New Principal (268) and Performance Assessment for School Leaders (PASL) Certification Assessment

October 2017 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:

- An updated 268 framework to include the knowledge and skills that will be assessed by the constructed-response questions on the Principal (268) test (pages 4–11)
- A key resource list of books and websites that can be used to help EPPs and candidates prepare for the new Principal (268) examination (page 12)
- Key information about the PASL assessment that will be shared at the November 1 webinar (page 2)
- Key information that will be shared at the TEA November Regional Forums and registration links (page 3)
- Updated PASL information (page 13)

The Texas Education Agency (TEA) and Educational Testing Service (ETS) are closely collaborating on the creation of a new Principal assessment. Under the current plan, the new TExES Principal (268) test will become operational in December 2018, and the current Principal (068) test will be phased out and retired by the summer of 2019. The new TExES Principal (268) test will contain both selected-response (SR) and constructed-response (CR) items and will be administered in a five-hour testing window. Due to the new CR component, the TExES Principal (268) test will be administered in fixed 16-day testing windows. The Principal Test Framework for the TExES Principal (268) test is included on pages 4–11. This framework will guide the development of test questions and is based on the Principal Standards recently adopted by the State Board for Educator Certification.

Beginning in 2019, candidates will also be required to successfully complete the Performance Assessment for School Leaders (PASL). Under current plans, the PASL will become operational in the fall of 2019, with registration opening in spring 2019. PASL will be administered twice a year with submissions due in the fall and spring. More information about the PASL may be found at https://www.ets.org/ppa/test-takers/school-leaders/about. See page 13 in this document for additional PASL information.

The TEA has a communication plan for all EPPs and other stakeholders statewide. Attendance at EPP association meetings, a new Principal/PASL informational web page for EPPs, a TETN broadcast, the Principal and PASL Webinar conducted 6/27, and the PASL Assessment Overview webinar conducted 8/1 are all part of the first steps to provide overview and receive input. TEA and ETS are making a concerted effort to keep Programs informed. For these new tests, look for the following:

- Comprehensive FAQ document
- Website updates
- Notifications of regional information meetings
- Webinars that will be specific to the TExES Principal (268) test and/or the PASL

Save the Dates

PASL Webinar

The second ETS® Performance Assessment for School Leaders (PASL) webinar will be presented on Wednesday, November 1, 2017, 9:30 a.m. to 11 a.m. CT (10:30 a.m. – 12:00 p.m. ET). Registration is required. 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. Questions about this webinar should be sent to EPPAdmin@ets.org.

To get the most benefit from this webinar, **each participant is required to print these Task 1 documents** (Task Requirements, Rubric, and Educator Handbook) and have them ready to reference during the webinar presentation. Additionally, we highly recommend each instructor who works with candidates preparing to take the PASL use the links below to create a PASL binder. This will put these materials at your fingertips for easy reference and continued learning.

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

Regional Forums
The TEA has solidified the dates for their regional forums for the Principal certification redesign. The purpose of these forums is to provide more detailed information about the new certification, answer questions, and foster best practice sharing among Principal preparation programs. All faculty, supervisors, and program coordinators are welcome to attend.

You won't want to miss the regional forums because TEA will share key information:

- A side-by-side comparison of the 068 and 268 assessments, to include key characteristics of 268 items and domain weights
- Sample 268 assessment questions, including a sample constructed-response question
- A key terms list that helps exemplify changes in the assessment's focus
- A key resource list that can help guide EPPs and candidates as they prepare
- An updated framework to include the knowledge and skills that will be assessed by the constructed-response questions

Registration links are provided in the dates below.

November 8, 2017 in San Antonio at ESC 20
Participants must login and search for session ID #48157 to register for the forums.
November 9, 2017 in Midland at ESC 18
November 10, 2017 in Houston at ESC 4
November 16, 2017 in Ft. Worth at ESC 11

TExES Principal (268)

Principal (268) Test Design Preview	
Test Name:	Principal
Test Code:	268
Testing Time:	5 hours
Test Delivery Format:	Computer-administered test (CAT)
Estimated Number of SR Questions:	91–110
Estimated Number of CR Questions:	4
Estimated Weighting of SR and CR sections:	50–60% (SR) 40–50% (CR)

Principal (268) Test Framework

*Asterisk notes TEA Priority Statements for beginning Principals

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)
(Approximate domain weight is 22–23%. Domain includes constructed-response question.)

Competency 001
The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002
The beginning principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. *Ensures that parents and other members of the community are an integral part of the campus culture

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)
(Approximate domain weight is 41–45%. Domain includes constructed-response questions.)

Competency 003
The beginning principal knows how to collaboratively develop and implement high-quality instruction.

   A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

   B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

   C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

   D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

   E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004
The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

   A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

   B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

   C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

   D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

   E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III — HUMAN CAPITAL (Human Resource Management)
(Approximate domain weight is 18–19%. Domain includes constructed-response question.)

Competency 005
The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

   A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

   B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

   C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

   D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

   E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

   F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006
The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

   A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

   B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

   C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

   D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)
(Approximate domain weight is 5–6%)

Competency 007
The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

    A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences

    B. *Develops and implements strategies for systematically communicating internally and externally

    C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

    D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008
The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

    A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

    B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

    C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

    D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

    E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)
(Approximate domain weight is 5–6%)

Competency 009
The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

    A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

    B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

    C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

    D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010
The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

    A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

    B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

    C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

    D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

    E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

    F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

    G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

    H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY
(Approximate domain weight is 4–6%)

Competency 011
The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

   A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

   B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

   C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

   D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

   E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

   F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

   G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

   H. Articulates the importance of education in a free, democratic society

INTEGRATION (Constructed Response Only)

   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 (Domain II & III)

   B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)

   C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)

   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)

Content Summary

Domain	Competency	Integration (Constructed Response)	Approximate Percentage of Test Score
I. School Culture	001 The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community). 002 The beginning principal knows how to work with stakeholders as key partners to support student learning.	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.	22%–23%
II. Leading Learning	003 The beginning principal knows how to collaboratively develop and implement high-quality instruction. 004 The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions. 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.	41%–45%
III. Human Capital	005 The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. 006 The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.		18%–19%
IV. Executive Leadership	007 The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences. 008 The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.		5%–6%

Domain	Competency	Integration (Constructed Response)	Approximate Percentage of Test Score
V. Strategic Operations	009 The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. 010 The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.		5%–6%
VI. Ethics, Equity, and Diversity	011 The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.		4%–6%

268 Principal Key Resource List

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improved Instruction*. San Francisco: John Wiley & Sons, 2010.

—. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. San Francisco: John Wiley & Sons, 2016.

—. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons, 2012.

Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016.

Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. Jossey-Bass, 2015

Love, Nancy B., Katherine E. Stiles, Susan E. Mundry, and Kathryn DiRanna, editors. *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Corwin Press, 2008.

Marshall, Kim. *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*. 2nd ed. Jossey-Bass. 2013.

Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed. McGraw-Hill Education. 2012.

Stone, Douglas, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. 10th anniversary ed. Penguin Books, 2010.

Villegas, Ana María, and Tamara Lucas. *Educating Culturally Responsive Teachers: A Coherent Approach*. State University of New York Press. 2002.

Web sites

Association for Supervision and Curriculum Development (ASCD). www.ascd.org.

National Center for Education Statistics (NCES). www.nces.ed.gov.

Texas Constitution and Statutes. www.statutes.legis.state.tx.us.

The Wallace Foundation. www.wallacefoundation.org.

ETS® Performance Assessment for School Leaders (PASL)

The PASL allows principal candidates to show what they know and are able to do and assesses their capability as a school leader. It is designed to:

- Develop more effective school leaders
- Identify areas of strength and areas needing improvement to guide professional practice
- Emphasize the role of school leaders in the area of school improvement

The PASL contains three tasks requiring written commentary and submission of required documents called artifacts to provide evidence of the knowledge and skills each task measures. A video of the principal candidate facilitating a collaborative team is required as one of the artifacts for Task 3. Tasks can be submitted over several months, allowing candidates to continually refine their professional practice.

> **Task 1: Problem Solving in the Field**
> In this task, candidates demonstrate the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning. The task asks candidates to provide evidence of research, planning, communication with stakeholders, results or adjustments to the plan, and student work to address the problem/challenge.

> **Task 2: Supporting Continuous Professional Development**
> In this task, candidates 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.

> **Task 3: Creating a Collaborative Team**
> In this task, candidates demonstrate their ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.
> Along with several other artifacts, a 15-minute video is required for this task.

Under current plans, the PASL will become operational in the fall of 2019, with registration opening in spring 2019. At that time, it will be administered twice a year with submissions due in the fall and spring. More information about the PASL may be found at https://www.ets.org/ppa/test-takers/school-leaders/about.