

Missouri Professors of Educational Administration - Performance Assessment

Alignment

Alignment to National Standards

Missouri Leadership Development Systems (MLDS)

National Education Leadership preparation (NELP)

MLDS to NELP Crosswalk (See ADV A.1.1.a MPEA_PA Evidence Crosswalk)

MLDS Domain 1 - Visionary Leader

Competency 1 (NELP 1.1, 1.2, 7.1); Competency 2 (NELP 1.1, 5.3); Competency 3 (NELP 1.1, 1.2, 4.4, 7.4)

MLDS Domain 2 - Instructional Leader

Competency 4 (NELP 1.2, 4.4, 7.3); Competency 5 (NELP 1.2, 2.1, 4.1, 4.2, 4.4, 6.1, 7.3, 7.4); Competency 6 (NELP 2.1, 4.2, 4.4, 7.2, 7.4); Competency 7 (NELP 4.3, 4.4, 7.3); Competency 8 (NELP 2.1, 3.1, 4.3, 4.4, 6.1, 7.4); Competency 9 (NELP 1.2, 7.1, 7.2, 7.3, 7.4)

MLDS Domain 3 - Managerial Leader

Competency 10 (NELP 1.2, 2.3, 3.1, 4.1); Competency 11 (NELP 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 6.1, 6.3); Competency 12 (NELP 1.2, 6.1, 7.2); Competency 13 (NELP 1.2, 2.1, 2.2, 2.3, 4.4, 6.1, 6.3, 7.1, 7.3); Competency 14 (NELP 7.2, 7.3); Competency 15 (NELP 2.2, 6.3, 7.4); Competency 16 (NELP 2.2, 2.3, 4.1, 5.2, 6.1, 6.2, 6.3); Competency 17 (NELP 2.2, 2.3, 4.1, 5.2, 6.1, 6.2, 6.3)

MLDS Domain 4 - Relational Leader

Competency 18 (NELP 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 3.3, 4.4, 5.1, 7.1); Competency 19 (NELP 1.2, 2.1, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1, 5.2, 6.2, 7.3); Competency 20 (NELP 2.3, 3.1, 3.2, 3.3, 5.1); Competency 21 (NELP 2.3, 7.1); Competency 22 (NELP 2.1, 2.3, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1, 5.2, 6.2, 7.1, 7.3); Competency 23 (NELP 3.3, 7.1, 7.3); Competency 24 (NELP 2.1, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1, 5.2, 6.2, 7.3); Competency 25 (NELP 3.1, 5.1, 5.2)

MLDS Domain 5 - Innovative Leader

Competency 26 (NELP 4.1, 4.2, 7.3); Competency 28 (NELP 2.1); Competency 31 (NELP 1.2, 2.1, 2.3, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 7.3); Competency 32 (NELP 1.2, 2.1, 5.2, 6.1, 7.3)

How Alignment is Assured

Multiple UCM College of Education faculty are members of and hold offices in the Missouri Professors of Educational Administration organization (MPEA). MPEA is authorized by the MO DESE to develop, administer, score, and facilitate quality control of the performance assessment required for certification. MPEA offers bi-annual professional development conferences to ensure the assessment is consistent and valid.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System

Every student pursuing administrator certification must pass the MPEA performance assessment. Passing the assessment indicates that students have the appropriate knowledge and skills within the five MLDS Domains to be an effective education leader.

Details of Assessment Administration

Towards the end of a student's degree program they are enrolled in a UCM course that helps them develop and submit the performance assessment for scoring. The faculty member that teaches the aforementioned course guides and provides feedback to the student along the way. Once the assessment is completed, the UCM faculty member sends the assessment to be scored by MPEA trained scorers. UCM faculty do not score their students' assessments. The assessment has four steps with multiple writing prompts and requests for artifacts within each step. Each step has a maximum score of 4 and students must earn a minimum score of 10 out of 16 to pass.

How the Evaluation is used to Measure Candidate Progress

The MPEA performance assessment and the MO content knowledge assessment must be passed before students can be granted administrator certification.

Evidence and Analysis

Directions Delivered to Candidates

See below.

Evaluation Instrument

Rubric and standards are included in the linked document

Assurance of Reliability and Validity

MPEA is authorized by the MO DESE to develop, administer, score, and facilitate quality control of the performance assessment required for certification. MPEA offers bi-annual professional development conferences to ensure the assessment is consistent and valid. Annual scorer training and calibration are required for every participating education preparation provider.

Presentation of Data

Results by Year, Step, and Pass Rate

2019	Step 1	Step 2	Step 3	Step 4	Total
Mean	3.17	3.23	3.25	3.21	12.86
SD	0.48	0.56	0.53	0.50	1.69
n = 54					
Pass Rate	53/54 = 98.15% pass rate				
2020	Step 1	Step 2	Step 3	Step 4	Total
Mean	3.38	3.32	3.41	3.26	13.36
SD	0.51	0.50	0.54	0.45	1.58
n = 37					
Pass Rate	37/37 = 100% pass rate				
2021	Step 1	Step 2	Step 3	Step 4	Total

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Mean	3.42	3.33	3.38	3.41	13.52
SD	0.55	0.58	0.51	0.47	1.68
n = 61					
Pass Rate	61/61 = 100% pass rate				
3 Years	Step 1	Step 2	Step 3	Step 4	Total
Mean	3.32	3.29	3.35	3.29	13.24
SD	.51	.55	.52	.47	1.65
N = 152					
Pass Rate	151/152 = 99.34% pass rate				

Gender and Race by Year and Pass Rate

2019		Step 1	Step 2	Step 3	Step 4	Total	Pass Rate
Male	Mean	3.15	3.23	3.23	3.19	12.80	18/19
n = 19	SD	0.48	0.57	0.53	0.50	1.71	94.74%
Female	Mean	3.17	3.22	3.24	3.21	12.83	35/35
n = 35	SD	0.48	0.55	0.52	0.50	1.69	100%
White	Mean	3.18	3.22	3.24	3.21	12.86	48/49
n = 49	SD	0.48	0.55	0.53	0.51	1.69	97.96
Black	Mean	3.16	3.21	3.21	3.20	12.76	4/4
n = 4	SD	0.47	0.56	0.51	0.51	1.68	100%
Asian	Mean	3	4	4	3.5	14.5	1/1
n = 1	SD	n/a	na/	n/a	n/a	n/a	100%
2020		Step 1	Step 2	Step 3	Step 4	Total	Pass Rate
Male	Mean	3.34	3.29	3.37	3.24	13.26	11/11
n = 11	SD	0.50	0.49	0.53	0.44	1.55	100%
Female	Mean	3.38	3.32	3.41	3.26	13.36	26/26
n = 26	SD	0.51	0.49	0.54	0.45	1.58	100%
White	Mean	3.37	3.31	3.40	3.24	13.31	31/31
n = 31	SD	0.48	0.51	0.52	0.45	1.54	100%
Black	Mean	3.32	3.21	3.44	3.06	13.03	3/3
n = 3	SD	0.53	0.47	0.56	0.43	1.59	100%
2021		Step 1	Step 2	Step 3	Step 4	Total	Pass Rate
Male	Mean	3.43	3.34	3.40	3.41	13.56	14/14

n = 14	SD	0.54	0.58	0.51	0.47	1.66	100%
Female	Mean	3.42	3.33	3.38	3.41	13.52	47/47
n = 47	SD	0.55	0.58	0.51	0.47	1.68	100%
White	Mean	3.43	3.33	3.38	3.42	13.54	56/56
n = 56	SD	0.55	0.59	0.52	0.47	1.68	100%
Other	Mean	3.33	3.17	3.33	3.67	13.50	2/2
n = 2	SD	1.15	1.04	0.58	0.58	3.12	100%
Not Give	Mean	3.42	3.33	3.50	3.40	13.65	2/2
n = 2	SD	0.63	0.65	0.51	0.53	1.92	100%

Analysis and Interpretation

The data were collected and analyzed for years 2019, 2020, and 2021. Student pass rates and each step score's means and standard deviations were calculated. The data were further analyzed by gender and race/ethnicity for each year. Pass rates were very high for this summative assessment, N = 152 with a 99.34% pass rate. Mean scores for the steps consistently increased from 12.86 in 2019 to 13.52 in 2021.

Since the pass rates were high and the population was not diverse the disaggregated data do not present much information. The only non-passing score came from a 2019 white male. Females had higher total scores than males in 2019 and 2020 but males' scores were higher in 2021. The race/ethnicity comparisons are difficult to analyze with white students making up almost 90% of the participants and no consistent race/ethnicity groups across all three years.

Continuous Improvement

Focus Area(s)

With the pass rates so high there is not much room for improvement. We will focus on process and scoring consistency moving forward. Scorer consistency across all education preparation programs is a challenge. MPEA continues to work with all education preparation program institutions across the state to ensure scorers are consistent and the assessment is revised to ensure the assessment is assessing the desired outcomes. UCM COE faculty will continue to be an integral part of the organization by attending PD conferences and holding leadership positions.

The low number of diverse students in our programs is a concern across all departments. Recruitment efforts will be focused on this issue.

PERFORMANCE ASSESSMENT FOR ASPIRING BUILDING ADMINISTRATOR 2.0

A REQUIRED ACTION RESEARCH ACTIVITY

INSTRUCTIONAL PERFORMANCE ASSESSMENT FOR ASPIRING BUILDING ADMINISTRATOR

Effective educational leadership is measured in multiple ways as the aspiring leader completes degree and certification requirements in his/her preparation program. The new prospective leaders must demonstrate competence in vision, instruction, management, relations, and innovation. However, one specific evaluation that is common to all educational administration preparation programs is the use of a performance assessment that **focuses on instruction**. The purpose of this performance assessment is to determine the extent to which the aspiring principal is prepared to assume the duties of instructional leader.

The responses to the prompts must specifically and thoroughly answer each one in such manner that any reader will know exactly how to replicate the responses. Attention must also be given to **proper writing style, including grammar, spelling, and composition**; therefore, it is imperative that the respondent proof the work before it is submitted. Likewise, this activity and the prompts that guide the candidate through the process of completing this experience must be answered in the exact order in which the prompts are presented.

Overall Domain for this action research activity:

Instructional Leader: Competencies: 5, 7, 8, 9

Note: While the instructions indicate “approximately” one page, several of the responses may require either a shorter or longer answer to effectively address the prompt.

PERFORMANCE REQUIREMENTS

The steps to complete this activity are organized around the instructional domain that research and best practices indicate contribute to students, staff, and school leaders' success.

Step I: Domain: Visionary Leader Competencies: 1, 3

- 1 “Knows the importance of a vision and how it relates to the core values and culture of the school community”

3. “Understands how multiple sources of data are connected to a mission, vision, and core values”

Prompt 1: In approximately one-page, double-spaced narrative, identify a problem or area of concern related to instruction and include the rationale for this being a problem.

Additional Information: Being able to identify a problem is key to any building administrator’s success. For this exercise, you must identify a problem or area of concern related to instruction. You must use building data to support this writing activity and include a rationale.

Artifact 1: Building data sheet to show that this is an instructional problem (can be building data submitted to DESE).

Prompt 2: In approximately one-page, double-spaced narrative, explain what will happen if the problem is not addressed.

Artifact 2: Give one source that demonstrates what might happen if this problem is not addressed.

Prompt 3: In approximately one-page, double-spaced narrative, describe the climate and culture of the building where this problem was addressed.

Artifact 3: Provide supportive evidence that supports the description of the climate and the culture of the building. i.e. survey information, faculty, student, community demographics, attendance rates, average experience, degrees, diversity, etc.

Prompt 4: In approximately one-page, double-spaced narrative, describe the **legal** implications related to staff participation and student outcomes you considered as you worked through this activity, especially as you considered the impact your action plan had on all students, including socio-economic, diversity, special education, ESOL, ethnicity, etc.?

Additional Information: Protecting yourself, staff, and students is critical to the school leader. What issues from school law were relevant to this school improvement endeavor?

Artifact 4: Cite one legal source, case, law article, etc. to support your response.

Step II. Domain: Relational Leader Competency: 20

Domain: Innovative Leader Competency: 26

20 “Understands the importance of building effective relationships with staff”

26 “Recognizes knowledge, skills, and best practices that support continuous professional growth”

Prompt 1: In approximately one page, double-spaced narrative, describe the plan **you implemented to address the problem identified in Step 1.**

Prompt 2: In approximately one-page, double-spaced narrative, describe how you implemented the plan that was developed?

Prompt 3: In approximately one-page, double-spaced narrative, explain how you worked with your team and stakeholders to decide what activities and best practice information were shared and used by the faculty and staff.

Artifact 1: Sample journal article or other reputable source.

Prompt 4: In approximately one-page, double-spaced narrative, explain how you communicated with the **implementation or leadership team, faculty, and staff** to ensure that the plan was followed or implemented.

Artifact 2: Sample communications (letter, email, meeting agenda) presented to the team, faculty and/or staff.

Prompt 5: In approximately one-page, double-spaced narrative, describe how new knowledge or professional learning activities were provided to the staff.

Additional Information: Your staff had to receive new knowledge-building activities or training. In other words, for staff to understand the plan or new initiative, new knowledge or learning activities would be required for the professional staff.

Artifact 3: Sample agenda or professional learning activity notice to staff.

Prompt 6: In approximately one-page, double-spaced narrative, explain to what extent the staff benefitted from the professional learning activity and how did you know?

Artifact 4: **Sample survey with one participant's response.**

Step III: Domain: Managerial Leader Competencies: 11, 13

11 “Understands how routines, procedures, and schedules support the school environment”

13 “Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures”

Prompt 1: In approximately one-page, double-spaced narrative, describe the schedule of events (**routines, procedures, schedules**) that kept you on target to fix the problem you identified and describe the procedural steps you established for this group.

Artifact 1: Schedule of events: timeline.

Prompt 2: In approximately one-page, double-spaced narrative, explain how you set goals (outcomes) for this activity that aligned to the **plan.**

Artifact 2: Goals or anticipated outcomes that were developed by this group.

Prompt 3: In approximately one-page, double-spaced narrative, **describe the key people who helped you resolve this problem and describe how each person contributed to the solution.**

Artifact 3: List the leadership team members, their title/position, and years in the district.

Prompt 4: In approximately one-page, double-spaced narrative, describe how you motivated faculty and/or staff to support your effort.

Artifact 4: Copy of the communication used to request their participation or communication used to keep staff motivated throughout the work on the problem/challenge. This may be an email, personal note, general announcement, or formal invitation.

Prompt 5: In approximately one-page, double-spaced narrative, describe the check points that were built-in to provide formative assessment, and describe the summative evaluation process at the end to know whether the outcomes were met.

Artifact 5: Pre- and post-test classroom or building data, survey of teachers, state assessment data, other district data.

Step IV. Domain: Innovative Leader Competencies: 28, 31

28 “Understands the importance of reflection and a commitment to ongoing learning”

31 “Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change”

Prompt 1: In approximately one-page, double-spaced narrative, describe your thoughts at the beginning of this performance assessment as it related to the people involved. In other words, how did you prepare yourself for being the effective leader that was needed to complete this challenge?

Prompt 2: In approximately one-page, double-spaced narrative, write a self-reflection on the success or failure of this experience. Use evidence to validate your reflection.

Prompt 3: In approximately one page, double spaced narrative, describe what you would do differently and what you would do identically/similarly if you had the opportunity. Use evidence to validate your reflection.

Prompt 4: In approximately one page, double spaced narrative, describe the leadership skills you gained through your experience and discuss why you are a better leader as a result of this activity? Use evidence to validate your experience.

STEP I

Performance Descriptors	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Score	4 points	3 points	2 points	1 point
<p>Step I Domain: Visionary Leader</p> <p>Knows the importance of a vision and how it relates to the core values and culture of the school community</p> <p>Understands how multiple sources of data are connected to a mission, vision, and core values</p> <p>Responses include:</p> <p>1) Identification of key instructional problem or area of concern, supported by evidence and rationale for selection (<i>Artifact</i>-data to indicate/support problem or concern)</p> <p>2)Consequence if key problem is not addressed (<i>Artifact</i>-one source of evidence)</p> <p>3)Description of school climate and culture of the building where problem or concern is addressed (<i>Artifact</i>- survey information, faculty, student, community demographics, attendance rates, average experience, degrees, diversity, etc.)</p> <p>4)Description of the legal implications related to staff participation and student outcomes considered, especially the impact the action plan had on all student groups, including socio-economic, diversity, special</p>	<p>The candidate provides an exemplary narrative and artifacts related to the core values and culture of the school community and provides an exemplary understanding of how the use of data is connected to the building mission, vision and core values to:</p> <p>1) describe a problem or area of concern using appropriate data to support there is a problem;</p> <p>2) evidence of consequence if problem is not addressed supported by research and/or data;</p> <p>3) description of the school climate and culture in the building where the problem is addressed, supported by listed artifact;</p> <p>4) legal implications related to staff participation and student outcomes supported by a citation of a school legal source, policy or article</p>	<p>The candidate provides an acceptable narrative and artifacts related to the core values and culture of the school community and provides an acceptable understanding of how the use of data is connected to the building mission, vision and core values to:</p> <p>1) describe a problem or area of concern using appropriate data to support there is a problem;</p> <p>2) evidence of consequence if problem is not addressed supported by research and/or data;</p> <p>3) description of the school climate and culture in the building where the problem is addressed, supported by listed artifact;</p> <p>4) legal implications related to staff participation and student outcomes supported by a citation of a school legal source, policy or article</p>	<p>The candidate provides an weak narrative and artifacts related to the core values and culture of the school community and provides a weak understanding of how the use of data is connected to the building mission, vision and core values to:</p> <p>1) describe a problem or area of concern using appropriate data to support there is a problem;</p> <p>2) evidence of consequence if problem is not addressed supported by research and/or data;</p> <p>3) description of the school climate and culture in the building where the problem is addressed, supported by listed artifact;</p> <p>4) legal implications related to staff participation and student outcomes supported by a citation of a school legal source, policy or article</p>	<p>The candidate provides little or no narrative with artifacts related to the core values of the school community and provides little or no use of data to connect the building, mission, vision, and core values.</p>

education, ethnicity, ELL/ESOL, etc. (Artifact-legal source, policy or article) Competencies 1, 3				
SCORE				

STEP II

Performance Descriptors	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Score	4 points	3 points	2 points	1 point
<p>Step II: Relational Leader and Innovative Leader</p> <p>Understands the importance of building effective relationships with staff Recognizes knowledge, skills, and best practices that support continuous professional growth Responses include: 1)Description of the plan developed to address a key instructional problem 2)Description of how plan was implemented 3)Explanation of how you worked with your team and stakeholders to select best practice information that was shared and used. (Artifact-sample journal article or other reputable source related to best practices) 4)Explanation of communication used with leadership team, faculty, and staff to ensure implementation of the plan was followed or implemented. (Artifact-sample communication presented to team, faculty and/or staff) 5)Description of how new knowledge/professional development activities were provided to staff (Artifact-sample agenda or professional learning activity notice to staff) 6)Explanation as to what extent the staff benefitted from the professional learning activity and evidence of the benefit (Artifact-sample survey and one participant's response) Competencies 20 and 26</p>	<p>The candidate provides an exemplary narrative and artifacts related to the understanding of building effective relationships with staff and provides an exemplary recognition of how knowledge, skills and best practices support professional growth to:</p> <p>1)describe the plan to address the problem; 2)describe how plan was implemented; 3)explain the best practices used with staff, supported by research, and how those involved worked together; 4)explain the communication used to ensure implementation of the plan, supported by a sample letter, email, agenda, etc.;; 5)describe how new knowledge/professional development was provided to staff supported by an agenda or notice; 6)explain to what extent the staff benefitted from the professional learning activity supported with evidence of the benefit</p>	<p>The candidate provides an acceptable narrative and artifacts related to the understanding of building effective relationships with staff and provides an acceptable recognition of how knowledge, skills and best practices support professional growth to:</p> <p>1)describe the plan to address the problem; 2)describe how plan was implemented; 3)explain the best practices used with staff, supported by research, and how those involved worked together; 4)explain the communication used to ensure implementation of the plan, supported by a sample letter, email, agenda, etc.;; 5)describe how new knowledge/professional development was provided to staff supported by an agenda or notice; 6)explain to what extent the staff benefitted from the professional learning activity supported with evidence of the benefit</p>	<p>The candidate provides a weak narrative and artifacts related to the understanding of building effective relationships with staff and provides a weak recognition of how knowledge, skills and best practices support professional growth to:</p> <p>1)describe the plan to address the problem; 2)describe how plan was implemented; 3)explain the best practices used with staff, supported by research, and how those involved worked together; 4)explain the communication used to ensure implementation of the plan, supported by a sample letter, email, agenda, etc.;; 5)describe how new knowledge/professional development was provided to staff supported by an agenda or notice; 6)explain to what extent the staff benefitted from the professional learning activity supported with evidence of the benefit</p>	<p>The candidate provides little or no narrative with artifacts related to the understanding of building effective relationships with staff and provides a little or no recognition of how knowledge, skills and best practices support professional growth</p>
SCORE				

STEP III

Performance Descriptors	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Score	4 points	3 points	2 points	1 point
<p>Step III Domain: Managerial Leader</p> <p>Understands how routines, procedures, and schedules support the school environment Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures Responses include: 1)Description of the schedule of events to address key instructional problem and a description of the procedural steps established for the group (Artifact-Schedule of events; timeline) 2)Explanation of how goals were set and aligned to the plan (Artifact-goals or outcomes) 3)Description of key participants who helped to resolve the problem and how each contributed to the solution (Artifact-leadership team members, title/position, years of experience in district) 4)Description of how participants were motivated to support the school</p>	<p>The candidate provides an exemplary narrative and artifacts related to the understanding of how routines, procedures, and schedules support the school environment and provides an exemplary understanding of the necessity of establishing and communicating clear expectations, guidelines, and procedures to: 1)describe the schedule of events to address the problem, supported by a timeline, and provides a description of the procedural steps established for group; 2)describe how goals were set and aligned to the plan, supported by goals or outcome developed; 3)describe the key participants and how each contributed to the solution, supported by a list of team members, position and years in district; 4)describe how faculty was motivated to support the plan, supported by a request for participation or communication used to motivate staff;</p>	<p>The candidate provides an acceptable narrative and artifacts related to the understanding of how routines, procedures, and schedules support the school environment and provides an acceptable understanding of the necessity of establishing and communicating clear expectations, guidelines, and procedures to: 1)describe the schedule of events to address the problem, supported by a timeline, and provides a description of the procedural steps established for group 2)describe how goals were set and aligned to the plan, supported by goals or outcome developed 3)describe the key participants and how each contributed to the solution, supported by a list of team members, position and years in district 4)describe how faculty was motivated to support the plan, supported by a request for participation or communication used to motivate staff 5)describe the check points used as formative assessments and the summative evaluation process to provide evidence goals or outcomes were met, supported by data</p>	<p>The candidate provides a weak narrative and artifacts related to the understanding of how routines, procedures, and schedules support the school environment and provides a weak understanding of the necessity of establishing and communicating clear expectations, guidelines, and procedures to: 1)describe the schedule of events to address the problem, supported by a timeline, and provides a description of the procedural steps established for group 2)describe how goals were set and aligned to the plan, supported by goals or outcome developed 3)describe the key participants and how each contributed to the solution, supported by a list of team members, position and years in district 4)describe how faculty was motivated to support the plan, supported by a request for participation or communication used to motivate staff 5) describe the check points used as formative assessments and the summative evaluation process to provide evidence goals or outcomes were met, supported by data.</p>	<p>The candidate provides little or no narrative with artifacts related to the understanding of how routines, procedures, and schedules support the school environment and provides little or no understanding of the necessity of establishing and communicating clear expectations, guidelines, and procedures</p>

<p>improvement effort (Artifact-communication request for participation or communication used to keep staff motivated such as email, personal note, announcement or invitation)</p> <p>5)Description of the check points built in to provide formative and summative assessments to determine if outcomes were met (Artifact-pre-and post-test data, survey of faculty, state assessment data, or other district data)</p> <p>Competencies 11, 13</p>	<p>5)describe the check points used as formative assessments and the summative evaluation process to provide evidence that goals or outcomes were met, supported by data</p>			
SCORE				

STEP IV

Performance Descriptors	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Score	4 points	3 points	2 points	1 point
<p>Step IV Domain: Innovative Leader</p> <p>Understands the importance of reflection and a commitment to ongoing learning Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change Responses include: 1)Description your thoughts at the beginning of the performance activity; self-reflection regarding preparation for being an effective leader in order to complete the challenge 2)Development of a self-reflection on success or failure of the experience, providing evidence to validate reflection</p>	<p>The candidate provides an exemplary narrative related to the importance of reflection and a commitment to ongoing learning and provides an exemplary recognition reflecting on how new knowledge and understandings are used as a catalyst for change to: 1)describe thoughts at the beginning of the activity; self-reflect regarding the preparation for being an effective leader to address the challenge 2)develop a self-reflection on success or failure of the experience, with evidence to validate reflection</p>	<p>The candidate provides an acceptable narrative related to the importance of reflection and a commitment to ongoing learning and provides an acceptable recognition reflecting on how new knowledge and understandings are used as a catalyst for change to: 1)describe thoughts at the beginning of the activity; self-reflect regarding the preparation for being an effective leader to address the challenge 2)develop a self-reflection on success or failure of the experience, with</p>	<p>The candidate provides a weak narrative related to the importance of reflection and a commitment to ongoing learning and provides a weak recognition reflecting on how new knowledge and understandings are used as a catalyst for change to: 1)describe thoughts at the beginning of the activity; self-reflect regarding the preparation for being an effective leader to address the challenge 2)develop a self-reflection on success or failure of the experience, with</p>	<p>The candidate provides little or no narrative related to the importance of reflection and a commitment to ongoing learning and provides little or no recognition reflecting on how new knowledge and understandings are used as a catalyst for change</p>

<p>3)Development of a self-reflection to analyze the extent as to what would be done differently and what would be done identically/similarly in subsequent experiences, using evidence to validate the reflection</p> <p>4)Description of the leadership skills gained through the experience, discussing leadership growth as a result of the activity, using evidence to validate the experience.</p> <p>Competencies 28, 31</p>	<p>3)develop a self-reflection to analyze the extent as to what would be done differently and what would be done identically/similarly in subsequent experiences, with evidence to validate the reflection</p> <p>4)describe the leadership skills gained through experience, discussion of leadership growth as a result of the activity, with evidence to validate the experience</p>	<p>evidence to validate reflection</p> <p>3)develop a self-reflection to analyze the extent as to what would be done differently and what would be done identically/similarly in subsequent experiences, with evidence to validate the reflection</p> <p>4)describe the leadership skills gained through experience, discussion of leadership growth as a result of the activity, with evidence to validate the experience</p>	<p>evidence to validate reflection</p> <p>3)develop a self-reflection to analyze the extent as to what would be done differently and what would be done identically/similarly in subsequent experiences, with evidence to validate the reflection</p> <p>4)describe the leadership skills gained through experience, discussion of leadership growth as a result of the activity, with evidence to validate the experience</p>	
SCORE				

**Missouri Performance Assessment for Aspiring Building Level Administrator
A Required Action Research Activity**

CANDIDATE NAME: _____ **SEMESTER:** _____

Summary:

Step I Score: ____

Step II Score: ____

Step III Score: ____

Step IV Score: ____

Total Score: ____

Points Possible 16Points required to pass: Ten (10)

This Candidate: PassFail (rating noted in italics)

Overall Comments:

**Missouri Performance Assessment for Aspiring Building Level Administrator
A Required Action Research Activity**

Candidate Name:

Semester:

Summary: **1st Reader** **2nd Reader**

Step I Score:

Step II Score:

Step III Score:

Step IV Score:

Total Score:

Score to be Reported:

This Candidate: *Pass* *Fail* (rating noted in italics)

Comments:

The Aspiring Principal

- | | |
|--|--|
| Visionary Leader
at the
aspiring level... | <ol style="list-style-type: none"> 1. Knows the importance of a vision and how it relates to the core values and culture of the school community <i>(NELP 1.1, 1.2, 7.1)</i> 2. Understands the importance of all stakeholders knowing the collective mission, vision and core values <i>(NELP 1.1, 5.3)</i> 3. Understands how multiple sources of data connected to a mission, vision and core values <i>(NELP 1.1, 1.2, 4.4, 7.4)</i> |
| Instructional Leader
at the
aspiring level... | <ol style="list-style-type: none"> 4. Understands standards and how they apply to horizontal and vertical alignment of local curricula and content areas <i>(NELP 1.2, 4.4, 7.3)</i> 5. Understands a variety of research-based instructional practices and how to appropriately match learning content <i>(NELP 1.2, 2.1, 4.1, 4.2, 4.4, 6.1, 7.3, 7.4)</i> 6. Understands legal implications impacting instruction and engages in meaningful feedback related to effective teacher <i>(NELP 2.1, 4.2, 4.4, 7.2, 7.4)</i> 7. Understands how to assess student learning using a variety of formal and informal assessments <i>(NELP 4.3, 4.4, 7.3)</i> 8. Knows, uses and understands multiple strategies for analyzing data to inform the instructional process <i>(NELP 2.1, 3.1, 4.3, 4.4, 6.1, 7.4)</i> 9. Understands the principles of adult learning and how these help develop teacher capacity <i>(NELP 1.2, 7.1, 7.2, 7.3, 7.4)</i> |
| Managerial Leader
at the
aspiring level... | <ol style="list-style-type: none"> 10. Knows how a safe and functional school facility and grounds support student learning <i>(NELP 1.2, 2.3, 3.1, 4.1)</i> 11. Understands how routines, procedures, schedules and technology support the school environment <i>(NELP 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 6.1, 6.3)</i> 12. Understands tools used to determine key attributes of effective personnel <i>(NELP 1.2, 6.1, 7.2)</i> 13. Understands the necessity of establishing and communicating clear expectations, guidelines and procedures respecting the rights of all staff and students <i>(NELP 1.2, 2.1, 2.2, 2.3, 4.4, 6.1, 6.3, 7.1, 7.3)</i> 14. Understands the role of observation, feedback and intervention for improving or removing personnel and the legal and ethical decisions in creating an effective educator evaluation process <i>(NELP 7.2, 7.3)</i> 15. Is knowledgeable of requirements regarding personnel records, laws and reports <i>(NELP 2.2, 6.3, 7.4)</i> 16. Understands the statutory requirements that affect how a school budget works and the major sources of revenue to support school goals and priorities <i>(NELP 2.2, 2.3, 4.1, 5.2, 6.1, 6.2, 6.3)</i> 17. Understands the statutory requirements that affect how non-fiscal resources support school goals and priorities <i>(NELP 2.2, 2.3, 4.1, 5.2, 6.1, 6.2, 6.3)</i> |
| Relational Leader
at the
aspiring level | <ol style="list-style-type: none"> 18. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process <i>(NELP 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 3.3, 4.4, 5.1, 7.1)</i> 19. Understands the legal implications of in-school and out-of-school strategies and resources available in supporting the well-being of each student <i>(NELP 1.2, 2.1, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1, 5.2, 6.2, 7.3)</i> 20. Understands how to build positive and ethical relationships in support of student learning and well-being <i>(NELP 2.3, 3.1, 3.2, 3.3, 5.1)</i> 21. Understands the importance of building effective, ethical relationships with staff <i>(NELP 2.3, 7.1)</i> 22. Understands how to develop a culture of support and respect among staff <i>(NELP 2.1, 2.3, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1, 5.2, 6.2, 7.1, 7.3)</i> 23. Serves as a teacher leader and understands the importance of promoting teacher leadership <i>(NELP 3.3, 7.1, 7.3)</i> 24. Understands a variety of strategies for building relationships with families <i>(NELP 2.1, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1, 5.2, 6.2, 7.3)</i> 25. Recognizes the importance of building positive relationships with other community stakeholders <i>(NELP 3.1, 5.1, 5.2)</i> |
| Innovative Leader
at the
aspiring level... | <ol style="list-style-type: none"> 26. Recognizes knowledge, skills and best practices that support continuous professional growth <i>(NELP 4.1, 4.2, 7.3)</i> 27. Understands the need for professional networks as a key element of professional growth 28. Understands the importance of reflection and a commitment to ongoing learning <i>(NELP 2.1)</i> 29. Understands the importance of feedback for improving performance 30. Understands how time management is a key factor in maintaining a focus on school priorities 31. Recognizes that beliefs based on new knowledge, understandings and technology are used as a catalyst for change <i>(NELP 1.2, 2.1, 2.3, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 7.3)</i> 32. Is flexible and willing to vary an approach when circumstances change <i>(NELP 1.2, 2.1, 5.2, 6.1, 7.3)</i> |