

PERFORMANCE ASSESSMENT *for* LEADERS

2021–22 Candidate Assessment Handbook Updates

The PAL Candidate Assessment Handbook for the 2021–22 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
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, discipline or behavioral issues , graduation or retention rates, or AP enrollment.
Task 1, 2, 3, 4 / What Do School Leaders Need to Think about When Realizing a Vision for Student Achievement?	Pages 13, 42, 71 & 72	Updated to read: specific student learning performance and subject area: attendance, absenteeism, discipline or behavioral issues , graduation or retention rates, or AP enrollment.
Task 1 / Rubric 1.b	Page 38	Updated to omit the following in 1.b.1: “Collects data for at least two quantitative and at least two qualitative elements.” This descriptive statement appears in 1.a.1.

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Task 4 / What Do School Leaders Need to Think about When Realizing a Vision for Student Achievement?	Page 103	Updated to read: However, whether directly academic or focused on health, emotional, and/or social needs, the priority area must be one that impacts student learning. If selecting a health, emotional, and/or social needs issue, the candidate must make clear connections between the focus area and students' academic achievement through available data. Candidates must use available state assessment data (ex: MCAS) or local assessment/student academic achievement data to justify a connection to the specific priority area, as well as research when applicable. The focus of this task is not to promote community engagement solely for its own sake.
Task 4 / What Do School Leaders Need to Think about When Realizing a Vision for Student Achievement?	Page 103	Updated to read: The following are <u>not</u> acceptable priority areas because they are not sufficiently focused on specific student academic performance, or on health, emotional, and/or social needs and their connection to student achievement: attendance, absenteeism, discipline or behavioral issues, graduation or retention rates, or AP enrollment.

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<p>Task 4 / What Do School Leaders Need to Think about When Realizing a Vision for Student Achievement?</p>	<p>Pages 103 & 104</p>	<p>Updated to read: The following example is helpful in illustrating how to select a priority area using available research and student achievement data to justify a Task 4 strategy.</p> <p>For the past three years, the X school has witnessed a number of changes in students' health, emotional, and/or social needs, which affects their achievement in the classroom. Depression and cyberbullying in particular have been the focus of discussions in professional development, faculty meetings, and content-specific PLC meetings. In PLC meetings, student-level MCAS ELA achievement data has been analyzed. This data shows that students who experience depression and bullying score on average 20% lower (or one achievement category lower) than their grade-appropriate peers. ELA common assessment data (ex: midterms and final exams) demonstrates that this same group of students trail their peers by one full letter grade in reading and writing to text. Reducing both depression and cyberbullying are also part of the school and district-wide strategic plans. Research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) has produced a model that has been proven to increase academic achievement for students with a variety of social-emotional learning needs (Tolen, et.al, 2017; CASEL, 2019). The team will consider this research, data from meetings referenced above, as well as the school's/district's strategic plan in order to formulate a plan of action that enlists parents and the community to reduce depression and bullying in order to increase student achievement.</p>
<p>Condition Codes</p>	<p>Page 132</p>	<p>Updated: Condition Codes E and F may be used for Task 2.</p>

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Condition Codes	Page 133	Updated to read: Condition Code E may be assigned to uploads in Task 2 and 4 if your work does not describe a working group and/or (for Task 4 only) demonstrate family or community member input in the planning process.
Condition Codes	Page 133	Updated to read: Condition Code F may be assigned to uploads in Task 2 and 4 if your work does not include evidence that (for Task 2) a PLC was formed for the purposes of professional learning in the academic priority area or (for Task 4) at least one of the plans strategies was implemented.
Task 1, 2, 3, & 4 Strong Examples	Website	MA PAL Task Strong Examples