2 professional development topic. The comments entered should be brief. A completed Walk-through Observation Form may 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? | <input type="checkbox"/> | <input type="checkbox"/> |
| Was instruction tied to the stated objective(s)?                                 | <input type="checkbox"/> | <input type="checkbox"/> |

**Classroom Environment**

1. Note evidence of influence of the professional development on instructional practice/teacher actions.

2. Note evidence of the impact of the teacher's professional development on student learning.

**Student Responses**

Ask some students to tell you what they think is the objective of today's lesson. Also ask them how their teacher knows they understand. Jot down responses for two students.

Student 1:

Student 2:

## Step 3 (cont'd.)

### 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 (cont'd.)

### Guiding Prompt d

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

**Teacher A:** His impact on student learning from the professional development needs improvement. His style of focusing on direct instruction and not allowing students to struggle did not work as well as I had planned. The students were not given time to struggle and explore learning on their own to find the answers. Students realized that they could just raise their hand and say they were confused and he would help them find the answer. While initially students struggled to understand the concept, the teacher had help from the literacy coach to improve his teaching, which in turn led to better student achievement. Students were able to have more cooperative learning time and started improving much more.

## Step 3 (cont'd.)

### Guiding Prompt d (cont'd.)

**Teacher B:** The professional development had a positive impact on student learning. They were able to struggle at first and then help each other out by finding evidence to support their predictions. By intervening if students were still confused, she allowed student think time and students showed good progress. *As seen in the artifact, the student was able to make predictions and then cited textual evidence to support her claim.*

**Teacher C:** Her students did exceptional work with the reading strategy after professional development. She was able to utilize the strategy taught in professional development and put her on twist to it, making it relevant to the lives of the students. Her students did a great job making predictions and citing evidence. Professional development helped her focus on a specific reading strategy instead of using many at once.)

# Step 3 (cont'd.)

## Representative Page of Student Work Sample

Reread "The Summer Table" (pp.51-53) in our "Wonder" novel.

What prediction can you make about the relationship Summer and August will have as the novel progresses?

The relationship they have is they will become good friends. Also they will get to know each other more.

6 replies



[Redacted]

What specifically from the book made you think this? Could you give me an example and the page number?



[Redacted]

What specifically made me think this was because when Summer had sat down with August at lunch on the first day. They had start making a list of all the people who could sit at the "Summer Table".(52-53)



[Redacted]

Great job citing evidence! Do you think they will exclude people or end up including all students?



[Redacted]

I know that they will make a list of all the people who names have to do with Summer and whoever want's to sit at there table can.



[Redacted]

Well done



[Redacted]

I know, Thank you

Step 4

# Step 4

## Breaking Down the Steps

Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development

Step 3: Analyzing Three Teachers' Responses

➡ Step 4: Reflecting on Building-level Professional Development

## Step 4 (cont'd.)

**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 Artifacts

Required artifacts for this textbox:

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

# Step 4 (cont'd.)

## 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?

# Step 4 (cont'd.)

## Post Professional Development Feedback Survey



### 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:<br>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! :)*

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# Step 4 (cont'd.)

## Guiding Prompt a

- 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 (cont'd.)

## Guiding Prompts b-d

- 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**?

# Step 4 (cont'd.)

## Guiding Prompt b

- 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.

b. 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.

# Discussion

# Discussion

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

# Resources

Presented by Jamie Kosa

# Resources

## PASL Website

The screenshot shows the ETS website page for the Performance Assessment for School Leaders (PASL). The page features the ETS logo, navigation links (ETS Home, PPA Home, For Test Takers, For States and Agencies, For Educator Programs), a search bar, and links for My Account and Contact Us. The main heading is "FOR TEST TAKERS". The breadcrumb trail reads: ETS Home > ETS Performance Assessments > Test Takers > School Leaders > About the PASL. The main content area is titled "Introducing the ETS® Performance Assessment for School Leaders (PASL)". It includes a sidebar with links for PPAT Assessment, Performance Assessment for School Leaders (PASL), About the PASL (highlighted), Task Requirements, Prepare, and Frequently Asked Questions. The main text states: "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:" followed by a bulleted list: "develop more effective school leaders", "identify areas of strength and areas needing improvement to guide professional practice", and "emphasize your role in the area of school leadership".

- General Information: [www.ets.org/ppa/test-takers/school-leaders/about](http://www.ets.org/ppa/test-takers/school-leaders/about)
- Task and Rubrics: [www.ets.org/ppa/test-takers/school-leaders/requirements](http://www.ets.org/ppa/test-takers/school-leaders/requirements)
- Templates in Microsoft Word and PDF:  
[www.ets.org/ppa/test-takers/school-leaders/prepare](http://www.ets.org/ppa/test-takers/school-leaders/prepare)
  - Plan (Task 2)
  - Walk-through observation form (Task 2)
  - Feedback survey (Task 2)
- Frequently Asked Questions: [www.ets.org/ppa/test-takers/school-leaders/faq](http://www.ets.org/ppa/test-takers/school-leaders/faq)

# Resources (cont'd.)

## PASL Candidate and Educator Handbook

- General Overview
- Overview of Tasks
- Support and Ethical Considerations
- Getting Started
- Writing and Formatting Guidelines
- Summary of Key Points
- Thinking About Evidence
- Library of Examples
- Video Recording
- Permission Forms
- Video Equipment
- Scoring
- Receiving Your Scores
- Understanding Your Scores
- Resubmissions
- Ownership
- Technical Issues
- Ancillary Materials

# Resources (cont'd.)

## **Support and Strategies: General Guidelines**

- Provide classroom experiences that teach the underlying concepts of each task (e.g., data analysis, research of best practices, problem solving, collaboration).
- Engage in professional discussions with candidates about the PSAL/ISLLC Standards, the tasks, the rubric, the website, and the handbook.
- Instruct candidates on how to review their written work and how to determine if they completely answered all of the prompts.
- Instruct candidates on how to explain the relationship between the artifacts they select and their written responses.

# Resources (cont'd.)

## Support and Strategies (cont'd.)

You can help candidates see the importance of these key steps

- Reading each task and the corresponding Rubrics thoroughly
- Locating and becoming familiar with all the ancillary materials referenced in the tasks
- Developing a timeline for completing the three tasks
- Developing an outline for each task and related artifacts
- Addressing all parts of all the guiding prompts
- Linking all the artifacts within the correct textboxes in each step
- Reviewing your written commentary and artifact against the rubric
- Keeping a copy of all commentary and artifacts submitted

Questions?

Thank You!