

Sarah Reuwsaat: Hello, my name is Sarah Reuwsaat, and I'm the coordinator of administrator quality at Region 13.

Lori Einfalt: And my name is Lori Einfalt. I serve as the director of the MEd program at Concordia University. And we're here today to help you better understand what will be required to support the aspiring leader that you are mentoring.

Sarah Reuwsaat: The new principal standards, adopted in 2016, have an increased emphasis on instructional leadership. The domains and competencies that are assessed in the new certification process have all been revised to provide a laser-like focus on instruction and student achievement.

Sarah Reuwsaat: With these new standards, the state now has two requirements for principal candidates. Unlike those of us who prepared in the past, today's aspiring leaders will also be expected to complete three authentic performance assessments.

Lori Einfalt: So we're going to talk to you today about the PASL, because your candidates will need your advocacy and guidance in order to be successful. So let's take a deeper look at these performance assessments for school leaders.

Lori Einfalt: PASL number one asked the candidates to address and resolve a significant problem or challenge in their school that influences instructional practice and student learning. This should be done in collaboration with you, their campus mentor. The selection of a significant problem or challenge on campus should be supported by the use of longitudinal data. And as mentor, one of the ways that you can help your administrative intern is to provide access to as much longitudinal data as possible, such as student academic performance, teacher observation data, discipline data, student attendance, things of that sort.

Sarah Reuwsaat: The next step, after you and the intern come to agreement about the problem area to be addressed, is for the intern to develop a plan for improvement, and for the intern to become more of an expert on the best practices regarding the identified problem area.

Sarah Reuwsaat: As mentor, you will guide the student with action planning and time management for execution. Ultimately, the intern will create a comprehensive timeline, describing every step they plan to take.

Lori Einfalt: For the third step of the PASL process, the intern will put the plan into action. They will implement all elements of the plan, and we'll then write up an analytical description of the actions they took, and they will explain the monitoring process they used to illustrate how the plan improved instructional practice for student learning. You can support your intern by monitoring to ensure that the plan is successfully implemented, helping the candidate to secure resources and remove barriers.

- Sarah Reuwsaat: Step four is always about reflection. The student will write a reflection that describes how things went with their improvement plan. Did they accomplish their objectives? They will consider what they might do differently in the future. It would be helpful for you to engage the candidate in a reflective conversation about the overall effectiveness of their improvement efforts prior to writing the reflective piece.
- Lori Einfalt: So as you can see, this PASL could easily take a semester to complete, and it's just the of three PASL tasks. Each performance assessment has a different focus, although all three have to do with instructional leadership.
- Sarah Reuwsaat: PASL number two, asked the candidate to support continuous professional development for the purpose of improved instruction and student learning. Let's take a look at the specifics.
- Sarah Reuwsaat: In task two, interns will create a research-based professional development plan that addresses the most significant need of the building level teachers. Of course, the primary challenge is to identify that most significant need in collaboration with their campus mentor.
- Sarah Reuwsaat: The candidates are expected to solicit staff input and to develop a prioritized list of professional development needs of building level teachers, aligned to campus and or district goals, from which a final selection will be made.
- Sarah Reuwsaat: The intern will need your help to develop a process to get the teacher input in a manner that is not a wishlist. The PD has to be connected to your campus goals in some way.
- Lori Einfalt: Step two will involve implementing the building level professional development. The candidate will facilitate the planned PD with strategically identified participants. This does not have to be a campus wide PD. It can be focused to keep the scope manageable for the intern.
- Lori Einfalt: Some ways you can support your intern with PASL two is to ensure scheduled time is created for this PD. Of course, reviewing the PD plan and providing feedback will make a big difference too.
- Sarah Reuwsaat: With this performance assessment, there is an expectation that students will become more aware of a need for purposeful followup after PD. In step three, the candidate will monitor the effectiveness of the PD by visiting the classrooms of at least three teacher participants, completing a walkthrough document for each of them. There is a PASL walkthrough form available. However, a local form specific to this PD session could be designed to assess the stated goals of the PD.

Sarah Reuwsaat: If your intern chooses to make a customized walkthrough form, it would be helpful for you to review the instrument for alignment purposes and to pave the way for the classroom visits.

Lori Einfalt: As we mentioned before, step four is always about reflection. The means by which that is accomplished for PASL two is that the intern conducts a followup survey for all participants to provide feedback on the effectiveness of the professional development. It will be important for you as mentor to review and approve the survey prior to use. Engaging the candidate in a reflective conversation, prior to writing the reflective piece, will also provide needed support.

Sarah Reuwsaat: After two PASLs, you're probably saying to yourself, "Thank goodness I got my certification years ago." We are too.

Lori Einfalt: We are too.

Sarah Reuwsaat: But we also know that these performance assessments are designed to provide students with authentic learning experiences that develop their capacity as leaders. We can envision the PASL supporting the growth of both skills and abilities in aspiring leaders.

Lori Einfalt: So as we move into task three, we find that students are expected to build a collaborative team within the school to improve instruction, student achievement, and the school culture. This PASL is all about developing the candidate's ability to collaborate with others. And it's a very complex endeavor.

Sarah Reuwsaat: So the first step is to bring together a collaborative team, including three to five colleagues with different levels or kinds of experiences. The candidate will develop a spreadsheet describing qualifications of each, and establish steps to encourage colleague involvement in the collaborative team.

Sarah Reuwsaat: As mentor, you will guide the candidate on how to be strategic in collecting team members. You'll be helping them think through what will be needed to gain buy-in with adults, and how to provide ongoing support.

Lori Einfalt: Now comes another level of complexity in step two. The intern will develop a plan with the collaborative team for a specific targeted group of teachers within the school. Technically, the candidate is working with two teams, a collaborative planning team and a targeted staff team for PASL number three. In reviewing the slide, you can see that the candidate will develop a collaborative process using a variety of steps, both in preparation for work with a collaborative team and with the targeted team. Take a close look at this slide. Your intern will likely need assistance in thinking through step two, as it is complex.

Sarah Reuwsaat: In step three, candidates will demonstrate their ability to facilitate the collaborative team's work as they implement the plan of improvement for the

targeted group of teachers. PASL three requires the candidate to make two videos, one five minutes, and one 10 minutes, that are unedited. These videos highlight their work with the groups.

Sarah Reuwsaat: So as part of step three, interns will analyze their role as facilitator, provide feedback and encouragement to team members, guide the collaborative team to solicit feedback from targeted teachers.

Lori Einfalt: Each mentor can support this effort by assisting with attaining video recording equipment, providing time for the collaborative team's work in supporting the collection of required permission slips from team members for video recording. If that feels like a lot, it's because it is. PASL three really requires deep understanding of the task.

Sarah Reuwsaat: Now we are at step four. Time for reflection, once again, this time focusing on the collaborative team and the school culture. The intern will facilitate self-reflection, related to involvement in the collaborative team, by posing reflective questions and encouraging discussion with some or all of the collaborative team.

Sarah Reuwsaat: Notice the outline on the slide. There are quite a few things the intern must do for the 10 minute video clip. We'll let you read through those bullets, if you'll go ahead and just pause.

Lori Einfalt: Again, the mentor can assist with video recording equipment and help to get permission slips. Conducting a reflective planning discussion in preparation for the 10 minute video will be a great help.

Sarah Reuwsaat: Now you can see why you, the campus mentor, are so crucial to an intern's success. Each mentor will help to facilitate the work on the PASL projects. The internship is no longer just an accumulation of hours in different areas. It involves the planning and implementation of three authentic performance-based leadership projects. In fact, this work should really benefit the campus, not just the intern.

Lori Einfalt: Mm-hmm (affirmative). Successful completion of these performance assessments is required to earn principal certification. This is a great deal more than was required of those of us who got our certifications previously. The PASL tasks are tied directly to the knowledge, mindsets, and skills that principals in today's world must possess.

Sarah Reuwsaat: It will take a village, or better stated, a school, to help candidates successfully complete all requirements. As certification programs, we cannot do this without you. In fact, we believe the quality of the interns' experience is most influenced by the working relationship they have with their campus mentors.

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Lori Einfalt: We want to sincerely thank each of you for what you have done, and will continue to do, to develop the next generation of leaders, who will serve the teachers and the students of Texas.

Sarah Reuwsaat: We wish you an excellent school year on campus, and a rewarding experience with your intern.