



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](#).



What Do You 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** (equivalent to **nine pages** typed) that
 - responds to all guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence.
2. Artifacts

The required artifacts for this task:

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

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



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

- 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.



Contextual Information

Overview

Many factors can affect teaching and learning; these could include the community, the school district, and/or individual school/classroom/student factors.

The information you gather about your learning environment will help provide perspective to the rater who will be scoring your submission.

This part of your submission will not be scored, but the information you include could have implications regarding your professional choices.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to the Contextual Information textbox.

- a. Describe your school district. Include relevant information about the ethnic, social, economic, cultural, and geographic factors affecting the district environment.
- b. Describe your school. Include relevant information about the ethnic, social, economic, cultural, and geographic factors affecting the school environment that are different from those described in your response to Guiding Prompt A.
- c. Provide an overview of your school's faculty. Include relevant information such as the career stages, teaching styles, and diversity of the staff and describe leadership opportunities.

Type your response in the textbox below.



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

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

Required artifact for this textbox:

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

Type your response in the textbox below.



Activity

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

Then respond to the guiding prompts below.

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 whether 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, primary sources)? Explain the connection between the research and the identified focus for the professional development plan.
- e. What other factors influenced the development of the building-level professional development plan (e.g., budget, schedules, staff, facilities, time)?
- f. What individuals did you involve in the creation 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 from the professional development plan (maximum of **two pages**)
- A representative page from the research you reviewed (maximum of **one page**)

Type your response in the textbox below.



Step 2: Implementing Building-level Professional Development

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

Activity

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

Then respond to the guiding prompts below.

Textbox 2.2.1 Workshop Sessions

Guiding Prompts

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

Required artifact for this textbox:

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

Type your response in the textbox below.



Step 3: Analyzing Three Participants' Responses

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

Activity

For this step, you will

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

Then respond to the guiding prompts below.

Textbox 2.3.1 Impact of Professional Development on Three Participants

Guiding Prompts

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

Required artifacts for this textbox:

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

Type your response in the textbox below.



Step 4: Reflecting on Building-level Professional Development

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

Activity

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

Then respond to the guiding prompts below.

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?

Required artifact for this textbox:

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

Type your response in the textbox below.