# New Principal (268) and Performance Assessment for School Leaders (PASL) Certification Assessment
# January 2018 Update

## Highlights of this Update

This update is part of an ongoing effort to provide stakeholders with the most up-to-date information for the Principal (268) and PASL assessments.

The highlights of this update include:

## Sources of Information

- Principal/PASL EPP Informational Web Page
- Principal (268) and PASL Webinar conducted 6/27
- PASL Assessment Overview Webinar conducted 8/1
- PASL Deep Dive into Task 1 conducted 11/1
- PASL Website, including Task Requirements, Rubric, and Educator Handbook
- TEA Regional Forum PowerPoint Presentation conducted November 2017
- Full Frequently Asked Questions Document

## Save the Date

PASL Webinar: A Deep Dive into Task 2 — February 1, 2018
PASL Webinar: A Deep Dive into Task 3 — May 2018

## Upcoming PASL Webinar: A Deep Dive into Task 2

ETS will sponsor the third webinar in a four-part series on the Performance Assessment for School Leaders (PASL). The third webinar will be held February 1, 2018 from 9:30 a.m. to 11:00 a.m. CST.

Click here to register for this webinar. After your registration request is approved, you will receive instructions for joining the meeting. The webinar may be recorded for Programs to review at a later time.

Task 2: Supporting Continuous Professional Development requires candidates to demonstrate the skills needed to establish and support effective and continuous professional development with assigned staff. The task asks candidates to provide evidence of prioritizing and completing professional development, completing classroom walk-throughs, reviewing student work, and obtaining feedback after the professional development.

During the webinar, ETS will provide information on:

- The main components of the Task
- The template provided for this Task
- The knowledge and skills necessary to complete the Task requirements
- Sample responses and using the rubric to understand the qualities of each score point
- Resources available to candidates and EPPs
- Implications for EPPS and course curriculum
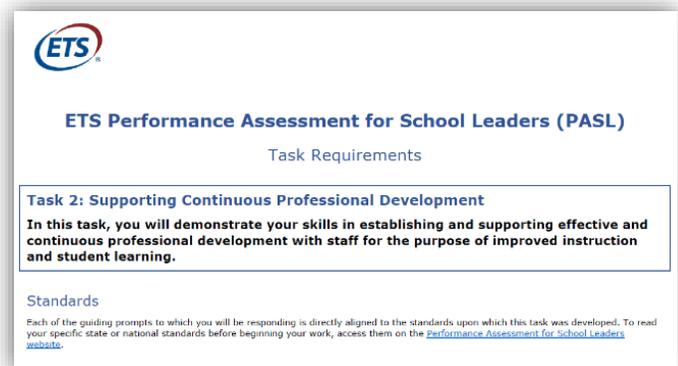


In preparation for the February 1 webinar, participants should print the Task 2 requirements document, Task 2 rubric, and handbook. EPPs can review the two previous PASL webinar presentations here: PASL Overview and Task 1 Deep Dive.

# How Preparation Programs Can Help Prepare Candidates for the PASL

As preparation programs provide candidates with experiences that prepare them for success as a new school leader, many may consider what they can do directly and indirectly to prepare candidates for the summative performance assessment, PASL.

As part of required coursework, candidates and instructors 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 (including the video recording) must feature candidates' interactions with colleagues and the work that the candidate facilitated within the school or district setting.

Instructors and mentors can provide content support by completing 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 school leader 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.
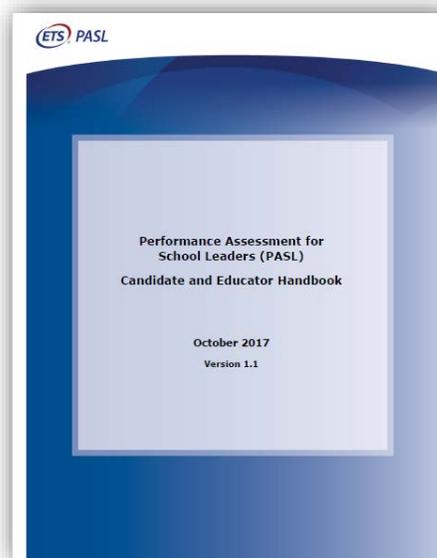
Instructors and mentors should avoid engaging in the following.
- Making choices for the candidates
- Correcting a task
- Assigning a score to a task or in any other way evaluating responses
- Giving an assignment that asks candidates to respond to a task's guiding prompts
- Using the task rubrics to score an assignment

More detailed information on what preparation programs can do to support candidates and to what extent curriculum and assignments can reflect the actual PASL tasks can be found in the PASL Handbook. See pages 8-9.

# Another Look at the PASL Submission Process

In the November edition of this newsletter, we provided a general timeline of the PASL registration process. We noted that the actual dates for each spring and fall testing window will be provided on the website as each submission cycle takes effect.

To provide another look at sample submission timelines, below are the actual timelines for the Spring 2018 testing window for states and programs already utilizing the PASL (please note that Texas is *not* participating in the Spring 2018 PASL testing window). While future submission deadlines will not be exactly the same as those noted below, these deadlines can provide preparation programs a sense of what to expect.

## Spring 2018

| Deadline | Date |
|---|---|
| Registration Opens | March 19, 2018 |
| Registration Closes | April 16, 2018 |
| Reschedule Deadline | April 16, 2018 |
| Cancellation Deadline | April 16, 2018 |
| **Task Submission** | |
| Task Submission Opens | March 19, 2018 |
| Task Submission Deadline | April 18, 2018 |
| **Task Resubmission Window** | |
| Resubmission Registration Opens | May 16, 2018 |
| Resubmission Registration Closes | June 5, 2018 |
| Task Resubmission Deadline | June 6, 2018 |

Candidates can expect to receive their scores approximately 4 weeks after the Task submission deadline. The score report will give candidates the information they need to determine whether to resubmit one or more Tasks. The candidate score reports will be provided in time for the opening of the resubmission window. As well, candidates resubmitting Tasks will receive their resubmission score report approximately 4 weeks after the resubmission deadline.

Each candidate will receive scores on the online submission system where the candidate submitted his or her Tasks. More information on getting your scores and understanding your scores is available on the PASL website.

# Principal (268) Constructed-Response Raters

With the inclusion of four constructed-response questions on the Principal (268) certification assessment, preparation programs may have many questions about who will score these questions and how these questions will be scored.

To be eligible to score the TX Principal (268) constructed-response items, Raters must

- hold an active certification or license as a K-12 school principal or equivalent (e.g., mid-management)
- have at least three years recent or current experience as a principal, vice principal, assistant principal, superintendent, or assistant superintendent. Recent experience is defined as no less than 3 years out of the position.
- maintain confidentiality of the scoring process and testing materials
- meet minimum hardware and software requirements and be able to score online from a secure home or office location

Eligible applicants who continue through the application process will receive training on the Principal (268) assessment questions and scoring process. Then each applicant will be required to pass an assessment demonstrating the content knowledge and accuracy needed to score the Principal (268) constructed-response questions.

Additionally, once a Rater is eligible to score for Principal (268), the Rater must continue to pass an assessment of their readiness to score at the start and during each scoring shift to remain an active Rater.

ETS will be seeking Texas certified school leaders with strong instructional leadership knowledge to become Raters for the Principal (268) assessment beginning in the summer of 2018. ETS will provide a link to the online application once it becomes available.

# Principal (268) Constructed-Response Questions and Feedback for EPPs

The development of the Principal (268) constructed-response (CR) questions is underway. The Principal (268) CR questions will be scored holistically using a rubric that is currently under development and will be made available in the preparation manual. The rubric will provide the criteria and descriptions of performance at different levels that generalize across all four CR Tasks. As well, an example of each of the four constructed-response questions with sample responses and annotations will be provided in the preparation manual.

As part of the development process, ETS piloted newly developed Principal (268) CR questions by asking newly certified Texas principals to write answers to the questions under conditions similar to those of a test session. ETS also asked the participants to answer a set of survey questions about their experience with the pilot, and their feedback may be helpful to preparation programs as they make adjustments to program curriculum and courses. Most of the pilot participants completed their training at Texas preparation programs within the last five years.

Below are some trends identified in feedback provided by pilot participants regarding how difficult the CR questions were and what additional preparation they feel would be helpful from preparation programs.

| Principal (268) Framework Statement | Pilot Participant Feedback — Difficulty and Preparation Needs |
| --- | --- |
| A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domains II & III) | • Difficulty will depend on each person's internship experience, level of mentorship and leadership coaching, and college courses. It will also depend how much time they are given to be in classrooms giving teachers feedback. The more time they're allowed to observe teachers prior to this assessment, the better.<br>• I don't believe I was prepared to be an instructional leader coming out of my preparation program.<br>• My leadership program did not go into depth concerning evaluations or feedback for teachers.<br>• It was easier for me since I've been trained on teacher evaluation systems (T-TESS). I think it would be a very difficult question for someone that has not.<br>• Many beginning school leaders have never observed other teachers and therefore, may not know what to look for during a classroom observation or teacher-led meetings.<br>• The way our existing principal prep courses are now? This question would blow you away, especially in my program. I had to rely on my instructional coaching experience...nothing to do with principal prep ... to be really honest. |

| Principal (268) Framework Statement | Pilot Participant Feedback — Difficulty and Preparation Needs |
|---|---|
| B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career-readiness (Domain II) | • We need better prep for principals. I recommend a phase-in with prep course changes. I got this because I am an instructional coach for a few years.<br>• The new leader needs to have the opportunity to participate in facilitating the development of rigorous curriculum.<br>• More experience is needed to understand rigorous curriculum demands to include and beyond coaching prompting and starter questions.<br>• If you are not too familiar with TEKS and curriculum this question is very difficult to answer.<br>• I don't consider myself to be particularly strong in any content area. A strong leader should be able to check for rigor and alignment on any lesson plan, unit, or assessment regardless of content. |
| C. Supports staff to effectively use instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II) | • I need more preparation in data analysis to determine when a teacher's data analysis skills are weak.<br>• I need to understand how to look at data and a teacher's justifications and plan thoroughly.<br>• I need more familiarity with TEKS at different levels, elementary, middle, and high school.<br>• I believe any beginner leader should be able to dissect the data presented to formulate higher leveraged questions. |
| D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I) | • The scenario is one encountered in most education classes.<br>• I need to work with data sets like TAPR, demographic data and surveys. So making the connections to an equitable culture is not a major stretch — at least not for those in social justice classes/programs. |

## Principal (268) Scoring and Retesting

Eligible candidates can take the Principal (268) examination free of charge during the initial administration windows (December 2018, January 2019, February 2019). Eligible candidates include those who have never attempted the TExES Principal (068) test. For the December 2018, January 2019, and February 2019 administrations, score reports will be delayed to allow for statistical analysis of the new test. No score reports will be provided until all three months of testing are complete and statistical analysis is complete. For candidates who take the test during December 2018, January 2019, or February 2019 administrations, this attempt will count towards their five total attempts.

Beginning in July 2019, candidates can expect to receive score reports for the Principal (268) assessment approximately four weeks after the end of the administration window. If candidates receive their score report and determine that retesting is needed, they can request approval from their preparation program to test again. The standard 45 calendar day test retake policy applies to the Principal test, although the limited administration nature of the test will impact how soon a candidate may retest.

## Frequently Asked Questions (FAQs)

With any certification change, there will be questions along the way! We want to make it easy for preparation programs to have their questions answered, see responses to other questions, and continue to learn as the design and development process advances.

We are compiling frequently asked questions (FAQs) for both the Principal (268) and PASL assessments. In this update, we have highlighted questions recently asked by EPPs. We will continue to do this in future updates as well — we want to ensure that you have all the information you need for a smooth transition!

Click here for a more detailed, complete document with frequently asked questions (FAQs).

# Highlighted FAQs about the Principal (268) Assessment

1.  **When will the new Interactive Practice test for Principal (268) be released?**

    The interactive practice test for Principal (268) will be released in the fall of 2018. It will be available to candidates online and include 91 practice questions that are aligned to the actual Principal (268) assessment. Each question will include a rationale for correct answers to provide support to candidates are they prepare.

2.  **What is the turnaround time between Principal (268) testing day and when candidates will receive their scores?**

    Candidates will receive their scores approximately four weeks after the close of the testing window.

3.  **Is there a waiting period for candidates who fail the Principal (268) assessment and want to retest?**

    Candidates will be limited to five attempts to take the Principal (268) certification test. The five attempts will include the first attempt to pass the examination and four retakes. The standard 45-day test retake policy applies to the Principal test, although the limited administration nature of the test will impact how soon a candidate may retest.

4.  **Who will score the Principal (268) constructed-response questions?**

    To be eligible to score Principal (268) constructed-response questions, a person must hold an active certification or license as a K-12 school principal or equivalent, have at least three years recent or current experience as a principal, assistant principal, superintendent or assistant superintendent, and pass a scoring certification test demonstrating the content knowledge and accuracy needed to score the Principal (268) constructed-response questions. Recent experience is defined as no less than 3 years out of the position. ETS will be seeking qualified applicants from Texas educational leaders beginning in the summer of 2018.

5.  **How will the Principal (268) constructed-response questions we scored?**

    The Principal (268) CR questions will be scored holistically using a rubric that is currently under development and will be made available in the preparation manual. The rubric will provide the criteria and descriptions of performance at different levels that generalize across all four CR tasks. As well, an example of each of the four constructed-response questions with sample responses and annotations will be provided in the preparation manual.

# Highlighted FAQs about the PASL Assessment

1. **What is the role of preparation programs in candidate preparation for the PASL? What can and cannot be done to ensure candidates are ready to submit their PASL Tasks?**

   As part of required coursework, candidates and instructors 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 (including the video recording) must feature candidates' interactions with colleagues and the work that the candidate facilitated within the school or district setting.

   Instructors and mentors should avoid engaging in the following.
   - Making choices for the candidates
   - Correcting a task
   - Assigning a score to a task or in any other way evaluating responses
   - Giving an assignment that asks candidates to respond to a task's guiding prompts
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   More detailed information on what preparation programs can do to support candidates and to what extent curriculum and assignments can reflect the actual PASL tasks can be found in the PASL Handbook. See pages 8-9.

2. **How can I get more guidance on the three PASL Tasks?**

There are several resources available to candidates and preparation programs regarding PASL.

The PASL website is a key resource providing the Task Requirements, Rubrics, Handbook, Library of Examples, permission forms, the system user guide, and registration information.

For preparation programs, ETS will conduct webinars periodically throughout the 2017–18 school year and archive the PowerPoint presentations. The presentations can be accessed by EPPs only from the Principal/PASL web page in the EPP section of the website. Email any questions to EPPAdmin@ets.org.

A frequently asked questions (FAQ) document is provided on PASL topics.

Below are links to all the important documents.

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

3. **What is the turnaround time between the PASL submission deadline and when candidates will receive their scores?**

Candidates can expect to receive their scores approximately 4 weeks after the Task submission deadline. The score report will give candidates the information they need to determine whether to resubmit one or more Tasks.  The candidate score reports will be provided in time for the opening of the resubmission window.  As well, candidates resubmitting Tasks will receive their resubmission score report approximately 4 weeks after the resubmission deadline.