

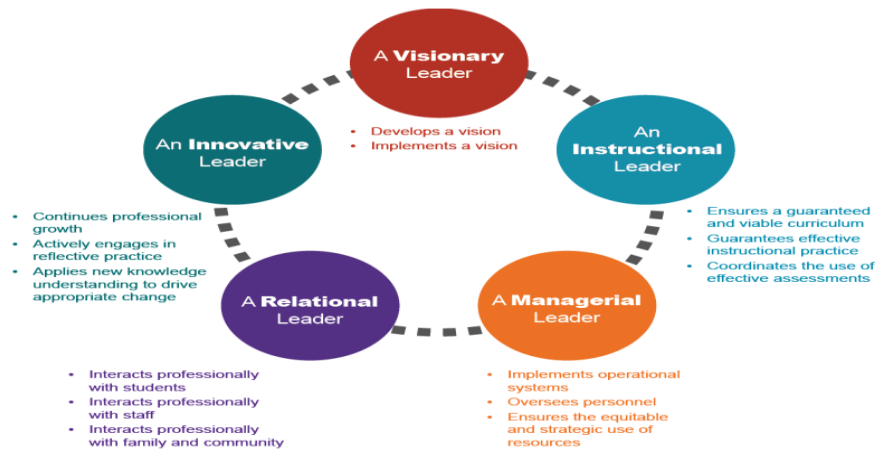
**MISSOURI PROFESSORS OF EDUCATIONAL ADMINISTRATION
INSTRUCTIONAL PERFORMANCE ASSESSMENT
FOR ASPIRING BUILDING ADMINISTRATOR (3.0 updated)**

USE THIS TEMPLATE FOR YOUR ASSESSMENT

Do not remove prompts. Insert your answers in the proper space.

A required action research activity

This assessment reflects application of the Missouri Leadership Development System domains and aspiring level competencies for building level leadership.



<https://dese.mo.gov/media/pdf/oeq-ed-aspiringlevelcompetenciesnelp>

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 how to replicate the responses.*** Attention must 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. All prompts and artifacts must be completed. Artifacts should be screenshots of material – links to outside resources are not acceptable. Any missing information will result in a rejection of the assessment.***

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.

Step I

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, describe the overall climate and culture of the building and then identify the forces working for and against the instructional issue in Prompt 1.

Artifact 2: Provide supportive evidence that supports the description of the climate and the culture of the building. (Evidence should relate to the identified issue)

Prompt 3: In approximately a one-page, double-spaced narrative explain what will happen if the problem is not addressed.

Artifact 3: Give one source that demonstrates what might happen if this problem is not addressed.

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

Prompt 1: In approximately one-page, double-spaced narrative, describe the plan and the goal(s) that you have developed to address the problem or issue you identified in Step I.

Artifact 1: One to two S.M.A.R.T. Goal(s) that were developed by building leadership team.

Prompt 2: 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 2: Schedule of events: timeline.

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 3: Sample journal article or other reputable sources.

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 and implemented.

Artifact 4: Sample communication (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 5: Sample agenda or professional learning activity notice to staff.

Step III

Prompt 1: In approximately one-page, double-spaced narrative, describe how you implemented the plan that was developed.

Prompt 2: In approximately one-page, double-spaced narrative, describe the leadership team and key people who helped you resolve this problem and describe how each person contributed to the solution.

Artifact 1: List of leadership team members, their title/position, and years in the district.

Prompt 3: In approximately one-page, double-spaced narrative, describe how you motivated faculty and/or staff to support your effort.

Artifact 2: 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, reward/recognition, or formal invitation.

Prompt 4: 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 3: Summary chart of survey results including survey questions.

Prompt 5: In approximately one-page, double-spaced narrative, describe the checkpoints 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

Prompt 1: In approximately one page, double-spaced narrative, describe your thoughts at the beginning of this performance assessment and how you prepared yourself for being the effective leader that was needed to complete this challenge (i.e., research, interpersonal relationships, etc.).

Prompt 2: In approximately one-page, double-spaced narrative, write a reflection on the successes and/or failures of this experience based on the goal(s) identified earlier in this assessment. Use qualitative and/or quantitative evidence to validate your experience.

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 qualitative and/or quantitative evidence to validate your experience.

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

Scoring Rubric for Step I (Updated November 2023)

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Score	4 points	3 points	2 points	1 point
<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) 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>3) Consequence if key problem is not addressed (<i>Artifact</i>-one source of evidence)</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 education, ethnicity, ELL/ESOL, etc.</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) description of the school climate and culture in the building where the problem is addressed, supported by listed artifact</p> <p>3) evidence of consequence if problem is not addressed supported by research and/or data;</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) description of the school climate and culture in the building where the problem is addressed, supported by listed artifact</p> <p>3) evidence of consequence if problem is not addressed supported by research and/or data;</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) description of the school climate and culture in the building where the problem is addressed, supported by listed artifact</p> <p>3) evidence of consequence if problem is not addressed supported by research and/or data;</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 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>

<i>(Artifact-legal source, policy or article)</i> Competencies 1, 3				
Step I Score: <i>(preponderance of evidence)</i>				

Scoring Rubric for Step II

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Score	4 points	3 points	2 points	1 point

<p>Understands the importance of building effective relationships with staff</p> <p>Recognizes knowledge, skills, and best practices that support continuous professional growth</p> <p>Responses include:</p> <p>1)Description of the plan developed to address a key instructional problem and Explanation of how goals were set and aligned to the plan (<i>Artifact-goals or outcomes</i>)</p> <p>2) Description of the schedule of events to address key instructional problem and a description of the procedural steps established for the group (<i>Artifact-Schedule of events; timeline</i>)</p> <p>3)Explanation of how you worked with your team and stakeholders to select best practice information that was shared and used. (<i>Artifact-sample journal article or other reputable source related to best practices</i>)</p> <p>4)Explanation of communication used with leadership team, faculty, and staff to ensure implementation of the plan was followed or implemented (<i>Artifact-sample communication presented to team, faculty and/or staff</i>)</p> <p>5)Description of how new knowledge/professional</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; and describe how goals were set and aligned to the plan, supported by goals or outcome developed;</p> <p>2) describe the schedule of events and procedural steps.</p> <p>3)explain the best practices used with staff, supported by research, and how those involved worked together;</p> <p>4)explain the communication used to ensure implementation of the plan, supported by a sample letter, email, agenda, etc.;</p> <p>5)describe how new knowledge/professional development was provided to staff supported by an agenda or notice;</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; and describe how goals were set and aligned to the plan, supported by goals or outcome developed;</p> <p>2) describe the schedule of events and procedural steps.</p> <p>3)explain the best practices used with staff, supported by research, and how those involved worked together;</p> <p>4)explain the communication used to ensure implementation of the plan, supported by a sample letter, email, agenda, etc.;</p> <p>5)describe how new knowledge/professional development was provided to staff supported by an agenda or notice;</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; and describe how goals were set and aligned to the plan, supported by goals or outcome developed;</p> <p>2) describe the schedule of events and procedural steps.</p> <p>3)explain the best practices used with staff, supported by research, and how those involved worked together;</p> <p>4)explain the communication used to ensure implementation of the plan, supported by a sample letter, email, agenda, etc.;</p> <p>5)describe how new knowledge/professional development was provided to staff supported by an agenda or notice;</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>
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development activities
were provided to staff
(*Artifact*-sample
agenda or professional
learning activity notice
to staff)

Competencies 20, 26

Step II Score: (preponderance of evidence)	
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Scoring Rubric for Step III

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Score	4 points	3 points	2 points	1 point
<p>Understands how routines, procedures, and schedules support the school environment</p> <p>Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures</p> <p>Responses include:</p> <p>1)Description of how plan was implemented</p> <p>2)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)</p> <p>3)Description of how participants were motivated to support the school improvement effort (Artifact-communication request for participation or communication used to keep staff motivated such as email, personal note, announcement or invitation)</p> <p>4)explain to what extent the staff benefitted from the professional learning activity supported with evidence of the benefit.</p> <p>5)Description of the check points built in to provide formative and summative assessments</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:</p> <p>1)describe how plan was implemented</p> <p>2)describe the key participants and how each contributed to the solution, supported by a list of team members, position and years in district</p> <p>3)describe how faculty was motivated to support the plan, supported by a request for participation or communication used to motivate staff</p> <p>4)explain to what extent the staff benefitted from the professional learning using evidence to validate the reflection</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>	<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:</p> <p>1) describe how plan was implemented</p> <p>2)describe the key participants and how each contributed to the solution, supported by a list of team members, position and years in district</p> <p>3)describe how faculty was motivated to support the plan, supported by a request for participation or communication used to motivate staff</p> <p>4)explain to what extent the staff benefitted from the professional learning using evidence to validate the reflection</p> <p>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:</p> <p>1) describe how plan was implemented</p> <p>2)describe the key participants and how each contributed to the solution, supported by a list of team members, position and years in district</p> <p>3)describe how faculty was motivated to support the plan, supported by a request for participation or communication used to motivate staff</p> <p>4)explain to what extent the staff benefitted from the professional learning using evidence to validate the reflection</p> <p>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>

to determine if outcomes were met (<i>Artifact</i> -pre-and post-test data, survey of faculty, state assessment data, or other district data)				
Competencies 11, 13				
Step III Score: (<i>preponderance of evidence</i>)				

Scoring Rubric for Step IV

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Score	4 points	3 points	2 points	1 point
<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</p> <p>Responses include:</p> <p>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</p> <p>2)Development of a self-reflection on success or failure of the experience, providing evidence to validate reflection</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</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:</p> <p>1)describe thoughts at the beginning of the activity; self-reflect regarding the preparation for being an effective leader to address the challenge</p> <p>2)develop a self-reflection on success or failure of the experience, with 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 because of the activity,</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:</p> <p>1)describe thoughts at the beginning of the activity; self-reflect regarding the preparation for being an effective leader to address the challenge</p> <p>2)develop a self-reflection on success or failure of the experience, with 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 because of the activity, with evidence to validate the experience</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:</p> <p>1)describe thoughts at the beginning of the activity; self-reflect regarding the preparation for being an effective leader to address the challenge</p> <p>2)develop a self-reflection on success or failure of the experience, with 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 because of the activity,</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>

growth because of the activity, using evidence to validate the experience.	with evidence to validate the experience		with evidence to validate the experience	
Competencies 28, 31				
Step IV Score: <i>(preponderance of evidence)</i>				

MPEA 3.0 Version Glossary

Step 1 Term or Phrase	Meaning	Notes
Approximately one-page	One full page (double spaced) to the maximum of two pages.	Some prompts require longer narratives to explain and fully describe while other prompts do not.
Problem or Area of Concern/Rationale	Identify an instructional challenge. Make sure this decision is data driven. Your evidence is proof of your reason for why this is an issue in your building.	As an instructional leader at the building level you will be responsible for reviewing formative and summative data points and target areas of concern to address. The decision will need to be made in collaboration with the site administrator.
Climate/Culture	This is a description of the evidence working for and against the issue identified.	Not every issue identified will be directly tied to the culture and climate of a building. Any demographic data can be useful in informing about the culture and climate.
Legal Implications	There are many legal implications that building level leaders need to monitor. As you are collaborating with your colleagues, what legal implications must you consider when developing an action plan to address the instructional challenge?	What state or federal statutes/laws must be considered? Legal implications can be referring to district level policies and regulations.
Artifact	Evidence to support narrative. Examples may include (e.g. MAP data, EOC results, Benchmark data, Attendance data, Journal Article, Demographic data, Legal Source, etc.)	Helpful when there is an introduction/explanation of the artifact in the narrative of the prompt. (If using a table, include a key) Providing links to articles or data is not acceptable. All artifacts should be screenshots of the

		information supporting the response to the prompt.
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Step 2 Term or Phrase	Meaning	Notes
Approximately one-page	One full page (double spaced) to the maximum of two pages.	Some prompts require longer narratives to explain and fully describe while other prompts do not.
SMART Goal	Specific, Measurable, Achievable, Relevant, Time Based with End Data	Link: https://www.indeed.com/career-advice/career-development/smart-goals
Professional Learning Activity	Professional Development based on the prioritization of best practices	Planned professional development in conjunction with the identified issue.
Artifact	Logistics of the process. Examples may include (e.g. Timeline, Sample Agendas, SMART Goal (1-2), Formative Data, etc.)	In Step 2 helpful to start with developing your Artifact with the school's leadership team and then write the narrative.

Step 3 Term or Phrase	Meaning	Notes
Approximately one-page	One full page (double spaced) to the maximum of two pages.	Some prompts require longer narratives to explain and fully describe while other prompts do not.
Implemented Plan	What steps were taken to address the instructional problem?	Plan-Do-Study- Act process
Survey Results	Includes the key questions and results.	Google Form Pie Chart Summary
Checkpoints	Measurements/milestones to check progress in metrics. Time in the process to review	Collaborative process which could lead to changes within original plan.

	the progress within the plan developed. Formative and Summative Assessments.	
Artifact	Results Examples may include formative data points (e.g. pre/post data points,xxxx, xxxxx, etc.)	Assessment/evaluation could be a benchmark used as formative assessment earlier in process.

Step 4 Term or Phrase	Meaning	Notes
Approximately one-page	One full page (double spaced) to the maximum of two pages.	Some prompts require longer narratives to explain and fully describe while other prompts do not.
Use evidence to validate your experience	Share specific example(s). (Show don't tell.)	Providing solid examples (2-3) to validate your experience.