## Live 268 Access Requirements

The UT Permian EPP Office and Educational Leadership faculty are committed to offering high-quality instruction, authentic learning experiences, meaningful and practical coaching, and support resources to our Principal as Instructional Leader Certification candidates as they prepare to engage in and successfully complete state of Texas requirements to become certified. A part of that process includes ensuring that candidates have demonstrated readiness for those experiences. Consistently, eligible candidates for the Principal as Instructional Leader Certification will need to demonstrate readiness to take the live 268 Principal as Instructional Leader Certification exam by accomplishing the following in order to be granted pre-completion access to the live 268 certification exam and, after being successful on that exam, access to submit 368/PASL reflections and artifacts:

- Certification candidates will take the full length representative exam available on the Pearson website during Practicum I. If a candidate correctly answer at least 80% of the questions on the exam in their first attempt, they will complete the form required to Request Access to the Live 268 Exam found in the Practicum Handbook.
- If the candidate does not meet the required threshold, he or she will be required to purchase commercially accessible support resources provided by either Certify Teacher or 240 Tutoring (candidate choice) and score at least 80% on a representative exam.  Once met/accomplished, they will complete the form required to Request Access to the Live 268 Exam found in the Practicum Handbook.
- Once either of the gate-keeping requirements are met, the candidate will need to complete the required form and forward evidence of their success to the Practicum instructor who will forward evidence to the certification office. This will allow the candidate to access the live 268 exam.
- Once the candidate achieves a passing score on the 268 exam, the candidate will be allowed to request and be granted access to the document and artifact submission vehicle for the 368/PASL.
- Standard access to the 268 exam will not be granted before readiness is demonstrated and a candidate is enrolled and participating in the Practicum I course.

## Appeal Process for Early Access to the 268 Exam

There are occasionally justifiable reasons for authorizing access to the live 268 exam earlier than a candidate's Practicum I or II course. The follow appeal process has been established in order to support a candidate who can offer a compelling reason for a need for early access:

As a general practice, candidates for certification will not be cleared for either 268 or 368 until they are enrolled and participating in Practicum I, have meet the threshold required to demonstrate readiness outlined in the Live 268 Access Requirements guidelines, and have completed all EDLD courses (except Practicum I & II) or are concurrently enrolled in what would be a last EDLD course (could only happen during Practicum II).

A successful appeal of this requires the following:

- A letter of appeal that explains the reason why early access is being requested - the letter must be compelling and the appeal must be approved by the Educational Leadership Department Chair in consultation with the Educational Leadership faculty.
- An 90% score or higher on the practice exam that is available on the vendor's website. That exam costs $10.
- If a score of 90% is not achieved on the representative exam available on the vendor's website, a score of 85% on a commercially available, representative exam may be accepted in its place if the exam is taken with CertifyTeacher.com, 240tutoring.com, or an alternative that is agreed to by the Department Chair in consultation with faculty in the Department of Educational Leadership.
- In order to be eligible for this path to the live exam, a candidate must also have completed no less than 21 hours of the certification preparation program-related courses (these do not include EDUC courses)

Outside of this process, there is no path to early exam access. Candidates for certification who successfully appeal and are authorized for early access to the 268 exam will be granted access to the document and artifact submission vehicle for the 368/PASL after they have successfully passed the live 268 exam **and** are enrolled in Practicum I.

Request In-Practicum Access to the Live 268 Exam

| | |
|---|---|
| Candidate Name | |
| Date of Request | |
| Field Supervisor's Name | |
| Practicum Coordinating Professor's Name | |
| Date of successful performance on the representative exam | |
| Name of the representative exam (e.g. Pearson, 240Tutoring, CertifyTeacher) | |
| Percentage of items correct on the representative exam | |

_____     _____

Candidate Signature                                    Date

_____     _____

Signature of the Coordinating Practicum Professor            Date

_____     _____

EPP Office Representative                          Date

<u>**Helpful PASL-Related Resources**</u>

Good afternoon all,

This announcement contains information that is important for students who are eligible for and pursuing certification as a principal in Texas. If that does not apply to you (either because you are ineligible or uninterested), please feel free to disregard.

To the content:

As you know, the state of Texas has transitioned away from the 068 Principal certificate to the 268 Principal as Instructional Leader certificate. Part of the requirements for that certification is the 268 Principal as Instructional Leader exam. The other part of the process related to becoming certified in Texas is to complete the PASL.  The purpose for this announcement is to offer more information about that second step – The Performance Assessment for School Leaders (PASL).

Candidates for certification are required to submit artifacts and narrative reflections related to the successful execution of three tasks. Summarily, PASL submissions must demonstrate/illustrate capacity to lead effectively in three areas that are vital to effective school leadership. Submissions for the first task require the candidate for certification to demonstrate their "ability to address and resolve a significant problem/challenge in…(their)… school that influences instructional practice and student learning" (ETS, 2017, p. 4). Submissions for the second task must demonstrate the candidate has appropriate "skills in establishing and supporting effective and continuous professional development with… (their)…assigned staff for the purpose of improved instruction and student learning" (ETS, 2017, p. 5). For the third task, the candidate is required "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" (ETS, 2017, p. 6).

Because the state has provided some reasonably comprehensive documents that can orient certification candidates to PASL submission requirements, I will not take a lot of time to do that here.  However, some features of the submission requirements include robust, specific, and deep reflections, the accumulation and reporting of information about your campus context, for Task 3, a video upload, and most importantly that the tasks be carried from planning through completion and evaluation.

A note about the submission: Anyone who appears in the videos will need to sign an informed consent document that you will upload. Failure to collect and submit those signed forms will render your submission incomplete. This is one of several types of "Release Forms" that will need to be submitted with your files. There is a link to Release Forms below.

In order to offer you quick access to relevant documents, there are a number of links just below this paragraph. In addition to the links below, we will offer a brief orientation to the information and/or documents you can retrieve by exploring each respective link.

Link 1: The ETS general PASL website:

This is a general website with a lot of information about efforts to develop and align PASL requirements. All of the information is relevant and insightful.  Therefore, candidates are encouraged to review.  That said, additional helpful links below will take the reader directly to key support documents.

https://www.ets.org/ppa/test-takers/school-leaders/requirements/

Links 2 through 4: One-Page Task Overviews:

Task 1: https://www.ets.org/s/ppa/pdf/pasl-task-1-overview.pdf

Task 2: https://www.ets.org/s/ppa/pdf/pasl-task-2-overview.pdf

Task 3: https://www.ets.org/s/ppa/pdf/pasl-task-3-overview.pdf

Links 5 through 7: Task Requirements Documents – These outline specific and general requirements for your submissions.

Task 1: https://www.ets.org/s/ppa/pdf/pasl-task-1-requirements.pdf

Task 2: https://www.ets.org/s/ppa/pdf/pasl-task-2-requirements.pdf

Task 3: https://www.ets.org/s/ppa/pdf/pasl-task-3-requirements.pdf

Links 8 through 10: Task Rubrics – These link to the rubrics that will serve as the lens through which your submissions are evaluated.

Task 1: https://www.ets.org/s/ppa/pdf/pasl-task-1-rubric.pdf

Task 2: https://www.ets.org/s/ppa/pdf/pasl-task-2-rubric.pdf

Task 3: https://www.ets.org/s/ppa/pdf/pasl-task-3-rubric.pdf

Link 11: PASL FAQs

https://www.ets.org/ppa/test-takers/school-leaders/faq/

Link 12:

Additionally, there are many other links that are available by navigating from the "home" page for PASL. We strongly advise students to take time to explore the various links and abundant information that has been made available to support you as you work toward completion of the PASL task submission requirements.

https://www.ets.org/ppa/test-takers/school-leaders/about

Link 13: A general (and very helpful Handbook):
https://www.ets.org/s/ppa/pdf/pasl-candidate-educator-handbook.pdf

Link 14: Task 3 Video Submission Guide

https://www.ets.org/s/ppa/pdf/submission-system-user-guide.pdf

Link 15: This website includes links for "Release Forms" that must be submitted with your video

https://www.ets.org/ppa/test-takers/school-leaders/build-submit/permission-forms/

**What does this all mean for the program?**

In addition to making content and structural adjustments to better align your experiences to the coming 268 exam, we have also updated aspects of the program.  These updates will support you in your efforts to accumulate documentation and artifacts that will contribute to helping you meet PASL-related requirements. However, support doesn't guarantee comprehensiveness. Meeting passing requirements for PASL may require additional work on the part of each candidate.

A chart below will offer a picture related to how we have aligned our program and your experiences in the program to 268 and 368/PASL requirements at a high level. This chart is not intended to offer a comprehensive picture of alignment. In fact, most of your experiences throughout the program have relevance across Pillars and Tasks. Rather, this chart is designed to illustrate key assessments that are most aligned with your 268 exam and PASL submission requirements.

(See next page):

# Principal Certification in Texas – 268 Pillar and PASL Task Alignment

As noted in the email that informed candidates of their acceptance to the UT Permian Basin Masters in Educational Leadership program, not all students in this program are eligible for certification in Texas. In fact, if you are a student outside the state of Texas, you are almost certainly ineligible for certification in Texas. The information in this section of the syllabus is relevant to students who are eligible for and pursing principal certification in Texas.  It is not likely that this information would be relevant to certification ineligible students.

The table below illustrates focused program alignment with the 268 Pillars and the PASL submission Tasks.

# Principal as Instructional Leader

## Pillars and PASL Task Alignment Table

| Pillar Addressed | Course | Course Title and Module Assignment Alignment* | PASL Activity Alignment* |
|---|---|---|---|
| • School Vision and Culture | EDLD 6368 | Principalship/Module 5 | |
| • Curriculum Alignment | EDLD 6368 | Principalship/Module 2 | |
| • Data-Driven Instruction | EDLD 6370 or EDLD 6371 | Instructional Leadership/Module 6 AEL/Data Project | Task 3 |
| • Communication with Stakeholders | EDLD 6365 | School Public Relations/Module 7 | |
| • Strategic Problem-Solving | EDLD 6392 | Practicum/PIP | Tasks 1, 2, 3 |
| • Hiring, Selection, and Retention | EDLD 6369 | School Human Resources Management/Modules 2 and 7 | |
| • Observation and Feedback | EDLD 6370 or EDLD 6372 | Instructional Leadership/Module 3 | |
| • Professional Development | EDLD 6369 | School Human Resources Management/Module 4 | Task 2 |
| • Diversity and Equity | EDLD 6363 | Administration of Special Programs/Module 2 | |

* Many other courses, modules, and assignments are relevant to the 268 Pillars and the PASL Task submission requirements; however, specific activities are purposefully and strategically connected to Pillars and Tasks as noted in the table.

A few notes/highlights about UT Permian Basin Educational Leadership program assignments and PASL alignment:

- No assignment is a guaranteed match with all PASL submission requirements. Assignments may require more than the PASL rubric requires in some aspects and less in others. It is always the certification candidate's responsibility to comprehensively review the PASL rubrics to ensure any artifact collection and maintenance required for the PASL submission is completed. If a candidate for certification has any questions, it is always that candidate's responsibility to reach out to professors to ask those questions.

- Stated differently: While the alignment chart illustrates purposeful and intentional alignment with a given Task, completion of a given assignment may not lead to the development and organization of the comprehensive set of resources needed to meet the requirements for the aligned Task.
- Some of the assignments aligned to Task requirements are theoretical in the context of the course requirements. PASL Tasks must be executed to support the candidate's ability to meet PASL Task submission requirements. If the candidate does not carry a given assignment to completion in a course, application can occur during Practicum I or Practicum II.
- Principal as Instructional Leader certification candidates can find more information about the 268 exam and the PASL submission requirements at the respective following links:
  - 268: http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX268_PrepMaterials.html
  - PASL: https://www.ets.org/ppa/test-takers/school-leaders/requirements/

## Guidance for PASL Narrative Construction

## Recommendations regarding preparing your 368 submission:

To:     Principal as Instructional Leader Certification Candidates

From:   Dr. Badgett

RE:     Advice before you submit your 368 materials

By now, I am certain, you are aware that several courses in the program require course assignments that closely mirror the tasks in the 368 (aka PASL) examination.  While instructors are directly forbidden by TEA to engage in grading the course assignments in a manner that indicates success or failure on the 368 examination, the experience with the tasks and reporting your original leadership efforts in each of the tasks can only better prepare you for success on the 368 examination.

It is very possible that candidates who addressed the course assignments with academic integrity, discipline, and authenticity will be able to utilize their responses to those course assignments on the 368 examination.  In the same vein, I would caution all candidates that the "graders" of this examination are trained to seek evidence of real, authentic leadership behaviors in the responses.  Responses lacking this evidence receive significantly less credit.

My purpose in this message is to provide advice for successfully completing the 368 (aka PASL) examination.  While experiences that are relevant to PASL are "couched" throughout EDLD coursework and emphasized in a more focused way in the Practicum I/II experience, completing your PASL task submissions it is an independent endeavor.  Each candidate is individually responsible for engaging in the requirements of the examination.  There are very real and significant limits to the support that instructors can offer candidates on this examination.

*The balance of this message is a restatement of much of the information that one can find on the ETS website.  That said, sometimes things are easier to understand when they are presented differently…*

Please understand that the window for submitting your materials for the examination is significant. Therefore, DO NOT procrastinate.  Work diligently over the almost two-month window to be certain that your submission is both appropriate and uploaded long before the window closes. This also means that you should not rush a submission to fit the window. If you are not confident in your products and narrative, you should wait until the next window opens.

A couple of key issues are essential to remember when engaging in each task. First, the goal is to exhibit the ability to engage in meaningful educational change.  That is, choose activities that impact the teaching and learning that occurs on the campus.  (Personally, I would not choose anything that is not able to be assessed or measured, and related directly to student scores.)  It is essential that candidates read and understand the prompt and engage in activities that relate directly to the prompt. This has also informed our move in Practicum toward only approving projects that have clear relevance to a need on the campus related to teaching and learning and our messaging that the identified need must be grounded in a reasonable interpretation of your campus performance data (TAPR and other data sources).

Second, candidates' scores are based solely on the evidence that the candidates provide. For this reason, treat each of the "steps" (see the Task 1, 2, and 3 "Requirements" documents) separately. In fact, when preparing your responses, concentrate on EACH of the steps, one-by-one, and refer to the rubric individually on each of the steps. For what it's worth, each of the steps will be graded by two "readers." Each reader will assess the quality of the submission of the step and assign it a score of 0, 1, 2, 3, or 4, with a score of 4 being the highest. Keep in mind that the readers are trained to utilize the rubrics that are provided on the ETS website and have spent significant time understanding the rubrics AND the examples that are also provided on the website. Tasks 1 and 2 have a value of 16 points, respectively, and Task 3 has a value of 32 points. Therefore, the 368 has a value of 64 points. One needs to score 42 points to earn a passing score.

**It would be wise, as a candidate, for you to make yourself exceptionally familiar with both the rubrics and the examples on the ETS website. See earlier resources that have been provided to you through emails sent through advisement lists.**

<u>**Finally, there are no shortcuts on this examination.**</u>

The 368/PASL is an examination that has been adopted by several states which requires significant independent effort from the candidate who must engage in real, authentic leadership experiences and provide clear and comprehensive evidence of that engagement. It is required to earn a recommendation for Principal as Instructional Leader Certification in Texas.

It is also a very expensive examination. My best advice to every candidate is to invest the time and energy necessary to understand the many tools that are available on the ETS website and to engage in appropriate self-assessment, formatively, throughout the steps of the examination.

<u>**Preparing your responses:**</u>

It is essential to understand that ALL of the information essential to earning an optimal score must be in the text box related to that particular step. I am proposing that each candidate, independently prepare a template for each of the 12 steps in the examination. Each prompt contains four steps. Therefore, you will want to create four separate templates for each of the three tasks. Each template will detail exactly what must be in the final submission to the text box.

- **Again: I highly recommend that each candidate prepare a "template" for each step.** For this reason, I have provided an example of a partial sample template from three different course assignments that deconstructs steps into text boxes that enable candidates to formulate their responses.
- Please go through this process, independently, on each step. Identify EVERYTHING that will be assessed and create a template that requires you to address the entirety of the step in a comprehensive fashion.

Prior to your final submission, I STRONGLY URGE you to look at the content of each text box and analyze your proposed submission against your sample template, the rubric for each step, and the sample responses that are provided on the ETS website. What is important in this process is to understand that **<u>the grader will assume nothing.</u>** Therefore, as you engage in this self-analysis, search for an overt connection between your proposed submission and the recommended content as described in the template. If you have to read anything into your answer or if you have to assume anything in your

answer, it is not sufficiently comprehensive.  **I cannot overemphasize the importance of providing specific details and comprehensive discussion in every answer.**

After considering the content that you have written, **look at the rubric and, to the greatest extent possible, objectively compare the descriptions in the rubric with the content of the textbox.**  This is an essential step.

You truly need to be honest with yourself about the definition of your submission.  Is your response "Comprehensive" or "Complete?"  Or is it an adequate response?  If you are too subjective, ask a classmate. (Instructors are forbidden by TEA to engage in this task.)  Please realize that this is your (very expensive) attempt to provide evidence that you should be granted a certification to lead an educational campus.  Do not leave anything to chance or guesswork.  I urge you to overwhelm the grader with evidence to support you.

If, after assessing your proposed response, you aren't happy with your results, make the necessary augmentations.

In short, I propose that you engage in the following process:

1. When looking at the assignment, treat each step as the requirements of a text box.  Deconstruct the step to help provide an outline of the optimal response.
2. Utilizing the "template" that you have created through deconstructing the prompt, objectively compare your submission to the language of the rubric.
3. Be very concise to in your submission to identify each step and its response.  MAKE IT EASY FOR THE GRADER TO ASSIGN THE POINTS THAT YOU HAVE EARNED.
4. Make changes as necessary.


**Examples of deconstructed prompts:**

I have given examples of course assignments that closely resemble Tasks from the 368. The examples illustrate how to deconstruct prompts in order to organize your narrative response. This example is pulled from a course assignment in EDLD 6369.  Note that the template explicitly "spells out" the details of the prompt.  If you are able to do this with EVERY prompt, you will optimize your score in the course assignments.  In this example, there are three distinct text boxes.

a. The candidate selects a steering group of key partners he/she will lead in a shared and deliberative process of reviewing various sources of data to draft a proposal for a prioritized set of Professional Development activities that will address instructional needs on their campus. The candidate offers a clear rationale for why each of those members were selected.  More specifically, the candidate explores why each distinct member is relevant to the task.

   Table presentation is recommended for this element of the rubric.

**Identify the steering group of key partners you have selected to lead in a deliberative process of data review to support selection of PD activities relevant to building capacity to address an academic problem on the campus.**

**Offer a clear rationale for why each of those members were selected (i.e. why is each member relevant to the task).**

**Organize your response in an easily readable format that eliminates any need to infer your intended connections (YOUR CONNECTIONS MUST BE CLEAR AND REASONABLE – a table or chart is recommended)**

**Impact statement that explicitly addresses measurable student learning**

   b. Data fit is clearly communicated.  The writer makes clear how the PD effort meets needs revealed by campus performance on some aspect of state testing.

**Data collected - What longitudinal data did you collect?**

**How is the data connected to the problem (i.e. why are the data appropriate?)**

   c. The PD plan includes at least one clear, specific, and evidence-based recommendation aligned to needs identified by observing instruction and attending an instructional team meeting.


**What is the direct connection to a learning need on your campus? (ADDRESS THIS EXPLICITLY.)**

**Articulate the connection to evidence. (EVEN IF YOU ARE REDUNDANT)**

**How have instructional observations reinforced your perception this is a need?**

**How have observations at instructional team meetings reinforced your perception this is a need?**

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The following example is pulled from select dimensions in the data project from EDLD 6370/EDLD 6371. Again, notice that each aspect of the prompt is specifically delineated below.  In this example, there are five distinct text boxes.

   a. A candidate offers a narrative reflection related to the planning process. For full credit in this dimension of the rubric, the writer should offer their summary understanding of the data prior to the first steering group meeting.  The writer will also note any questions and/or observations they anticipate will be offered by members of the team along with a rationale for why they anticipate those questions and observations.

   Elements should be distinct, clear, and aligned to the task.

**The writer offers a rich and detailed description of the planning process**

**Articulate your impression and beliefs about what the data reveal on your initial review and before you meet with the steering group**

**Clearly outline observations about the data that you made before the team meeting**

**Clearly outline any questions you might ask based on your review of the data before the team meeting**

**Offer a clear rationale for why the observations you made seem appropriate**

**Offer a clear rationale for why your pre-meeting questions are relevant to the data you've reviewed.**

b. The candidate identifies three or more sources of demographic data that inform campus leaders' understanding of culture/climate, school community, and/or student needs. A full credit response also makes a clear and effective case for the importance of those data sources, identifies strengths and weaknesses revealed in the data and offers summary understandings in the form of implications.

**Articulate three or more sources of demographic data**

**Clearly explore why those data are relevant to an effort to understand the**

    **i.   campus culture/climate**

    **ii. school community**

    **iii. student needs**

**Identify and articulate data-revealed strengths for your campus**

**Identify and articulate data-revealed weaknesses for your campus**

**Explore implications for what you have learned**

c. The candidate offers a narrative reflection that addresses the implications of the data for instruction.

A full credit submission explores how points of data from three or more categories inform implications for curriculum, instruction and assessment.

Each of these three aspects (C, I, and A) are addressed clearly and distinctly. For assessment, the writer gives attention to implications for both Formative and Summative assessment practices.

Implications can also be thought of as the "so what." Now that you've made these observations, what do you know or want to know about instruction on the campus.

**What are the implications for instruction?**

**What are the implications for curriculum?**

**What are the implications for assessment?**

**What are the implications for Formative Assessment?**

**What are the implications for Summative Assessment?**

**What do you now know or want to know about instruction on your campus?**

d. Having reviewed multiple and varied sources of data the candidate prioritizes one student learning challenge on the campus, reflects on why it is the highest priority, articulates the root cause and explores how their conclusions are supported across data sources.

Responses are clear, reasonable, and demonstrate proficiency in data analysis.

**Prioritize one learning challenge on the campus that needs to be addressed**

**Reflect on why it is the highest priority (GROUND YOUR ASSERTIONS IN DATA/EVIDENCE)**

**What is the root cause?**

**What data support your perception that you've identified the correct root cause?**

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A third example includes prompts from the Professional Improvement Project (PIP) that you will complete during your Practicum I/II experience.

Again, taking the time to dissect the prompt and list the expectations below will yield optimal results.  In this example, there are four distinct text boxes.

a. It is crystal clear why this was an important project.  This area should clarify why *this* was the chosen project.  Reasons should include administrator input, **data** - multiple and varied forms, information learned from **research** articles, an identified need for a group of students or parents, or others if previously approved by the instructor.  This should not be ignored or simply based on a personal whim or fancy.

   **Of special importance: This project should have a clear and articulated relevance to teaching and learning.**

**The writer explores why a project focus was selected**

**The writer explores input from their administrator and site supervisor**

**The writer explores data (multiple and varied sources/forms)**

**The writer explains the connection of their project focus to research**

**The writer explains how this project is relevant to address student needs**

**The connection to a learning challenge is clear, reasonable, unambiguous, and grounded in objective performance data**

b. The writer clearly and without ambiguity describes how the project was put together.  This includes people who were involved, rooms used, internal and external communication methods, preparation processes, resources needed, how those were acquired, target audiences, desired goals of the project, and anything else that helps the reader understand what was necessary to effectively execute the project.

   Alignment between the project construction and execution and the root cause is clear and unambiguous.

   **Understand: This is a process piece.  You'll want your processes to be describable.  This will contribute to your ability to evaluate, recreate, and redesign for future initiatives.**

   **Also: A full credit submission will necessarily explore the role of other stakeholders in the planning and execution of related efforts.**

**The writer explains the process involved in establishing the project focus, carrying the project to completion, and evaluating the impact of the project-related efforts.**

**The narrative should explore but not be limited to the people who were involved, rooms used, internal and external communication methods, preparation processes, resources needed, resource acquisition, and target audience**

**The narrative should review the goals of the project in unambiguous terms**

**The narrative should also articulate alignment between project construction and execution and the root cause that lead to the need for this focus.**

**The writer should explore the role of other stakeholders in the planning and execution of related efforts.**

**EVEN IF REDUNDANT, THESE THINGS SHOULD BE EXPLORED CLEARLY**

c. Fully reflecting on the experience, the writer is able respond to at least one of the following questions to discuss next steps. What could the campus do next? What is a natural follow-up? How might the campus take advantage of momentum gained from this activity?

**A clear and unambiguous response that explores one of the three questions in the prompt.**