M A S S A C H U S E T T S

PERFORMANCE ASSESSMENT *for* LEADERS

2020–21 Candidate Assessment Handbook Updates

The PAL Candidate Assessment Handbook for the 2020–21 program year has been updated with changes to improve clarity and guidance based on input from program stakeholders, including candidates, program provider faculty, scorers, and the Massachusetts Department of Elementary and Secondary Education.

This table contains a summary of the significant changes from the previous handbook.

Handbook Section	Location of Change	Description of Change
Introduction	Table of Contents	Updated to reflect pagination changes
Confidentiality Form	Confidentiality Form	Indicate that you did not collaborate via a checkbox
Overview of PAL Assessment Tasks	Page 4	Updated to read: The following are not acceptable priority academic areas because they are not sufficiently focused on specific student learning performance and subject area: attendance, absenteeism, graduation or recidivism rates, or AP enrollment. While these concerns may be a secondary issue related to a priority academic area, they cannot be the primary focus when developing a vision for high student achievement (Task1), creating a professional learning culture (Task 2), supporting teacher effectiveness (Task 3), or promoting family engagement and community involvement (Task4)*.
Introduction / Clarifying the Candidate's Role in the Performance Assessment	Page 7	Added "in your own words" after original product

Handbook Section	Location of Change	Description of Change
Task 1 / What Do School Leaders Need to Think about When Realizing a Vision for Student Achievement?	Page 13 Immediately before the section "What Do You Need to Do to Complete This Task?"	Added the following: You will be asked to **gather and evaluate input/feedback from stakeholders at two separate and distinct times during Task 1**. First, input/feedback should be gathered to help identify and justify the selected priority academic area and target student group. This aspect of the data gathering process should be completed prior to the development of the plan vision, strategies, or implementation details. **After** you have developed a plan, you will be asked to solicit additional feedback from school leaders and other stakeholders regarding the plan's relevance, quality, and feasibility, as well as any suggestions for plan revisions.
Task 1 / Commentary	Page 29	Inserted a final bullet point: What feedback did you receive from school leaders and other stakeholders (e.g., students, teachers, and/or parents and community members) regarding your leadership during Task 1, and how can you use this feedback to improve your leadership practices moving forward?
Task 1 / Rubric 1.a	Page 37	Updated Rubric 1.a.2 From: "Presents some data, but does not identify a **priority academic area** or target student group." To: "Presents some data, with little to no connection to the **priority academic area** or target student group"
Task 2 / Commentary	Page 58	Inserted a final bullet point: What feedback did you receive from PLC group members, school leaders and other stakeholders (e.g., students, teachers or administrators outside of the working group, and/or parents and community members) regarding your leadership during Task 2, and how can you use this feedback to improve your leadership practices moving forward?

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Task 3 / Commentary	Page 89	Inserted a final bullet point: What feedback did you receive from the teacher you observed, school leaders and other stakeholders (e.g., students, teachers, and/or parents and community members) regarding your leadership during Task 3, and how can you use this feedback to improve your leadership practices moving forward?
Task 4 / Component 1	Page 108	In the first paragraph, boldfaced the following**:** **Please note: category 2 representation must be individuals not employed within the school**
Task 4 / Commentary	Page 117	Inserted a final bullet point: What feedback did you receive from working group members, school leaders and other stakeholders (e.g., students, teachers or administrators outside of the working group, and/or parents and community members) regarding your leadership during Task 4, and how can you use this feedback to improve your leadership practices moving forward?
Glossary	Page 135	In the entry for "Collaboration," Added "in your own words" after original work