



**ESC REGION 13**

# **PERFORMANCE ASSESSMENTS FOR SCHOOL LEADERS (PASL)**

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A BREAKDOWN OF RESPONSIBILITIES FOR  
STUDENTS AND MENTORS

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# PASL TASK #1



**Step 1: In collaboration with mentor, identify a significant problem/challenge on campus.**

## STUDENT

Use longitudinal data to identify at least one problem on campus.

## MENTOR

Provide access to as much longitudinal data as possible, such as student academic performance, teacher observation data, student attendance, discipline data, etc.

**Step 2: Research and develop a plan.**

## STUDENT

The candidate must become more of an expert on the best practices regarding the identified problem, from which they will develop a plan for improvement.

This must include a comprehensive timeline describing every step they plan to take.

## MENTOR

Guide the student with action planning and time management for execution.



# PASL TASK #1



## Step 3: Implement and analyze the effectiveness of the plan.

### STUDENT

First, put the plan into action. Second, complete analytical writing that describes the actions they took, explains the monitoring process they used, and illustrates how the plan improved instructional practice or student learning.

### MENTOR

Monitor to ensure that the plan is fully implemented.

## Step 4: Reflect on improvement plan.

### STUDENT

Complete a written reflection describing what you might do differently, implications for future problem solving, and how effective you believe the plan is.

### MENTOR

It might be helpful to engage the candidate in a reflective conversation prior to writing the reflective piece.

# PASL TASK #2



**Step 1: Design a research-based professional development plan that addresses the greatest need of the building level teacher.**

## STUDENT

With staff input, develop a prioritized list of professional development needs of building level teachers aligned to campus and/or district goals.

## MENTOR

Help the candidate develop a process to get teacher input in a manner that is not a wish list.

**Step 2: Implement the building level professional development.**

## STUDENT

The candidate will facilitate the planned professional development with strategically identified participants.

## MENTOR

Ensure scheduled time is created for this PD and review the plan and provide feedback in preparation.

# PASL TASK #2



## Step 3: Analyze three participant responses.

### STUDENT

The candidate will monitor the effectiveness of the PD by visiting the classrooms of at least three participants, completing a walk-through document for each.

### MENTOR

Review the intern's walk-through form for alignment purposes and allow the use of this form and classroom visits.

## Step 4: Develop a survey and give a reflection.

### STUDENT

Develop and conduct a follow-up survey for ALL participants to provide feedback on the effectiveness of the PD.

Then, complete a written reflection analyzing survey data, determining modification for future PD, and considering needs for continuous support.

### MENTOR

Review and approve the survey prior to use and engage the candidate in a reflective conversation prior to writing the reflective piece.

# PASL TASK #3



**Step 1: Identify the collaborative team, including 3-5 colleagues with different levels/kinds of experiences.**

## STUDENT

Develop a spreadsheet describing qualifications of each colleague, establish steps to encourage involvement in the collaborative team, and develop structure to support and sustain the team.

## MENTOR

Coach the candidate on how to be strategic in gathering team members, and help them think through what will be needed to gain buy-in and provide ongoing support.

**Step 2: Develop a plan with the collaborative team.**

## STUDENT

In preparation for work with the team: design and implement strategies to ensure team members provide input, resolve challenges during planning, determine steps to reach agreement, and consider the impact the collaborative team will have on school culture.

With the collaborative team: identify a targeted group of teachers to be the focus of the plan, and develop an action plan for improvement in an instructional area with the targeted teachers.

## MENTOR

Assist the candidate in attaining time for the collaborative team's work, and provide access to the targeted teachers.

# PASL TASK #3



## Step 3: Implement the plan.

### STUDENT

The candidate will demonstrate their ability to facilitate the collaborative team's work as they implement the plan of improvement for the targeted group of teachers.

They will analyze their role as facilitator, provide feedback and encouragement, solicit feedback from targeted teachers, determine what evidence will be needed to verify results of the plan, and address any challenges.

### MENTOR

Assist in attaining video-recording equipment, engage in a self-reflective process about their role as facilitator of the collaborative group, provide time for collaborative team's work, and support collection of required permission slips from team members for video recording.

- One 5 minute video of the student leading the collaborative group and one 10 minute video of the student having a reflective conversation with a member of the collaborative team is required.
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# PASL TASK #3



## Step 4: Reflect on the collaborative team and school culture.

### STUDENT

Facilitate self-reflection related to involvement in the collaborative team by posing reflective questions and encouraging discussion with the collaborative team.

Prepare an interview protocol to guide self-reflection that demonstrates self-reflection on professional growth as a collaborative team member.

As the team facilitator, meet with at least one of the collaborative team members, documenting exactly 10 unedited minutes of the facilitated discussion. This serves as an artifact and evidence used to support conclusions in step 4.

Reflect on future work in building collaborative teams to promote positive change in the school culture.

### MENTOR

Assist with attaining video-recording equipment, support collection of required permission slips from team members for video recording, hold a reflective planning discussion in preparation for the 10 minute video, and provide time for the collaborative team's work.



WATCH OUR VIDEO AT [BLOG.ESC13.NET/WHAT-PRINCIPAL-MENTORS-SHOULD-KNOW-ABOUT-PASL/](http://BLOG.ESC13.NET/WHAT-PRINCIPAL-MENTORS-SHOULD-KNOW-ABOUT-PASL/)

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