**ETS PASL**

# Guidance for Completing the Performance Assessment for School Leaders (PASL) in a Virtual Learning Environment or Hybrid Model

As you head back to your school districts to prepare for this academic year, many of you may still be using virtual learning environments (VLE), on-site classroom instruction, and/or a hybrid model that blends elements of in-person and online instruction. It is important to keep in mind that your experience in the building where you complete each task is best served by focusing on issues primarily related to instructional practice that directly affects student learning. Working with your Educator Preparation Program (EPP) to determine how you will complete each task in your designated school is recommended. As a candidate, you should consult with your EPP supervising instructor and mentor to determine whether facilitating in a VLE or hybrid model is both appropriate and viable for fulfilling the task requirements. All PASL candidates will still be responsible for providing all evidence necessary to meet the current task requirements and will be scored against those requirements.

**NOTE: The situational examples listed below are strictly to demonstrate the various possibilities that could exist in a virtual or hybrid learning model and are not prescriptive in any way.**

# Task 1: Problem Solving in the Field

Task 1 requires candidates to demonstrate their ability to address and resolve a significant problem/challenge in the school where they are placed. This problem/challenge must focus on improving instructional practice and student learning.

For Step 1, candidates are required to collect longitudinal data to support their identified problem/challenge that is connected to the school and/or school community. It can be any situation that needs prompt attention and will positively influence instructional practice and student learning, e.g., insufficient technology implementation by teachers; adapting instruction for a VLE or a hybrid model; ensuring that students have the resources they need to learn in a VLE; supporting the families of students who must be instructed at home. For the purpose of this task, a problem/challenge refers to conditions that would take extended time to remediate. It does not have to be supported with data from district assessments and state tests.

For candidates who want to use testing data, in their commentary they can explain that due to the COVID-19 disruption, they drew from the previous year's state and district data and discuss how they used that data to support their choice of a significant problem/challenge.

# Task 2: Supporting Continuous Professional Development

As with Task 1, candidates completing Task 2 are asked to create a school-level professional development. They are required to demonstrate their skills in establishing and supporting effective and continuous professional learning with staff for the purpose of improving instruction and student learning.

For Step 1, candidates must choose a group of colleagues and ask them to identify a list of professional learning needs. While these needs must be aligned with the building, district and/or state goals, they can focus the various kinds of support needed to adapt instruction for a VLE or hybrid model. Many of the strategies that school leaders use during in-person settings or situations can also be used in the VLE, but those professional learning objectives for colleagues might need to be adjusted, and the activities may require some modifications.

For Step 2, candidates must demonstrate their ability to facilitate professional development to address their building-level teachers' needs. Candidates who use an online platform and/or conduct meetings via conference call would need to provide a rationale for using this approach to facilitate the professional development. Candidates also will need to explain what kind of strategies they used to engage the participants in a VLE. For example, they may want to consider providing asynchronous materials prior to meeting with their colleagues. They may want to schedule small-group interactions instead of attempting to hold a large-group conference call. They may want to record small-group discussions or individual meetings and post these meetings for other colleagues to view. (Note: Candidates are required to obtain and retain permission forms for the artifacts they submit with their task response as evidence. Please refer to the [Permission Forms](#) page on the PASL assessment website.)

For Step 3, candidates must demonstrate their ability to analyze the effectiveness of colleagues. To properly identify evidence of how the professional development influenced their instructional practice in a VLE, candidates have several options. They can ask their colleagues' permission to participate in the lesson as an observer. Or, they can ask their colleagues to video record the lesson and give them access to view it later. In either scenario, candidates can cite evidence from the video and take screen shots. If a scanner is unavailable, candidates can take photos of the student work.

For Step 4, candidates must demonstrate their ability to reflect on the effectiveness of the implementation of building-level professional development. Candidates are required to analyze all aspects (planning, designing, and implementing the professional

development) of the experience. Candidates may want to consider what modifications they would make in a VLE, a face-to-face environment, and/or in a hybrid model.

# Task 3: Creating a Collaborative Culture

Task 3 requires candidates to demonstrate their ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture. A fifteen-minute video is required with this task.

For Step 1, candidates may want to collaborate with colleagues who feel more comfortable communicating and instructing in a VLE.

For Step 2, candidates must demonstrate their ability to facilitate colleagues' work during the course of developing a plan to improve instruction, student learning, and the school culture.

Candidates need to explain what kind of strategies were used to involve the team members individually and as a group. If face-to-face meetings cannot be scheduled, candidates may use an online platform and record these interactions in a five-minute video. Another option is for the candidates to conduct meetings via conference calls. (Note: Candidates are required to obtain and retain permission forms for the artifacts that they submit with their task response as evidence. Please refer to the [Permission Forms](#) page on the PASL website.)

For Step 3, candidates must demonstrate their ability to facilitate the collaborative team's work as they implement the plan to improve instruction, student learning, and the school culture. By recording a five-minute video in an online platform, candidates can cite examples to address the guiding prompts. For the required artifact that reflects student learning, candidates can take photos and screen shots of student work.

For Step 4, candidates must demonstrate their ability to facilitate colleagues' self-reflection on the collaborative team and their ability to reflect on future work in building collaborative teams in order to promote positive change in the school culture. For this step, candidates meet with at least one of the collaborative team members and create a ten-minute video of a conversation that promotes self-reflection on professional growth as a collaborative team member. If candidates are unable to record a face-to-face meeting, they will need to consider using a video communication platform. Another option is to follow the COVID-19 guidelines to prevent infection and slow transmission by setting the camera up at an angle that can capture a conversation between candidates and one colleague. Candidates may also find resourceful ways to include the voices of other colleagues who do not have access to a video camera by inviting them to call into the meeting.

# Strategies for Candidates Using a Video Communication Platform

The submission system has specific requirements as to the type and size of video files that are acceptable for uploading. The video file must meet these requirements in order to upload successfully. Please refer to the PASL website for file requirements. Candidates are still required to obtain and retain signed permission forms from individuals who appear in the online teaching video.

## Identifying What You Need

- To record a conversation, candidates should choose a platform that has built-in recording options (e.g., Zoom®, Microsoft Teams®). Another alternative is to record your computer screen with a device that has a camera if you do not have built-in recording options. Please refer to the PASL assessment website for [file requirements](#) and the [Submission System User Guide](#) on how to combine your two video segments into one file to meet the uploading requirements.
- Some colleagues may be unable to participate in a video chat, so candidates should plan, if possible, to include them by providing a call-in number.
- When using a video communication platform, candidates may need to work with colleagues in advance to get their support in:
    - maintaining camera angles and audio to ensure the colleagues can be seen and heard
    - ensuring that the colleagues have the materials they need to participate in the meeting and familiarizing them with the platform's features (e.g., chat box, mute feature, hand raising for questions, removing or changing any personal information that is displayed on their screen.)
- Candidates should choose a device (computer, laptop, or tablet) with a large enough screen to view all the colleagues in a "collage" or "gallery" view.

## Preparing for the Recording

- Practice instructing and recording using the platform's features with friends and/or colleagues. (There usually are free, short tutorial videos available on the platform websites.)
- If possible, use headphone or earbuds.
- Familiarize your colleagues with the platform's features by demonstrating those that will be used and that are available to them (e.g., breakout rooms, chat box, mute, thumbs-up, hand raising for questions).

# Recording the Lesson

- Keep open the windows and programs that are necessary for the recording. Shut everything else down.

- For the five-minute video segments that focus on planning and implementation, we recommend that you record in the "tile," "collage," or "gallery" view so that all team members can be visible at the same time. This type of view allows the rater to observe candidates' interactions with a group of colleagues.

- For the ten-minute video of a conversation that promotes self-reflection on professional growth as a collaborative team member, we recommend that you record in the "tile," "collage," or "gallery" view. However, if you are only able to record a single person for this video segment, we recommend that you feature your colleague and capture their reactions and responses to your questions.

- Before recording the conversation, ask each colleague to do an audio test and, if possible, adjust their lighting and post a "Do not disturb" sign to minimize interruption.

- When the candidate needs to show something to the team and/or demonstrate or model for them, it is appropriate to share the screen or switch the view to themselves. When they are done instructing, they should immediately return to the "gallery" view. This allows the raters to observe how the colleagues respond to the instructional strategies and interact with the candidates.

- Some platforms offer a breakout room feature. Candidates may use this to provide feedback to a small group or to an individual privately.