



## Georgia Educational Leadership Standards Alignment with ETS® Performance Assessment for School Leaders (PASL) Tasks

PASL Tasks and Steps	Georgia Educational Leadership Standards
<b>PASL Task 1: Problem Solving in the Field</b> Candidates' ability to address and resolve a significant problem/challenge in the school that influences instructional practice and student learning	<b>Standard 1: Elements A, B, C, D, E, F</b> <b>Standard 2: Elements A, B, C, D, F, G</b> <b>Standard 3: Element D</b> <b>Standard 4: Elements F, I, J, K</b> <b>Standard 5: Elements A, F</b> <b>Standard 7: Element J</b>

### Step 1

#### Identifying a Problem/Challenge

Candidates' ability to identify a significant problem/challenge

#### Standard 1: Elements A, B, F

- A. Establishes, conducts, and evaluates processes to foster an open, tolerant and trusting culture that values the viewpoints of all members of the school community;
- B. Identifies possible barriers and applies strategies for initiating change in the educational environment (e.g., working closely with students, school and district leaders, and community members; anticipating resistance; resolving conflicts); and
- F. Anticipates, assesses, analyzes, and discerns the value of emerging trends to shape school or district decision making.

#### Standard 2: Elements A, B, C, F, G

- A. Leads the implementation of a shared vision of learning that promotes the success of all students;
- B. Uses multiple sources of data (e.g., student assessment results, student and family demographic data, analysis of community needs, perception/process data) to conduct a needs analysis to identify unique strengths, needs, gaps, and areas for improvement for students and teachers;
- C. Guides the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations;
- F. Monitors and evaluates the impact of the instructional program by guiding regular analyses and disaggregation of data to improve curriculum and instruction; and
- G. Uses assessment data in ways that are appropriate to their intended use and within their technical limitations.

#### Standard 4: Elements F, K

- F. Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment; and
- K. Demonstrates an understanding of resources, techniques, personnel deployment to determine appropriate interventions that meet the learning and developmental needs of all students using levels of intervention strategies.

#### Standard 5: Elements A, F

- A. Collaborates with staff to allocate resources, design roles and structures, and to identify and remove barriers to achieve the vision, mission, and goals; and



F. Obtains, aligns, and evaluates the use of resources (such as time, staff, space, and money) to achieve vision, mission, and goals.

**Standard 7: Element J**

J. Uses multiple sources of data to examine the effectiveness of school and district policies and practices.

**Step 2**  
**Researching and Developing a Plan**  
Candidates' ability to develop a plan to address a significant problem

**Standard 1: Elements C, D, E**

- C. Translates the vision, mission, and goals into improvement plans that are implemented, monitored, evaluated, and revised as needed;
- D. Monitors communications and actions to build and sustain school and community alignment with the shared vision, mission, goals, and improvement plans. Communicates and acts from shared vision, mission, goals, and improvement plans so educators and community understand, support, and act on them consistently; and
- E. Initiates and manages school and system-wide change while enabling others to engage productively with the change process necessary for improvement.

**Standard 2: Element D**

D. Enacts program improvements by gaining support from staff and providing clear guidance for their professional practice to address the learning needs of diverse student populations.

**Standard 3: Element D**

D. Creates new roles, structures, and norms to support professional collaboration, teacher leadership, and collegial learning.

**Standard 4: Element K**

K. Demonstrates an understanding of resources, techniques, personnel deployment to determine appropriate interventions that meet the learning and developmental needs of all students using levels of intervention strategies.

**Standard 5: Element A**

A. Collaborates with staff to allocate resources, design roles and structures, and to identify and remove barriers to achieve the vision, mission, and goals.

**Step 3**  
**Implementing the Plan**  
Candidates' ability to implement and then analyze the effectiveness of the plan

**Standard 1: Elements C, D, E**

- C. Translates the vision, mission, and goals into improvement plans that are implemented, monitored, evaluated, and revised as needed;
- D. Monitors communications and actions to build and sustain school and community alignment with the shared vision, mission, goals, and improvement plans. Communicates and acts from shared vision, mission, goals, and improvement plans so educators and community understand, support, and act on them consistently; and
- E. Initiates and manages school and system-wide change while enabling others to engage productively with the change process necessary for improvement.



**Standard 2: Elements A, D**

- A. Leads the implementation of a shared vision of learning that promotes the success of all students; and
- D. Enacts program improvements by gaining support from staff and providing clear guidance for their professional practice to address the learning needs of diverse student populations.

**Standard 3: Element D**

- D. Creates new roles, structures, and norms to support professional collaboration, teacher leadership, and collegial learning.

**Step 4**

**Reflecting on the Plan and the Resolution**

Candidates' ability to reflect on the effectiveness of the plan

**Standard 4: Elements I, J, K**

- I. Assesses his or her own personal assumptions, values, and beliefs and uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals;
- J. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and student learning; and
- K. Demonstrates an understanding of resources, techniques, personnel deployment to determine appropriate interventions that meet the learning and developmental needs of all students using levels of intervention strategies.

**Standard 7: Element J**

- J. Uses multiple sources of data to examine the effectiveness of school and district policies and practices.



PASL Tasks and Steps	Georgia Educational Leadership Standards
<p><b>PASL Task 2</b>  <b>Supporting Continuous Professional Development</b>            Candidates' ability to establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning</p>	<p><b>Standard 1: Elements A, B, C, D, E, F, G</b>  <b>Standard 2: Elements A, B, C, D, F</b>  <b>Standard 3: Element B, C, D, E, H, I</b>  <b>Standard 4: Element K</b>  <b>Standard 5: Elements A, B, E, F</b>  <b>Standard 6: Element A</b>  <b>Standard 7: Element J</b></p>

<p><b>Step 1</b>  <b>Designing Building-level Professional Development</b>            Candidates' ability to work with colleagues to develop a prioritized list of significant professional development needs</p>
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**Standard 1: Elements A, B, C, E, F, G**

- A. Establishes, conducts, and evaluates processes to foster an open, tolerant and trusting culture that values the viewpoints of all members of the school community;
- B. Identifies possible barriers and applies strategies for initiating change in the educational environment (e.g., working closely with students, school and district leaders, and community members; anticipating resistance; resolving conflicts);
- C. Translates the vision, mission, and goals into improvement plans that are implemented, monitored, evaluated, and revised as needed;
- E. Initiates and manages school and system-wide change while enabling others to engage productively with the change process necessary for improvement;
- F. Anticipates, assesses, analyzes, and discerns the value of emerging trends to shape school or district decision making; and
- G. Maintains a systems perspective and promotes alignment across all dimensions of the school or district.

**Standard 2: Elements A, B, C, D**

- A. Leads the implementation of a shared vision of learning that promotes the success of all students;
- B. Uses multiple sources of data (e.g., student assessment results, student and family demographic data, analysis of community needs, perception/process data) to conduct a needs analysis to identify unique strengths, needs, gaps, and areas for improvement for students and teachers;
- C. Guides the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations; and
- D. Enacts program improvements by gaining support from staff and providing clear guidance for their professional practice to address the learning needs of diverse student populations.

**Standard 3: Elements B, C, D, E, H, I**

- B. Assesses existing professional knowledge and skills with staff members using data on instructional practices and data on student learning to determine areas of strength and areas for improvement;
- C. Guides and supports job-embedded, standards-based professional learning that improves teaching and learning and meets the diverse learning needs of every teacher and student;



- D. Creates new roles, structures, and norms to support professional collaboration, teacher leadership, and collegial learning;
- E. Provides actionable practice-based feedback to all staff members, and facilitates collegial exchanges of feedback;
- H. Engages teachers and staff in designing and implementing professional learning goals and professional learning plans; and
- I. Uses multiple measures including student performance data to evaluate the impact professional learning has on the faculty and staff, the school/district and student learning.

**Standard 5: Elements B, E, F**

- B. Demonstrates the importance of professional development by providing adequate time and resources for all teachers and staff to participate in professional learning, and provides targeted support and remediation for specific teachers and staff to improve job performance;
- E. Identifies leadership capabilities of staff, develops multiple leaders, and distributes leadership tasks among faculty and staff; and
- F. Obtains, aligns, and evaluates the use of resources (such as time, staff, space, and money) to achieve vision, mission, and goals.

**Standard 6: Element A**

- A. Engages staff, families, and community partners to assess existing relationships and communication efforts and the extent to which those relationships and communication support continuous improvement efforts.

**Standard 7: Element J**

- J. Uses multiple sources of data to examine the effectiveness of school and district policies and practices.

**Step 2**

**Implementing Building-Level Professional Development**

Candidates' ability to facilitate professional development to address building-level teachers' needs

**Standard 1: Elements D, E**

- D. Monitors communications and actions to build and sustain school and community alignment with the shared vision, mission, goals, and improvement plans. Communicates and acts from shared vision, mission, goals, and improvement plans so educators and community understand, support, and act on them consistently; and
- E. Initiates and manages school and system-wide change while enabling others to engage productively with the change process necessary for improvement.

**Standard 2: Elements A, C, D**

- A. Leads the implementation of a shared vision of learning that promotes the success of all students;
- C. Guides the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations; and
- D. Enacts program improvements by gaining support from staff and providing clear guidance for their professional practice to address the learning needs of diverse student populations.

**Standard 3: Elements C, H**

- C. Guides and supports job-embedded, standards-based professional learning that improves teaching and learning and meets the diverse learning needs of every teacher and student; and
- H. Engages teachers and staff in designing and implementing professional learning goals and professional learning plans.



### **Standard 5: Element B**

B. Demonstrates the importance of professional development by providing adequate time and resources for all teachers and staff to participate in professional learning, and provides targeted support and remediation for specific teachers and staff to improve job performance.

#### **Step 3**

#### **Analyzing Three Participants' Responses**

Candidates' ability to analyze the effectiveness of professional development on colleagues

### **Standard 2: Elements A, F**

A. Leads the implementation of a shared vision of learning that promotes the success of all students; and

F. Monitors and evaluates the impact of the instructional program by guiding regular analyses and disaggregation of data to improve curriculum and instruction.

### **Standard 3: Elements B, C, E, I**

B. Assesses existing professional knowledge and skills with staff members using data on instructional practices and data on student learning to determine areas of strength and areas for improvement;

C. Guides and supports job-embedded, standards-based professional learning that improves teaching and learning and meets the diverse learning needs of every teacher and student;

E. Provides actionable practice-based feedback to all staff members, and facilitates collegial exchanges of feedback; and

I. Uses multiple measures including student performance data to evaluate the impact professional learning has on the faculty and staff, the school/district and student learning.

### **Standard 5: Element B**

B. Demonstrates the importance of professional development by providing adequate time and resources for all teachers and staff to participate in professional learning, and provides targeted support and remediation for specific teachers and staff to improve job performance.

#### **Step 4**

#### **Reflecting on Building-Level Professional Development**

Candidates' ability to reflect on the effectiveness of the implementation of building-level professional development

### **Standard 1: Elements A, C, E, G**

A. Establishes, conducts, and evaluates processes to foster an open, tolerant and trusting culture that values the viewpoints of all members of the school community;

C. Translates the vision, mission, and goals into improvement plans that are implemented, monitored, evaluated, and revised as needed;

E. Initiates and manages school and system-wide change while enabling others to engage productively with the change process necessary for improvement; and

G. Maintains a systems perspective and promotes alignment across all dimensions of the school or district.

### **Standard 2: Element F**

F. Monitors and evaluates the impact of the instructional program by guiding regular analyses and disaggregation of data to improve curriculum and instruction.

### **Standard 3: Element I**

I. Uses multiple measures including student performance data to evaluate the impact professional learning has on the faculty and staff, the school/district and student learning.



**Standard 4: Element K**

K. Demonstrates an understanding of resources, techniques, personnel deployment to determine appropriate interventions that meet the learning and developmental needs of all students using levels of intervention strategies.

**Standard 5: Element A**

A. Collaborates with staff to allocate resources, design roles and structures, and to identify and remove barriers to achieve the vision, mission, and goals.

**Standard 7: Element J**

J. Uses multiple sources of data to examine the effectiveness of school and district policies and practices.



PASL Tasks and Steps	Georgia Educational Leadership Standards
<p><b>PASL Task 3</b>  <b>Creating a Collaborative Culture</b>            Candidates' ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture</p>	<p><b>Standard 1: Elements A, B, C, D, E</b>  <b>Standard 2: Elements A, B, C, F, G</b>  <b>Standard 3: Elements A, B, D, E, G, H, I</b>  <b>Standard 4: Elements F, I, J, K</b>  <b>Standard 5: Elements A, E, F</b>  <b>Standard 7: Element J</b></p>

**Step 1**  
**Identifying the Collaborative Team**  
 Candidates' ability to identify a team of teachers with varying experience to develop a collaborative team

**Standard 1: Element E**

E. Initiates and manages school and system-wide change while enabling others to engage productively with the change process necessary for improvement.

**Standard 3: Elements A, G**

A. Manages talent through effective personnel recruitment, selection, assignment of responsibilities, support, and retention; and  
 G. Recognizes and supports the achievements of highly effective teachers, cultivates leadership potential through mentoring and coaching, and provides them with opportunities for increased responsibility.

**Standard 5: Element E**

E. Identifies leadership capabilities of staff, develops multiple leaders, and distributes leadership tasks among faculty and staff.

**Step 2**  
**Developing a Plan to Improve Instruction, Student Learning, and the School Culture**  
 Candidates' ability to facilitate colleagues' work during the course of developing a plan to improve instruction, student learning, and the school culture

**Standard 1: Elements A, B, C, E**

A. Establishes, conducts, and evaluates processes to foster an open, tolerant and trusting culture that values the viewpoints of all members of the school community;  
 B. Identifies possible barriers and applies strategies for initiating change in the educational environment (e.g., working closely with students, school and district leaders, and community members; anticipating resistance; resolving conflicts);  
 C. Translates the vision, mission, and goals into improvement plans that are implemented, monitored, evaluated, and revised as needed; and  
 E. Initiates and manages school and system-wide change while enabling others to engage productively with the change process necessary for improvement.

**Standard 2: Elements A, B, C, G**

A. Leads the implementation of a shared vision of learning that promotes the success of all students;





- B. Uses multiple sources of data (e.g., student assessment results, student and family demographic data, analysis of community needs, perception/process data) to conduct a needs analysis to identify unique strengths, needs, gaps, and areas for improvement for students and teachers;
- C. Guides the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations; and
- G. Uses assessment data in ways that are appropriate to their intended use and within their technical limitations.

**Standard 3: Elements B, D, G, H**

- B. Assesses existing professional knowledge and skills with staff members using data on instructional practices and data on student learning to determine areas of strength and areas for improvement;
- D. Creates new roles, structures, and norms to support professional collaboration, teacher leadership, and collegial learning;
- G. Recognizes and supports the achievements of highly effective teachers, cultivates leadership potential through mentoring and coaching, and provides them with opportunities for increased responsibility; and
- H. Engages teachers and staff in designing and implementing professional learning goals and professional learning plans.

**Standard 4: Elements F, K**

- F. Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment; and
- K. Demonstrates an understanding of resources, techniques, personnel deployment to determine appropriate interventions that meet the learning and developmental needs of all students using levels of intervention strategies.

**Standard 5: Elements A, E, F**

- A. Collaborates with staff to allocate resources, design roles and structures, and to identify and remove barriers to achieve the vision, mission, and goals;
- E. Identifies leadership capabilities of staff, develops multiple leaders, and distributes leadership tasks among faculty and staff; and
- F. Obtains, aligns, and evaluates the use of resources (such as time, staff, space, and money) to achieve vision, mission, and goals.

**Standard 7: Element J**

- J. Uses multiple sources of data to examine the effectiveness of school and district policies and practices.

**Step 3**

**Implementing the Plan to Improve Instruction, Student Learning, and the School Culture**

Candidates' ability to facilitate the collaborative team's work as they implement the plan to improve instruction, student learning, and the school culture

**Standard 1: Elements C, D, E**

- C. Translates the vision, mission, and goals into improvement plans that are implemented, monitored, evaluated, and revised as needed;
- D. Monitors communications and actions to build and sustain school and community alignment with the shared vision, mission, goals, and improvement plans. Communicates and acts from shared vision, mission, goals, and improvement plans so educators and community understand, support, and act on them consistently; and



E. Initiates and manages school and system-wide change while enabling others to engage productively with the change process necessary for improvement.

**Standard 2: Elements A, F, G**

- A. Leads the implementation of a shared vision of learning that promotes the success of all students;
- F. Monitors and evaluates the impact of the instructional program by guiding regular analyses and disaggregation of data to improve curriculum and instruction; and
- G. Uses assessment data in ways that are appropriate to their intended use and within their technical limitations.

**Standard 3: Elements D, E, I**

- D. Creates new roles, structures, and norms to support professional collaboration, teacher leadership, and collegial learning;
- E. Provides actionable practice-based feedback to all staff members, and facilitates collegial exchanges of feedback; and
- I. Uses multiple measures including student performance data to evaluate the impact professional learning has on the faculty and staff, the school/district and student learning.

**Standard 5: Elements A, E**

- A. Collaborates with staff to allocate resources, design roles and structures, and to identify and remove barriers to achieve the vision, mission, and goals; and
- E. Identifies leadership capabilities of staff, develops multiple leaders, and distributes leadership tasks among faculty and staff.

**Step 4**

**Reflecting on the Collaborative Team and the School Culture**

Candidates' ability to facilitate colleagues' self-reflection on the collaborative team and the ability to reflect on future work in building collaborative teams in order to promote positive change in the school culture

**Standard 1: Elements A, E**

- A. Establishes, conducts, and evaluates processes to foster an open, tolerant and trusting culture that values the viewpoints of all members of the school community; and
- E. Initiates and manages school and system-wide change while enabling others to engage productively with the change process necessary for improvement.

**Standard 3: Elements D, E, G**

- D. Creates new roles, structures, and norms to support professional collaboration, teacher leadership, and collegial learning;
- E. Provides actionable practice-based feedback to all staff members, and facilitates collegial exchanges of feedback; and
- G. Recognizes and supports the achievements of highly effective teachers, cultivates leadership potential through mentoring and coaching, and provides them with opportunities for increased responsibility.

**Standard 4: Elements F, I, J**

- F. Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment;
- I. Assesses his or her own personal assumptions, values, and beliefs and uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals; and



J. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and student learning.

**Standard 5: Element E**

E. Identifies leadership capabilities of staff, develops multiple leaders, and distributes leadership tasks among faculty and staff.

**Standard 7: Element J**

J. Uses multiple sources of data to examine the effectiveness of school and district policies and practices.