Internship in Executive School Leadership
Handbook

MED 593 & GADM 826

2021-2022 ORU

ORAL ROBERTS UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

2021-2022

INTERNSHIP IN EXECUTIVE SCHOOL LEADERSHIP

MED 593 & GADM 826

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ORAL ROBERTS UNIVERSITY COLLEGE OF EDUCATION
SUMMARY OF CONCEPTUAL FRAMEWORK

Theme: ***Transformed Educators***
". . . be ye transformed by the renewing of your mind . . ." Romans 12:2

Vision: ***Transforming Society***
The Miracle Ahead
A Transformed Generation

"Ye have not chosen me . . . I have chosen you and ordained you that you should go and bring forth fruit, and that your fruit should remain." John 15:16

Mission: ***Preparing Professional Christian Educators to go into Every Person's World***
"To provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional, public, and private responsibilities in the field of education throughout the world."

Philosophy: ***Biblical Foundation—Christian Worldview***
• Nature of the Learner—Created in God's Image
• Truth and Knowledge—All Truth is God's Truth
• Values—Biblically Based

Knowledge Base:
• Linked to Institutional Standards
• Aligned with National Standards, State Competencies, and Standards of the Profession
• Evaluated and assessed in light of current research and best practices
• Built upon past achievements and universal truths

College of Education Internship Philosophy

The philosophy of education embraced by the Graduate Education Program at Oral Roberts University is concerned with how theory is applied and tested in practice and how practice improves theory. The internship embodies that philosophy and is specifically structured to permit interns to integrate theory and practice in a field-based setting under the guidance of an experienced cooperating administrator (mentor). The internship program, as developed by the Graduate School of Education, will provide the intern with a variety of meaningful leadership experiences in actual school based settings. The experience will be coordinated by the director of graduate internships in consultation with the cooperating administrator (mentor).

Theoretical Framework

The practical knowledge and skills gained from the actual administrative leadership field experience of the university supervisors and cooperating administrators (mentors) serves as the basic foundation for the theoretical framework for the Internship in Executive School Leadership. Woven into that framework are the recommendations from the learned societies, professional organizations, and the scholarly literature. For information on the College of Education's conceptual framework please see appendix A.

CAEP Accreditation, NELP Standards & PASL

The Council for the Accreditation of Educator Preparation (CAEP) accreditation process has two primary components: Educator Preparation Program (EPP) Review and Program Review. Educator Preparation Program Reviews use Advanced Level Standards, developed by CAEP, to make accreditation decisions for an EPP (the ORU School of Education). Program Reviews use Program Standards, developed by a Specialized Professional Association (SPA), to determine if a Program (a specific discipline area) can demonstrate mastery of the SPA standards. Programs must receive SPA recognition in order for the EPP to receive CAEP accreditation.

The National Educational Leadership Preparation (NELP) standards are aligned to the Professional Standards for Educational Leaders (PSEL). They provide specific performance expectations for what novice building and district level leaders should know and be able to do once they graduate. The NELP standards focus on the knowledge, skills, and attributes required by administrator candidates to lead and manage educational organizations centered on teaching and learning. It is important for all administrative candidates to be able to accomplish the tasks associated with each of the NELP standards and elements.

The Performance Assessment for School Leaders (PASL) is aligned to the NELP standards as outlined on page 7. Each of the PASL tasks and steps have several corresponding NELP standard components. These tasks are structured in a way for the intern to experience and develop the knowledge s/he needs to be a successful administrator at the building or district level.

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NELP Internship Standards – Master of Education – Building Level

During your program, the eight core classes are each aligned to a specific NELP standard.

NELP Standard	Building Level Leader Description Program completers understand and demonstrate the capacity to:	ORU Aligned Course
Standard One: Mission, Vision, and Core Values	(1) collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community; and (2) lead improvement processes that include data use, design, implementation, and evaluation.	Strategically Leading Organizations
Standard Two: Ethics and Professional Norms	(1) reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning that support the educational success and well-being of each student and adult; (2) evaluate, communicate about, and advocate for ethical and legal decisions; and (3) model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	Effective Leadership
Standard Three: Equity and Cultural Leadership	(1) use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture; (2) evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student; and (3) evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	Culturally Responsive Education
Standard Four: Instructional Leadership	(1) evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs; (2) evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems; (3) evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being; and (4) collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.	Leadership of Curricular and Instructional Practices
Standard Five: Community and External Leadership	(1) collaboratively engage diverse families in strengthening student learning in and out of school; (2) collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development; and (3) communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.	Leading from the Middle
Standard Six: Operations and Management	(1) evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school; (2) evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development; and (3) reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	Operational Leadership: Human, Physical and Capital Resources
Standard Seven: Human Resource Leadership	(1) collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff; (2) develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school; (3) personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success; and (4) evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	Policy, Governance, and Politics
Standard Eight: Internship and Clinical Practice	(1) Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7; (2) Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting; and (3) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.	Internship in Executive School Leadership

NELP Internship Standards – Doctor of Education – District Level

During your program, the eight core classes are each aligned to a specific NELP standard.

NELP Standard	District Level Leader Description Program completers understand and demonstrate the capacity to:	ORU Aligned Course
Standard One: Mission, Vision, and Core Values	(1) collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community; and (2) lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.	Strategically Leading Organizations
Standard Two: Ethics and Professional Norms	(1) reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures; (2) evaluate and advocate for ethical and legal decisions; and (3) model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	Effective Leadership
Standard Three: Equity and Cultural Leadership	(1) evaluate, cultivate, and advocate for a supportive and inclusive district culture; (2) evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student; and (3) evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.	Culturally Responsive Education
Standard Four: Instructional Leadership	(1) evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs; (2) collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success; (3) design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership; and (4) design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.	Leadership of Curricular and Instructional Practices
Standard Five: Community and External Leadership	(1) represent and support district schools in engaging diverse families in strengthening student learning in and out of school; (2) understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole; and (3) communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.	Executive Leadership: The Superintendency
Standard Six: Operations and Management	(1) develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision; (2) develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans; and (3) develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.	Operational Leadership: Human, Physical and Capital Resources
Standard Seven: Human Resource Leadership	(1) represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision; (2) design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members; (3) evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations; and (4) understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.	Policy, Governance, and Politics
Standard Eight: Internship and Clinical Practice	(1) Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7; (2) Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting; and (3) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.	Internship in Executive School Leadership

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ORU GRADUATE COLLEGE OF EDUCATION INTERNSHIP REQUIREMENTS

Internship Core Courses & Time Requirements

1. **Complete the 5 NELP-aligned core internship related courses that include PASL aligned post-assignments:**
   a. Strategically Leading Organizations (MED 512/GHED 702)
   b. Effective Leadership (MED 501/GHED 701)
   c. Culturally Responsive Education (MED 502/GHED 602)
   d. Leadership of Curricular and Instructional Practices (MED 525/GADM 825)
   e. Leading from the Middle (MED 543/MED 544) **OR** Executive Leadership: Superintendency (GADM 821/GADM 822)

   Administrative candidates completing the internship program will have participated in a minimum of 240 working hours in an array of school settings with a cooperating administrator who has at least 3 years of experience as an administrator.

   During the five core internship courses you are required to complete the first 120 working hours of the internship experience, by spending an average of 24 working hours on each of your five post-assignments. **You are required to complete each post-assignment at a site other than the one you are employed**, with a different level of students, under one or more cooperating administrators. This is a required and valuable learning experience as you gain exposure to a variety of new educational contexts and cultures. **You may complete all post-assignments at one site, or a variety of sites.**

   The post-assignment for each internship related course will be provided by the professor during your course. However, examples of post-assignments for the core internship related courses are found in appendix B (including the rubric and associated documents).

2. **Completion of 2 NELP-aligned internship related courses:**
   a. Operational Leadership: Human, Physical and Capital Resources (MED 523/GADM 823)
   b. Policy, Governance and Politics (MED 524/GADM 824)

3. **Completion of NELP-aligned internship course:**
   a. Internship in Executive School Leadership (MED 593/GADM 826)

   As a Master or Doctoral level student, you must complete the seven core internship related courses before you enroll in the Internship in Executive School Leadership course.

   During the Internship in Executive School Leadership you are required to complete the other 120 working hours with your cooperating administrator, who will sign off on your time log (see appendix C). **You may complete the Internship in Executive School Leadership course at your primary place of employment.** Much of this time will be used to work closely with your cooperating administrator and school community in order to complete and submit the 3 Performance Assessment for School Leaders (PASL) tasks.

   Enrollment in the Internship in Executive School Leadership course (MED 593/GADM 826) requires the director of graduate internship's approval and the completion of the internship application (appendix D). All relevant information pertaining to the internship is contained in this handbook and the respective courses' syllabi.

Performance Assessment for School Leaders (PASL) Overview Requirements

The Performance Assessment for School Leaders (PASL) requires you to complete 3 tasks. The 3 tasks require you to submit 20 artifacts, one 15-minute video and answer 70 guiding prompts (questions) in 22.5 pages or less.

Each of the 3 tasks requires you to work closely with the director of graduate internships, your cooperating administrator, and other school faculty. Improved student learning is the goal of good teaching and PASL, therefore each task requires that you submit a sample of student work as evidence of the impact. Please see appendix E for the complete set of PASL links. Please review the PASL Candidate and Educator Handbook as a starting point.

Each task is designed to assess your ability to implement a best practice methodology in school improvement. Here is a very brief description of what you will be required to do for each task:

Task 1: You will work with your cooperating administrator to identify a problem or challenge, research the issue and develop a plan that will affect instructional practice and student achievement.

Task 2: You will work with your cooperating administrator and a team of colleagues to develop a list of significant professional development needs. Once the group decides on the priority area for professional development you will facilitate the professional development and analyze its effectiveness with walk-through observations and a feedback survey.

Task 3: You will work with your cooperating administrator to identify a team of teachers with varying experience to develop a collaborative team. You will then provide leadership of the collaborative team by facilitating the development of a plan to improve instruction, student learning, and the school culture. You will be required to submit a 15-minute video demonstrating the facilitation of the plan. This task is worth twice as much.

For current information about the PASL tasks please visit the PASL website: click here. You will register for the PASL on their website. On the PASL site you can also learn how to prepare for the assessment, build and submit your tasks, and review the expected writing guidelines. **Please see samples of pass and fail work in the Library of Examples and understand how you will be scored.** See appendix E for the links to the Library of Examples.

The PASL tasks require time and planning. It is best to take two semesters to complete the tasks properly. It is highly recommended that you begin working on the PASL tasks in August 2021, complete Step 1 of each task by December, 2021, formally enroll in this course in spring 2021, and submit your PASL tasks to ETS® at that time. The director of graduate internships will assist you with planning and preparing your submission beginning as early as possible. In 2020-2021 the registration window for PASL in the fall is from July 19th to November 16th. PASL tasks are due **Nov. 30th** at 2 p.m. EST. The registration window for PASL in spring 2022 is between July 19th, 2021 - April 5th, 2022. Tasks are to be submitted starting Jan. 4th and are due **April 19th, 2022** at 2 p.m. EST.

National Educational Leadership Preparation Standards (NELP) & ETS Performance Assessment for School Leaders (PASL) Alignment

The intern will be required to participate in eight specified activity areas that represent building and district level leadership responsibilities addressed by eight NELP standards and respective sub-standards, and will complete the ETS® Performance Assessment for School Leaders (PASL).

The following chart demonstrates the alignment of the PASL task activities with the specific NELP standards they meet:

PASL TASK	PASL ACTIVITY	NELP BUILDING STANDARD	NELP DISTRICT STANDARD
1	1	1.2, 4.4	1.2, 4.4
	2	1.2, 2.1, 3.1, 5.2, 6.1, 6.2, 7.2, 7.3	1.2, 2.1, 3.1, 5.2, 6.1, 6.2, 7.2, 7.3
	3	1.2, 2.1, 3.1, 7.3	1.2, 2.1, 3.1, 7.3
	4	2.1, 7.3	2.1, 7.3
2	1	1.2, 2.1, 3.1, 4.1, 4.2, 4.4, 7.2, 7.3	1.2, 2.1, 3.1, 4.1, 4.2, 4.4, 7.2, 7.3
	2	1.2, 4.1, 4.2, 7.3	1.2, 4.1, 4.2, 7.3
	3	1.2, 2.1, 3.1, 4.4, 7.2, 7.4	1.2, 2.1, 3.1, 4.4, 7.2
	4	1.2, 2.1, 3.1, 4.2	1.2, 2.1, 3.1, 4.2
3	1	1.2, 7.2, 7.3	1.2, 7.3
	2	1.2, 2.1, 3.1, 4.2, 4.4, 7.2, 7.3	1.2, 2.1, 3.1, 4.2, 4.4, 7.2, 7.3
	3	1.2, 2.1, 4.4, 7.2, 7.3	1.2, 2.1, 4.4, 7.2, 7.3
	4	1.2, 2.1, 3.1, 7.2, 7.3, 7.4	2.1, 3.1, 7.2, 7.3

Click here for the official NELP PASL building level alignment document from ETS.

Click here for the official NELP PASL district level alignment document from ETS.

Each of the three PASL tasks has an associated library of examples and rubric that are used to assess the interns work.

Click here for the links to the PASL Library of Examples.

Intern Responsibilities

The ORU Graduate School Internship program embodies a philosophy that is specifically structured to permit interns to integrate theory and practice in a field-based setting under the guidance of experienced cooperating administrators (mentors) and the director of graduate internships. Your responsibilities include the following:

1. Read this internship handbook in entirety.

2. Review how to register, prepare, and submit the PASL tasks. Click here for the PASL website.

3. Consider the cooperating administrators you will approach in order to complete: (1) the PASL aligned post-assignments in the five core internship related courses, and (2) the three PASL tasks in the final Internship in Executive School Leadership course.

4. Consult with the director of graduate internships to discuss ideas and options for fulfilling the internship requirements in order to make your plan.

5. Complete the 7 core internship courses. **For the 5 courses with the PASL aligned post-assignment, work with a Cooperating Administrator and site(s) other than where you currently work.** These must be at a different age level. **Use the course specific Cooperating Administrator Orientation Post-Assignment memos for your introduction (see appendix F for examples).**

6. Review all PASL documents and requirements (see appendix E for PASL links) including how and when to enroll online for the Fall or Spring testing sessions with ETS®. Carefully consider the time frames and submission requirements.

7. In liaison with the director of graduate internships, find a cooperating administrator to mentor you for the Internship in Executive School Leadership. Be sure to share with him or her the Cooperating Administrator Orientation for Executive Internship memo (see appendix F for example) and this internship handbook before he or she agrees to be your cooperating administrator.

8. Enroll in and complete the application form for the Internship in Executive School Leadership (see appendix D), have it signed by the cooperating administrator (mentor) and return it to the director of graduate internships.

9. Consider carefully when you will register for the PASL. **The cost is $350 and it is an additional course fee.** Click here for the page.

10. Perform the internship in a manner satisfactory for the director of graduate internships and the cooperating administrator, making sure to satisfy both the time and PASL requirements. Submit your time log (see appendix C) to the director of graduate internships after it has been signed off by your cooperating administrator

11. Review and discuss your plan, timeline, mid-semester and end-of-semester evaluations (see appendix G) with your cooperating administrator. Complete mid- and end-of-semester evaluations with your cooperating administrator.

Director of Graduate Internships Responsibilities

Your director of graduate internships is responsible to:
- Help you plan and coordinate the internship experience.
- Assist you in establishing contact with prospective cooperating administrators (mentors) as needed.
- Ensure that the internship experiences provide significant opportunities in the workplace for you to synthesize and apply the knowledge, and practice and develop the skills, identified in the seven NELP standards in diverse learning environments.
- Assist you in completing the 3 PASL tasks.

Cooperating Administrator (Mentor) Responsibilities

Post-Assignments for NELP Aligned Core Courses

Your Cooperating Administrator is responsible to:
- Review the Internship Memos
- Provide you with the time, access and guidance to fulfill the activities outlined in the PASL aligned post-assignment(s).

Internship in Executive School Leadership Course

Your Cooperating Administrator is responsible to:
- Work closely with you to develop and implement a plan in order to fulfill the 3 PASL tasks in order to submit them to ETS® and complete 120 working hours of internship experience.
- Be available to allocate sufficient time, energy and attention to mentor you in a wide variety of meaningful leadership experiences of substantial responsibility, which increase over time in amount and complexity as you complete the PASL tasks.
- Work closely with you while engaging in a significant amount of communication and actions (ie. meetings, e-mails, trouble-shooting, etc.) in order to complete the PASL tasks.
- Continually discuss with you how he or she would approach and solve various situations, considering the values of the school culture, various strategies and multiple perspectives in order to complete the PASL tasks.
- Evaluate and discuss your performance twice using the McREL evaluation tool in appendix G. See Internship Evaluation section in this handbook.
- Sign off on your time log (appendix C)

Course Syllabi

The syllabi for the 7 internship related courses previously listed, as well as the Internship in Executive School Leadership, are hereby incorporated and constitute a part of this handbook. The syllabi may be found here.

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Internship Evaluation

During the Internship in Executive School Leadership you will be formally observed twice by your cooperating administrator. For each of the formal observations your cooperating administrator will use the McREL evaluation tool found in appendix G. Below are the steps for you to be aware of regarding your evaluations:

Step	Graduate Candidate Task	Cooperating Administrator Task
1	Meet together to review the PASL tasks and outline the plan and timeline. Sign off on page 2.	
2	Complete a plan and timeline for completing the PASL tasks. The "Graduate Candidate PASL Summary Goal-Setting Form" chart on page 3 is an example of how you could organize your plan and timeline.	
3	Conference together to: (1) review the plan and timeline, and (2) review the evaluation tool together. Sign off on page 2.	
4	Make any edits to the plan and timeline that arose from conferencing. Submit these to the director of graduate internships.	
5	Complete a "pre-conference" mid-semester self-evaluation using pages 4-13.	Complete a "pre-conference" mid-semester graduate candidate evaluation using pages 4-13.
6	Conference regarding the evaluations (see below for instructions). Sign off on page 2.	
7		Submit "post-conference" mid-semester evaluation to the graduate candidate and the director of graduate internships.
8	Complete a "pre-conference" end-of-semester self-evaluation using pages 4-13.	Complete a "pre-conference" end-of-semester graduate candidate evaluation using pages 4-13.
9	Conference regarding the evaluations (see below for instructions). Sign off on page 2.	
10		Submit "post-conference" end-of-semester evaluation to the graduate candidate and the director of graduate internships.

Conferencing Procedure:

➢ At each conference the graduate candidate and the cooperating administrator will each share his or her rating for each category.
➢ On items with no scoring difference no conversation is necessary.
➢ On items with a scoring difference of one category you may discuss it, but please keep it brief.
➢ On any items with more than one category of difference discussion is encouraged. After the discussion, either person may change his or her rating, or keep it the same.

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McREL Final Evaluation Rubric Example

Internship Observation Evaluation (McREL)

Outcome Links				
1.0 Final Internship Observation Evaluation	**4.0 Exemplary**	**3.0 Competent**	**2.0 Acceptable**	**1.0 Unacceptable**
	The Cooperating Administrator's evaluation recognizes: (1) the candidate's improvement from the mid-term evaluation, and (2) the candidate scoring "Developing" in all 21 categories (boxes) AND "Proficient" in all 44 categories (boxes).	The Cooperating Administrator's evaluation recognizes: (1) the candidate's improvement from the mid-term evaluation, and (2) the candidate scoring "Developing" in all 21 categories (boxes) AND "Proficient" in all 39-43 categories (boxes).	The Cooperating Administrator's evaluation recognizes: (1) the candidate's improvement from the mid-term evaluation, and (2) the candidate scoring "Developing" in all 21 categories (boxes) AND "Proficient" in all 34-38 categories (boxes).	The Cooperating Administrator's evaluation recognizes: (1) the candidate's improvement from the mid-term evaluation, and (2) the candidate scoring "Developing" in all 21 categories (boxes) AND "Proficient" in 33 or less categories (boxes).

Outcome Links				
1.0 Change Agent	**4.0 Exemplary**	**3.0 Competent**	**2.0 Acceptable**	**1.0 Unacceptable**
	Improved one step from mid-term evaluation for all check boxes in criterion	Improved one step from mid-term evaluation for all but one check box in criterion	Not Applicable	Remained at the same level as the mid-term evaluation for all check boxes in criterion

Professional and Ethical Responsibilities of the Intern

During all phases of the internship the intern is expected to perform in a positive, professional manner. The intern will conform to CAEP standards as well as the standards of Oral Roberts University. The intern will respond professionally in all situations by acting with integrity, fairness, and in an ethical manner. If, during the course of the internship, the intern becomes aware of confidential information, the intern hereby acknowledges that such confidential information will not be communicated or shared with others without the permission of the school.

The intern agrees that placement at the internship site is a privilege extended as a courtesy by the internship site. Said site is in no way obligated to the intern beyond that expressed in this handbook. No obligations for future employment or promotion are expressed or implied as a result of a cooperating administrator (mentor) and respective site permitting an intern to serve an internship at that site.

A police background check must be completed that complies with the site's policies. Please check with your cooperating administrator to ensure that you are in compliance with the site's policies.

APPENDIX

A. ORU Graduate College of Education Conceptual Framework

B. PASL-Aligned Post-Assignment Examples

C. Time Log Sample

D. Internship Application

E. Performance Assessment for School Leaders (PASL) Links

F. McREL Intern Evaluation Rubric & Report

APPENDIX A

ORU Graduate College of Education

Conceptual Framework

ORAL ROBERTS UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

Introduction

The conceptual framework for the Oral Roberts University College of Education provides the structure for course content and standards, stated student competencies, instruction, assessment, and evaluation. The College of Education offers a diverse teacher preparation program designed to equip teacher candidates for initial assignments in elementary and secondary schools as well as advanced programs for school administration. The three segments—general education, specialized education, and professional education—are offered to prepare graduates for professional responsibilities in public, private, Christian, and home schools.

The philosophy of education which is embraced by the Oral Roberts University College of Education and which forms the basis for the teacher preparation program is one particularly concerned with the relationship between educational theory and practice—how theory is applied and assessed in practice, and how practice is evaluated to improve student performance.

Educating the Whole Person

In keeping with the University's Statement of Purpose, The College of Education is rooted in the philosophical position that education is the shaping of the whole person: spirit, mind, and body.

At the center of the education program at Oral Roberts University is the understanding that true wisdom and knowledge come from God. The Bible is God's inspired Word and is upheld as the standard and central point of reference. The College of Education prepares administrators; curriculum specialists; and teachers for public, private, and Christian schools to go into every person's world as *transformed educators to transform society*.

University Vision and Purpose

The Unit's conceptual framework is linked to the University's vision statement and incorporates the purposes of the University. The University's vision and purposes are the central focus of the Unit's design and are reflected in the Unit's activities.

VISION STATEMENT:

Oral Roberts University came into being as a result of its founder, Oral Roberts, obeying God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to:

> *Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small and My healing power is not known. To go even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased.*

STATEMENT OF PURPOSE:

It is the purpose of Oral Roberts University, in its commitment to the historic Christian faith, to assist the student in his/her quest for knowledge of his/her relationship to God, man, and the universe. Dedicated to the realization of truth and the achievement of one's potential life capacity, the University seeks to graduate an integrated person – spiritually alive, intellectually alert, and physically disciplined. To accomplish this purpose, Oral Roberts University seeks to synthesize by means of interdisciplinary cross-pollination the best traditions in liberal arts, professional, and graduate education, with a charismatic concern to enable students to go into every person's world with healing for the totality of human need.

Conceptual Model

A modified Celtic cross represents the visual conceptual framework for the unit. Because of the Christian foundation of Oral Roberts University, the use of a cross is appropriate as the visual model for the Conceptual Framework Model for the School of Education. The Celtic cross is distinguished by a circle surrounding the cross point. The ORU College of Education visual model consists of a strong foundation formed by the *Oral Roberts University Mission and a Christian Worldview and Biblical Foundation*. The cross is capped with *General Education*, while the crossbeam contents represent the *Academic Area of Emphasis* in each subject area of specialty, and the *Professional Education* component to represent pedagogical preparation.
These four components reflect the University's focus on *Spirit, Mind and Body*.

The circle surrounding the point of crossing and merging of the *Spirit, Mind, and Body* components further connects all contents by implementing educational *Competencies, Experiences, Outreach, and Assessment.*

The Conceptual Framework includes a focus on the *Spirit, Mind, and Body* of each student:

The Spirit: *ORU Mission—Christian Worldview and Biblical Foundation—*commitment to the Christian heritage, and "Going into every person's world."

The Mind: *General Education—*emphasis on the humanities and the arts and sciences.
*Academic Area of Emphasis—*subject area specialty
*Professional Education—*pedagogical preparation

The Body: Attention to health and physical fitness

All of these combine in the Celtic cross to connect the components through clearly defined **Competencies, Experiences, Assessments, and Outreach** activities in the community and throughout the world to provide continuing assessment to identify successes, evaluate needs, and identify the basis for future improvements.

The entire Conceptual Model is overlaid on Oral Roberts University's unique Whole Person seal, symbolizing the University's founding purpose and emphasis on Spirit, Mind, and Body.

Theme

Transformed Educators

" . . . be ye transformed by the renewing of your mind . . . " Romans 12:2

The Oral Roberts University School of Education's theme is "Transformed Educators." The School of Education's desire is to develop and train future educators as teachers, principals, superintendents, and other professional school personnel who have been transformed by the power of Jesus Christ and who demonstrate the character and dispositions of Christian values, ethics, and moral integrity. The College of Education also desires to develop students as transformed professional educators who know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn and to be educational leaders.

Vision

Transforming Society, The Miracle Ahead, A Transformed Generation

"Ye have not chose me . . . I have chosen you and ordained you that you should go and bring forth fruit, and that your fruit should remain." John 15:16

The Oral Roberts University College of Education vision is to train and develop professional school personnel who will go into every person's world, into public, private, Christian, and home schools as transformed educators. As transformed educators they will make such an impact that they will be a catalyst for transforming society, which in turn will help transform the next generation.

Mission

Preparing Professional Christian Educators to Go Into Every Person's World

The Oral Roberts University College of Education is charged to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world.

APPENDIX B

PASL-Aligned Post-Assignment Examples

1) Strategically Leading Organizations (MED 512/GHED 702)

2) Effective Leadership (MED 501/GHED 701)

3) Culturally Responsive Education (MED 502/GHED 602)

4) Leadership of Curricular and Instructional Practices (MED 525/GADM 825)

5) Leading from the Middle (MED 543/MED 544)

6) Executive Leadership: The Superintendency (GADM 821/GADM 822)

Strategically Leading Organizations
(MED 512/GHED 702)
Post-Assignment Orientation

To: Cooperating Administrator

From: Dr. Patrick Otto, Chair of the Graduate School of Education, Oral Roberts University

Re: ORU Graduate Student Request for Post-Assignment Collaboration

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Dear Sir/Ma'am:

Thank you for your consideration of our graduate candidate's request to collaborate with you on one or more post-assignments. We need your help to prepare outstanding leaders in the field of education. Your partnership with this candidate, and the Graduate School of Education, is truly appreciated. Thank you.

The candidate is required to complete this post-assignment for one or more of the following reasons:

(1) Earn the course credit for MED 512/GHED 702: Strategically Leading Organizations.
(2) Practice education best practices evaluated in the ETS® Performance Assessment for School Leaders (PASL). The student may complete the PASL at the end of the program during a full-time Internship in Executive School Leadership that will be fulfilled at another site.
(3) Fulfill 24 internship working hours.

Please review and discuss with the graduate candidate the post-assignment to be completed. We are asking you to please provide the graduate candidate with the time, access and guidance to successfully complete the post-assignment.

If you have any questions, please feel free to contact me or our director of graduate internships.

Sincerely,

Dr. Otto
Chair, Graduate School of Education
jotto@oru.edu
918.495.7087

Prof. Grove
Director of Graduate Internships
bgrove@oru.edu
918.495.6537

Strategically Leading Organizations Post-Assignment

In light of the course, under your Cooperating Administrator's leadership and guidance, work with a collaborative team to help develop, or create, an existing research-based plan to improve alignment and pursuit of the site's mission, vision or core values. Your "site" is defined as: Masters – School building; Doctorate – School district or Higher Education Institution. Please track your time in a self-created time log (WORD, EXCEL, Google Docs, etc.). (24 working hours)

#	Task	Artifacts	Questions
1	Identify a significant problem or challenge	Submit 1 representative page of the longitudinal data	Discuss with the Cooperating Administrator the importance of the mission, vision, and core values of the site. With his or her help, identify a challenge related to implementing and assessing the attainment of the mission, vision, and core values that s/he would like assistance addressing. Respond to the following questions (maximum of 600 words): a. Describe the significant challenge selected. What is the impact that the challenge has on instructional practice and student learning? Provide examples to demonstrate the impact of the challenge. b. What longitudinal data did you collect? Why are the data appropriate? How do the data support the choice of a significant challenge? c. What result do you anticipate if the challenge is addressed? How will the result(s) impact instructional practice and student learning?
2	Establish and meet with the team		With the help of your Cooperating Administrator, identify and work with three to five colleagues, with varying levels of experience to serve as a collaborative research review team to address the identified challenge. Interview the team to find out more about the challenge in order to focus your research. Respond to the following questions (maximum of 600 words): a. Provide a rationale for the choice of each colleague. b. What steps were taken to elicit/encourage each colleague's involvement with the team? Why were these steps taken? How does a Christian worldview influence these decisions? c. What structure was put in place to support and sustain the team during the collaborative work? Provide a rationale.
3	Conduct Research	Submit 1 representative page of the research materials and resources	Conduct further research to find ideas and solutions to the challenge. Respond to the following questions (maximum of 600 words) a. What significant research did you conduct and/or consult? b. What school and/or district resources did you use? c. How do the school/community/cultural influences affect the implementation of the research strategies?

4	Share your Research and Receive Feedback	Submit collaborative team research presentation	**Share your research findings and possible options for addressing the challenge with the Cooperating Administrator and the collaborative team.** After you have presented your findings ask them these questions (you may add others as you wish): a. Do you have any comments? b. Is there anything you disagree with, or have a different perspective on? c. Do you believe these ideas can work here? How might they need to be adapted? d. What do you predict the impact would be if…?
5	Reflect		Reflect on the process. Respond to the following questions (maximum of 400 words): a. From a Christian worldview, and the feedback you received, what changes would you make to the process if you were to do this again? b. From a Christian worldview, how has what you have learned influenced the way you will approach future problem-solving tasks?
6	Report Time Log, Site Information & Cooperating Administrator Review	Time Log	Submit and upload your time log in your D2L course shell under: Content - Chalk & Wire Submission Instructions, Rubrics & Links - Submit Time Log and Complete State School Information & Cooperating Administrator Self-Assessment. Also complete the 17-question school context and cooperating administrator survey. The rubric file in the D2L shell contains the questions. For the latest data on your school context (often a year old) you can find it from your cooperating administrator or your state's education accountability office. In Oklahoma the site is: https://www.edprofiles.info/report-card

Glossary for Writing Formats

Description (Also List & State): Description in this context is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your building situation so that they can understand what you are conveying in your analysis.

- Critical features are accurately and precisely enumerated or explained.
- The elements or features of the events, people, concepts, or strategies referenced are described clearly and in a logical order.
- ALL features or elements that would allow an outsider to *see as you see* whatever is described are included.

Analysis: Analysis deals with reasons, motives, and interpretation and is supported by the concrete evidence you provide in the materials you submit. Your analytic writing will show raters the thought processes that you used to arrive at the conclusions you make about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or in other cases, it could be a discussion of the results of a survey that solicited feedback from various sources.

Reflection: Reflection is the thought process that occurs after the completion of an activity. This is the kind of thought process that allows you to think deeply about what occurred — and what did not occur — during the leadership event and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, in your responses to the reflection questions you must show how you will use what you learned from your leadership experiences to inform and improve your practice.

NOTE: Analysis and reflection overlap

Analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are instructed to analyze the success of a particular activity or some specific strategy, do not use the analysis or reflection sections to explain what happened. Explaining what happened is a form of description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be made aware of why you interpreted the results of a lesson the way you did. You need to explain your interpretation of the evidence (a form of analysis) as well as your understanding of what should come next (a form of reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence you provide in the artifacts you submit as part of your performance assessment. But you must explain the significance of events and not expect the rater to draw conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do that.

Tell the rater how the professional development in your building affected student performance — doing so is a form of analysis and interpretation. Use your evidence of colleagues' work to explain and illustrate your practice and also to provide a context for the artifact.

Ask yourself the following questions when preparing your analysis and reflection:
- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and my leadership because of this professional experience?
- What would I do differently? (reflection)

Number	Score of 1	Score of 2	Score of 3	Score of 4
1a.	Response provides evidence that includes the following: an *inaccurate* selection of a significant problem/ challenge that impacts instructional practice and student learning, with *trivial* examples linked to the impact	Response provides evidence that includes the following: a *cursory* selection of a significant problem/ challenge that impacts instructional practice and student learning, with *loosely connected* examples linked to the impact	Response provides evidence that includes the following: an *appropriate* selection of a significant problem/ challenge that impacts instructional practice and student learning, with *effective* examples linked to the impact	Response provides evidence that includes the following: an *insightful* selection of a significant problem/ challenge that impacts instructional practice and student learning, with *significant* examples tightly linked to the impact
1b.	*little or no* use of longitudinal data to support the choice of the significant problem/challenge	*a limited* use of longitudinal data to support the choice of the significant problem/challenge	*an appropriate* use of longitudinal data to support the choice of the significant problem/challenge	*an extensive* use of longitudinal data collected to support the choice of the significant problem/challenge
1c.	an *inappropriate* identification of the anticipated results of resolving the problem/ challenge, with an *irrelevant* identification of the anticipated impact on instructional practice and student learning	a *partial* identification of the anticipated results of resolving the problem/ challenge, with a *confusing* identification of the anticipated impact on instructional practice and student learning	a *relevant* identification of the anticipated results of resolving the problem/ challenge, with an *appropriate* identification of the impact on instructional practice and student learning	an *insightful* identification of the anticipated results of resolving the problem/ challenge, with a *significant* identification of the anticipated impact on instructional practice and student learning
2a.	an *inappropriate* selection of colleagues with various levels of experience to serve as part of the collaborative team, with a *disconnected* rationale for the choice of each colleague	a *cursory* selection of appropriate colleagues with various levels of experience to serve as part of the collaborative team, with a *partial* rationale for the choice of each colleague	an *informed* selection of appropriate colleagues with various levels of experience to serve as part of the collaborative team, with a *logical* rationale for the choice of each colleague	a *significant* selection of appropriate colleagues with various levels of experience to serve as part of the collaborative team, with a *detailed* rationale for the choice of each colleague
2b.	*ineffective* steps taken to elicit/encourage each colleague's involvement with the team, with an *irrelevant* rationale With vagueness, uses a Christian worldview when considering all stakeholders in his/her learning community when making educational decisions	*limited* steps taken to elicit/encourage each colleague's involvement with the team, with an *incomplete* rationale With some clarity and in general, uses a Christian worldview when considering all stakeholders in his/her learning community when making educational decisions	*effective* steps taken to elicit/encourage each colleague's involvement with the team, with an *appropriate* rationale With clarity and a few details, uses a Christian worldview when considering all stakeholders in his/her learning community when making educational decisions	*insightful* steps taken to elicit/encourage each colleague's involvement with the team, with a *thorough* rationale With clarity and details, uses a Christian worldview when considering all stakeholders in his/her learning community when making educational decisions

Number	Score of 1	Score of 2	Score of 3	Score of 4
2c.	Response provides evidence that includes the following: *little or no* structure that supports and sustains the team during the work, with an *inappropriate* rationale	Response provides evidence that includes the following: a *partial* structure that supports and sustains the team during the work, with an *inconsistent* rationale	Response provides evidence that includes the following: an *effective* structure that supports and sustains the team during the work, with an *appropriate* rationale	Response provides evidence that includes the following: a *significant* structure that supports and sustains the team during the work, with a *thorough* rationale
3a.	*inappropriate* identification of significant research	*inconsistent* identification of significant research	*appropriate* identification of significant research	*insightful* identification of significant research
3b.	*trivial* identification of the influence of school and/or district resources	*uneven* identification of the influence of school and/or district resources	*informed* identification of the influence of school and/or district resources	*extensive* identification of the influence of school and/or district resources
3c.	*minimal* identification of the influence of school/community/ cultural influences on the implementation of the research strategies	*limited* identification of the influence of school/community/ cultural influences on the implementation of the research strategies	*appropriate* identification of the influence of school/community/ cultural influences on the implementation of the research strategies	*significant* identification of the influence of school/community/ cultural influences on the implementation of the research strategies
4	a *minimal* research presentation designed to resolve the problem/challenge	a *partial* research presentation designed to resolve the problem/challenge	an *effective* research presentation designed to resolve the problem/challenge	an *extensive* research presentation designed to resolve the problem/challenge
5a.	*ineffective* reflection on lessons learned from the entire process of developing and implementing the research presentation, with *inappropriate* examples that incorporate a Christian worldview and the whole person lifestyle; including the spiritual, physical, intellectual, social, and emotional aspects	*partial* reflection on lessons learned from the entire process of developing and implementing the research presentation, with *limited* examples that incorporate a Christian worldview and the whole person lifestyle; including the spiritual, physical, intellectual, social, and emotional aspects	*relevant* reflection on lessons learned from the entire process of developing and implementing the research presentation, with *appropriate* examples that incorporate a Christian worldview and the whole person lifestyle; including the spiritual, physical, intellectual, social, and emotional aspects	*substantive* reflection on lessons learned from the entire process of developing and implementing the research presentation, with *insightful* examples that incorporate a Christian worldview and the whole person lifestyle; including the spiritual, physical, intellectual, social, and emotional aspects

Number	Score of 1	Score of 2	Score of 3	Score of 4
5b.	Response provides evidence that includes the following: *minimal* identification of how what has been learned will influence future approaches to problem-solving tasks, with *inappropriate* examples that incorporate a Christian worldview and the whole person lifestyle; including the spiritual, physical, intellectual, social, and emotional aspects	Response provides evidence that includes the following: *inconsistent* identification of how what has been learned will influence future approaches to problem-solving tasks, with *limited* examples that incorporate a Christian worldview and the whole person lifestyle; including the spiritual, physical, intellectual, social, and emotional aspects	Response provides evidence that includes the following: *informed* identification of how what has been learned will influence future approaches to problem-solving tasks, with *appropriate* examples that incorporate a Christian worldview and the whole person lifestyle; including the spiritual, physical, intellectual, social, and emotional aspects	Response provides evidence that includes the following: *significant* identification of how what has been learned will influence future approaches to problem-solving tasks, with *insightful* examples that incorporate a Christian worldview and the whole person lifestyle; including the spiritual, physical, intellectual, social, and emotional aspects

Effective Leadership (MED 501/GHED 701) Post-Assignment Orientation

To: Cooperating Administrator

From: Dr. Patrick Otto, Chair of the Graduate School of Education, Oral Roberts University

Re: ORU Graduate Student Request for Post-Assignment Collaboration

Dear Sir/Ma'am:

Thank you for your consideration of our graduate candidate's request to collaborate with you on one or more post-assignments. We need your help to prepare outstanding leaders in the field of education. Your partnership with this candidate, and the Graduate School of Education, is truly appreciated. Thank you.

The candidate is required to complete this post-assignment for one or more of the following reasons:

(1) Earn the course credit for MED 502/GHED 701: Effective Leadership.
(2) Practice education best practices evaluated in the ETS® Performance Assessment for School Leaders (PASL). The student may complete the PASL at the end of the program during a full-time Internship in Executive School Leadership that will be fulfilled at another site.
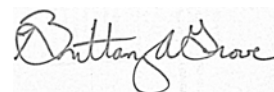(3) Fulfill 24 internship working hours.

Please review and discuss with the graduate candidate the post-assignment to be completed. We are asking you to please provide the graduate candidate with the time, access and guidance to successfully complete the post-assignment.

If you have any questions, please feel free to contact me or our director of graduate internships.

Sincerely,

Dr. Otto
Chair, Graduate School of Education
jotto@oru.edu
918.495.7087

Prof. Grove
Director of Graduate Internships
bgrove@oru.edu
918.495.6537

Effective Leadership Post-Assignment

In light of this course, in a group of 2-3 classmates, please interview one site Cooperating Administrator and his or her collaborative team to learn how they addressed an issue that influenced professional norms, ethical behavior, responsibility and/or values. Video record your interview. Your "site" is defined as: Masters – School building; Doctorate – School district or Higher Education Institution. Please track your time in a self-created time log (WORD, EXCEL, Google Docs, etc.). (24 working hours)

#	Task	Artifacts	Questions
1	Identify a past problem		In a group of 2-3 classmates, please work with <u>one</u> site Cooperating Administrator to identify how s/he helped worked with an existing team (or created an ad hoc team) to develop and implement a plan to improve the site. Ideally, the Cooperating Administrator will have artifacts for you to review. Based on this information, you (and your team) will interview the Cooperating Administrator and the collaborative team involved using the questions below. Give the questions several days before the interview and ask the Cooperating Administrator if s/he would like the interviews done at the same time or separately.
2	Interview Administrator		Questions to be used when interviewing the Cooperating Administrator (submit written summary of 1,000 words maximum of all the questions): a. What steps did you and your collaborative team take to implement the plan? Please provide a rationale for **each** step. b. What responsibility did **each** collaborative team member assume while implementing the plan? What encouragement or feedback did you offer and why did you offer it? Provide examples. c. How did your collaborative team elicit feedback from the targeted audience? How did the feedback impact the implementation of the plan? How did the feedback impact your team members as a whole? Provide examples. d. What steps did the collaborative team take to ensure that student learning was being affected as a result of the implementation of the plan? What process did the team use to collect evidence of student learning? Provide examples of student learning to support your conclusion. e. What challenge(s) arose during the implementation of the plan? What steps did you and the team take to address the challenge(s)? Provide examples.

3	Interview Collaborative Team		Questions to be used when interviewing the collaborative team that helped to develop and implement the plan (submit written summary of 600 words maximum of all the questions): a. To what extent were you able to foster a collaborative team? Provide examples. b. What did you learn about your team members concerning their professional growth as partners in the collaborative team? c. How will the creation of the collaborative team serve as a vehicle for positive change in the school culture? Cite examples from any part of your work with the collaborative team to support your response.
4	Group Reflection		**As a group discuss the interviews with each other. Use the rubric below to reflect on the work.** From a Christian worldview, report on the implementation of the plan and **submit a 2 page group response**.
5	Video Record Team Responses	10 minute video	<u>From a Christian worldview, consider the stakeholders and practices in your response.</u> In one ten-minute group videotaped discussion via Zoom (or another videoconferencing program that allows recording). a. Based on the quality of the resolution are there are any other viable options to develop and implement the process if it was to happen again? b. Evaluate what lessons have you learned from the entire process of developing and implementing the plan? c. How has what you have learned influenced the way you will approach future problem-solving tasks?
6	Report Time Log, Site Information & Cooperating Administrator Review	Time Log	Submit and upload your time log in your D2L course shell under: Content - Chalk & Wire Submission Instructions, Rubrics & Links - Submit Time Log and Complete State School Information & Cooperating Administrator Self-Assessment. Also complete the 17-question school context and cooperating administrator survey. The rubric file in the D2L shell contains the questions. For the latest data on your school context (often a year old) you can find it from your cooperating administrator or your state's education accountability office. In Oklahoma the site is: https://www.edprofiles.info/report-card

Glossary for Writing Formats

Description (Also List & State): Description in this context is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your building situation so that they can understand what you are conveying in your analysis.

- Critical features are accurately and precisely enumerated or explained.
- The elements or features of the events, people, concepts, or strategies referenced are described clearly and in a logical order.
- ALL features or elements that would allow an outsider to *see as you see* whatever is described are included.

Analysis: Analysis deals with reasons, motives, and interpretation and is supported by the concrete evidence you provide in the materials you submit. Your analytic writing will show raters the thought processes that you used to arrive at the conclusions you make about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or in other cases, it could be a discussion of the results of a survey that solicited feedback from various sources.

Reflection: Reflection is the thought process that occurs after the completion of an activity. This is the kind of thought process that allows you to think deeply about what occurred — and what did not occur — during the leadership event and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, in your responses to the reflection questions you must show how you will use what you learned from your leadership experiences to inform and improve your practice.

NOTE: Analysis and reflection overlap

Analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are instructed to analyze the success of a particular activity or some specific strategy, do not use the analysis or reflection sections to explain what happened. Explaining what happened is a form of description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be made aware of why you interpreted the results of a lesson the way you did. You need to explain your interpretation of the evidence (a form of analysis) as well as your understanding of what should come next (a form of reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence you provide in the artifacts you submit as part of your performance assessment. But you must explain the significance of events and not expect the rater to draw conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do that.

Tell the rater how the professional development in your building affected student performance — doing so is a form of analysis and interpretation. Use your evidence of colleagues' work to explain and illustrate your practice and also to provide a context for the artifact.

Ask yourself the following questions when preparing your analysis and reflection:
- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and my leadership because of this professional experience?
- What would I do differently? (reflection)

Number	Score of 1	Score of 2	Score of 3	Score of 4
2a.	Response provides evidence that includes the following: *irrelevant* steps taken with the team to implement the plan, with *little or no* rationale for each step	Response provides evidence that includes the following: *partial* steps taken with the team to implement the plan, with a *limited* rationale for each step	Response provides evidence that includes the following: *relevant* steps taken with the team to implement the plan, with an *effective* rationale for each step	Response provides evidence that includes the following: *significant* steps taken with the team to implement the plan, with a *thorough* rationale for each step
2b.	an *inaccurate* identification of the responsibilities assumed by each team member, with evidence of *minimal* encouragement or feedback offered while implementing the plan	a *cursory* identification of the responsibilities assumed by each team member, with evidence of *inconsistent* encouragement or feedback offered while implementing the plan	an *appropriate* identification of the responsibilities assumed by each team member, with evidence of *relevant* encouragement or feedback offered while implementing the plan	a *significant* identification of the responsibilities assumed by each team member, with evidence of *targeted* encouragement or feedback offered while implementing the plan
2c.	a *trivial* method used by the team to elicit feedback from the targeted audience to impact the implementation of the plan and the work of the team as a whole, with examples that are *disconnected*	a *limited* method used by the team to elicit feedback from the targeted audience to impact the implementation of the plan and the work of the team as a whole, with examples that are *loosely connected*	an *effective* method used by the team to elicit feedback from the targeted audience to impact the implementation of the plan and the work of the team as a whole, with examples that are *connected*	an *in-depth* method used by the team to elicit feedback from the targeted audience to impact the implementation of the plan and the work of the team as a whole, with examples that are *tightly connected*
2d.	*illogical* steps taken to ensure that the implementation impacted on student learning, with an *inappropriate* evidence-collecting process used to show the impact	*uneven* steps taken to ensure that the implementation impacted on student learning, with a *limited* evidence-collecting process used to show the impact	*logical* steps taken to ensure that the implementation impacted student learning, with an *effective* evidence-collecting process used to show the impact	*consistent* steps taken to ensure that the implementation impacted on student learning, with a *thorough* evidence-collecting process used to show the impact
2e.	*minimal* steps taken by the team to address challenges that arose during the implementation, with examples that are *disconnected*	*partial* steps taken by the team to address challenges that arose during the implementation, with examples that are *vague*	*effective* steps taken by the team to address challenges that arose during the implementation, with examples that are *connected*	*significant* steps taken by the team to address challenges that arose during the implementation, with examples that are *tightly connected*

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Effective Leadership Post-Assignment

RUBRIC (2 of 3)

Number	Score of 1	Score of 2	Score of 3	Score of 4
	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
3a.	an *inappropriate* evaluation of the extent to which a collaborative team was fostered, with *ineffective* examples from the plan and artifacts to support the conclusions	a *cursory* evaluation of the extent to which a collaborative team was fostered, with *incomplete* examples from the plan and artifacts to support the conclusions	an *effective* evaluation of the extent to which a collaborative team was fostered, with *appropriate* examples from the plan and artifacts to support the conclusions	a *thorough* evaluation of the extent to which a collaborative team was fostered, with *extensive* examples from the plan and artifacts to support the conclusions
3b.	a *minimal* evaluation of the team members' professional growth as partners in the collaborative team	a *limited* evaluation of the team members' professional growth as partners in the collaborative team	an *informed* evaluation of the team members' professional growth as partners in the collaborative team	an *insightful* evaluation of the team members' professional growth as partners in the collaborative team
3c.	an *ineffective* reflection on the collaborative team as a vehicle for positive change in the school culture	a *limited* reflection on the collaborative team as a vehicle for positive change in the school culture	an *effective* reflection on the collaborative team as a vehicle for positive change in the school culture	an *insightful* reflection on the collaborative team as a vehicle for positive change in the school culture
4.	from a Christian worldview, an *inadequate* evaluation of the strengths and weaknesses of the plan's development and implementation, rarely using the rubric as a measurement for the various questions.	from a Christian worldview, a *limited* evaluation of the strengths and weaknesses of the plan's development and implementation, somewhat using the rubric as a measurement for the various questions.	from a Christian worldview, an *informed* evaluation of the strengths and weaknesses of the plan's development and implementation, clearly using the rubric as a measurement for the various questions.	from a Christian worldview, an *in-depth* evaluation of the strengths and weaknesses of the plan's development and implementation, clearly using the rubric as a measurement for the various questions.

Number	Score of 1	Score of 2	Score of 3	Score of 4
	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
5a.	from a Christian worldview, accounting for stakeholders and practices, an *inadequate* reflection what changes the group would make to the development and implementation process, with examples from the artifacts that are *disconnected*	from a Christian worldview, accounting for stakeholders and practices, a *limited* reflection on what changes the group would make to the development and implementation process, with examples from the artifacts that are *loosely connected*	from a Christian worldview, accounting for stakeholders and practices, an *informed* reflection on what changes the group would make to the development and implementation process, with examples from the artifacts that are *connected*	from a Christian worldview, accounting for stakeholders and practices, an *in-depth* reflection on what changes the group would make to the development and implementation process, with examples from the artifacts that are *tightly connected*
5b.	from a Christian worldview, accounting for stakeholders and practices, an *inadequate* reflection, using specific examples with details on the lessons you have learned from this assignment	from a Christian worldview, accounting for stakeholders and practices, an *limited* reflection, using specific examples with details on the lessons you have learned from this assignment	from a Christian worldview, accounting for stakeholders and practices, an *informed* reflection, using specific examples with details on the lessons you have learned from this assignment	from a Christian worldview, accounting for stakeholders and practices, an *in-depth* reflection, using specific examples with details on the lessons you have learned from this assignment
5c.	from a Christian worldview, accounting for stakeholders and practices, a general response without a specific application of how you will use what you have learned in future problem-solving tasks	from a Christian worldview, accounting for stakeholders and practices, at least 2 specific, detailed examples given of how you will use what you have learned in future problem-solving tasks	from a Christian worldview, accounting for stakeholders and practices, at least 3 clear, specific examples given of how you will use what you have learned in future problem-solving tasks	from a Christian worldview, accounting for stakeholders and practices, at least 3 clear, specific, detailed examples given of how you will use what you have learned in future problem-solving tasks

ORU

Culturally Responsive Education (MED 502/GHED 502)
Post-Assignment Orientation

To: Cooperating Administrator

From: Dr. Patrick Otto, Chair of the Graduate School of Education, Oral Roberts University

Re: ORU Graduate Student Request for Post-Assignment Collaboration

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Dear Sir/Ma'am:

Thank you for your consideration of our graduate candidate's request to collaborate with you on one or more post-assignments. We need your help to prepare outstanding leaders in the field of education. Your partnership with this candidate, and the Graduate School of Education, is truly appreciated. Thank you.

The candidate is required to complete this post-assignment for one or more of the following reasons:

(1) Earn the course credit for MED 502/GHED 602: Culturally Responsive Education.
(2) Practice education best practices evaluated in the ETS® Performance Assessment for School Leaders (PASL). The student may complete the PASL at the end of the program during a full-time Internship in Executive School Leadership that will be fulfilled at another site.
(3) Fulfil 24 internship working hours.

Please review and discuss with the graduate candidate the post-assignment to be completed. We are asking you to please provide the graduate candidate with the time, access and guidance to successfully complete the post-assignment.

If you have any questions, please feel free to contact me or our director of graduate internships.

Sincerely,

Dr. Otto
Chair, Graduate School of Education
jotto@oru.edu
918.495.7087

Prof. Grove
Director of Graduate Internships
bgrove@oru.edu
918.495.6537

Culturally Responsive Education Post-Assignment

In light of this course, under your Cooperating Administrator's leadership and guidance, identify an area that can be improved upon by offering professional development at your site. The professional development should improve cultural responsiveness to the site's values, while at the same time directly impacting instructional practice and student learning. Complete as a group or individually. Your "site" is defined as: Masters – School building; Doctorate – School district or Higher Education Institution. Please track your time in a self-created time log (WORD, EXCEL, Google Docs, etc.). (24 working hours)

#	Task	Artifacts	Questions
1	Contextual Information		**Describe the context of your site (maximum 2 pages – table, narrative or both).** a. Describe your site. Include relevant information about the ethnic, social, economic, cultural, and geographic factors affecting the site environment. b. Provide an overview of your site's faculty. Include relevant information such as the career stages, teaching styles, and diversity of the staff, and describe leadership opportunities.
2	Identify the Area of Need		**With the Cooperating Administrator discuss 3-5 priority needs within the site. Respond to the following questions (maximum 400 words):** a. Based on the needs described by the Cooperating Administrator, what need(s) was identified as the focus for the professional development plan? What is the rationale for how the need can be addressed in a culturally responsive manner? (Continued on next page)

| 3 | Create a Professional Development Plan | Submit 1 representative page from the research (e.g., a bibliography, a specific online resource, or a district source). | Develop a professional development plan for the appropriate faculty (maximum 1,200 words). You may create your own or use/modify the **PASL School Leader Plan Template.** Ensure your plan answers the following questions:

a. In light of the whole person lifestyle, what is (are) the goal(s) of the professional development plan? How will you determine whether the goal(s) is (are) achieved?
b. In light of the whole person lifestyle, how will the professional development plan impact instructional practice and student learning?
c. What research supports the identified focus for the professional development plan (e.g., studies, strategies, information from experts in the field, primary sources)? Explain the connection between the research and the identified focus for the professional development plan.
d. What other factors influenced the development of the building-level professional development plan (e.g., budget, schedules, staff, facilities, time)?
e. What legal parameters did you consider in your planning and advocacy?
f. What stakeholders will you involve in the creation of the professional development plan? Why did you involve these individuals?
g. What follow-up will you provide to support the implementation of the professional development plan? Provide a rationale. |
| 4 | Report Time Log, Site Information & Cooperating Administrator Review | Time Log | Submit and upload your time log in your D2L course shell under: Content - Chalk & Wire Submission Instructions, Rubrics & Links - Submit Time Log and Complete State School Information & Cooperating Administrator Self-Assessment. Also complete the 17-question school context and cooperating administrator survey. The rubric file in the D2L shell contains the questions. For the latest data on your school context (often a year old) you can find it from your cooperating administrator or your state's education accountability office. In Oklahoma the site is: https://www.edprofiles.info/report-card |

Culturally Responsive Education Post-Assignment

Glossary for Writing Formats

Description (Also List & State): Description in this context is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your building situation so that they can understand what you are conveying in your analysis.

- Critical features are accurately and precisely enumerated or explained.
- The elements or features of the events, people, concepts, or strategies referenced are described clearly and in a logical order.
- ALL features or elements that would allow an outsider to *see as you see* whatever is described are included.

Analysis: Analysis deals with reasons, motives, and interpretation and is supported by the concrete evidence you provide in the materials you submit. Your analytic writing will show raters the thought processes that you used to arrive at the conclusions you make about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or in other cases, it could be a discussion of the results of a survey that solicited feedback from various sources.

Reflection: Reflection is the thought process that occurs after the completion of an activity. This is the kind of thought process that allows you to think deeply about what occurred — and what did not occur — during the leadership event and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, in your responses to the reflection questions you must show how you will use what you learned from your leadership experiences to inform and improve your practice.

NOTE: Analysis and reflection overlap

Analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are instructed to analyze the success of a particular activity or some specific strategy, do not use the analysis or reflection sections to explain what happened. Explaining what happened is a form of description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be made aware of why you interpreted the results of a lesson the way you did. You need to explain your interpretation of the evidence (a form of analysis) as well as your understanding of what should come next (a form of reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence you provide in the artifacts you submit as part of your performance assessment. But you must explain the significance of events and not expect the rater to draw conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do that.

Tell the rater how the professional development in your building affected student performance — doing so is a form of analysis and interpretation. Use your evidence of colleagues' work to explain and illustrate your practice and also to provide a context for the artifact.

Ask yourself the following questions when preparing your analysis and reflection:

- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and my leadership because of this professional experience?
- What would I do differently? (reflection)

RUBRIC (1 of 2)

Number	Score of 1	Score of 2	Score of 3	Score of 4
1a.	Response provides evidence that includes the following: *ineffective* description of the ethnic, social, economic, cultural, and geographic factors affecting the school/district environment	Response provides evidence that includes the following: *effective* description of the ethnic, social, economic, cultural, and geographic factors affecting the school/district environment	Response provides evidence that includes the following: *effective* description of the ethnic, social, economic, cultural, and geographic factors affecting the school/district environment with general connections to the influence these have on school culture.	Response provides evidence that includes the following: *effective* description of the ethnic, social, economic, cultural, and geographic factors affecting the school/district environment with specific and insightful connections to their influence on school culture.
1b.	*minimal* explanation of the career stages, range of teaching styles, diversity of staff and leadership opportunities at the school/district	*clearly* explains three of (1) the career stages, (2) range of teaching styles, (3) diversity of staff and (4) the leadership opportunities at the school/district	*clearly* explains the career stages, range of teaching styles, diversity of staff and leadership opportunities at the school/district	*clearly and succinctly* explains the career stages, range of teaching styles, diversity of staff and leadership opportunities at the school/district
2	the *inappropriate* selection of need(s) from the prioritized list with an *illogical* rationale	the *loosely connected* selection of need(s) from the prioritized list with a *confusing* rationale	the *appropriate* selection of need(s) from the prioritized list with a *logical* rationale	the *significant* selection of need(s) from the prioritized list with an *extensive* rationale

RUBRIC (2 of 2)

Number	Score of 1	Score of 2	Score of 3	Score of 4
3a.	**Response provides evidence that includes the following:** in light of the whole person lifestyle, the *inappropriate* development of goals for the professional development plan and the identification of an *illogical* plan for determining whether the goals are achieved	**Response provides evidence that includes the following:** in light of the whole person lifestyle, the *incomplete* development of goals for the professional development plan and the identification of a *vague* plan for determining whether the goals are achieved	**Response provides evidence that includes the following:** in light of the whole person lifestyle, the *appropriate* development of goals for the professional development plan and the identification of a *logical* plan for determining whether the goals are achieved	**Response provides evidence that includes the following:** in light of the whole person lifestyle, the *insightful* development of goals for the professional development plan and the identification of an *extensive* plan for determining whether the goals are achieved
3b.	in light of the whole person lifestyle, the *ineffective* identification of how the professional development will impact instructional practice and student learning	in light of the whole person lifestyle, the *partial* identification of how the professional development will impact instructional practice and student learning	in light of the whole person lifestyle, the *effective* identification of how the professional development will impact instructional practice and student learning	in light of the whole person lifestyle, the *thorough* identification of how the professional development will impact instructional practice and student learning
3c.	the *ineffective* identification of research to support the professional development, with a *minimal* connection between the research and the identified focus of the professional development plan	the *limited* identification of research to support the professional development, with an *uneven* connection between the research and the identified focus of the professional development plan	the *effective* identification of research to support the professional development, with an *appropriate* connection between the research and the identified focus of the professional development plan	the *substantive* identification of research to support the professional development, with a *thorough* connection between the research and the identified focus of the professional development plan
3d.	a *minimal* identification of other factors that influenced the creation of the building-level professional development plan	a *partial* identification of other factors that influenced the creation of the building-level professional development plan	a *complete* identification of other factors that influenced the creation of the building-level professional development plan	a *thorough* identification of other factors that influenced the creation of the building-level professional development plan
3e.	a *minimal* identification of legal parameters that influenced the creation of the building-level professional development plan	a *partial* identification of legal parameters that influenced the creation of the building-level professional development plan	a *complete* identification of legal parameters that influenced the creation of the building-level professional development plan	a *thorough* identification of legal parameters that influenced the creation of the building-level professional development plan
3f.	the *inappropriate* involvement of individuals in the creation of the professional development plan and a *minimal* rationale for choosing these individuals	the *limited* involvement of individuals in the creation of the professional development plan and a *partial* rationale for choosing these individuals	the *appropriate* involvement of individuals in the creation of the professional development plan and a *clear* rationale for choosing these individuals	the *significant* involvement of individuals in the creation of the professional development plan and a *thorough* rationale for choosing these individuals
3g.	*ineffective* follow-up that supports the implementation of the professional development plan with an *inappropriate* rationale	*incomplete* follow-up that supports the implementation of the professional development plan with a *limited* rationale	*effective* follow-up that supports the implementation of the professional development plan with an *appropriate* rationale	*significant* follow-up that supports the implementation of the professional development plan with a *thorough* rationale

Performance Assessment for School Leaders (PASL)

School Leader Plan Template

This form represents a generic template for creating a plan for each of the tasks. It is intended to provide guidance as you organize your thoughts to determine what needs to be done with your colleagues within the task. You do not need to use this specific form, but you do need to submit a two-page maximum draft of your plan for each of the tasks. The plan delineated in this document is a draft plan. As you implement it, you will be making changes. Those changes do not have to be represented here.

Task ___ Plan

Identify the components of your plan and list details about each.

Problem/Challenge, Professional Development Priority, Instructional Practice to be addressed	Rationale for choosing them
Intended result(s) of the plan	Rationale for choosing them
Resulting impact on student learning	Evidence of impact on student learning

Colleagues needed for support *(Note: For Task 3, a document describing the team members is a separate artifact.)*	Rationale for choosing them
Strategies to use with colleagues	For recruiting colleagues While working on planning and implementation
Costs to consider	Available funds Source of funds

Research information needed: how to get it and how to distribute it	Where to get the information
	How to distribute it
Approval needed for any of the activities	Contact person(s)
Meeting place(s) and time(s)	
Communication needed	
Timeline for implementation of the plan *(Note: For Task 1, the timeline and steps is a separate artifact.)*	

Leadership of Curricular and Instructional Practices
(MED 525/GADM 825)
Post-Assignment Orientation

To: Cooperating Administrator

From: Dr. Patrick Otto, Chair of the Graduate School of Education, Oral Roberts University

Re: ORU Graduate Student Request for Post-Assignment Collaboration

---

Dear Sir/Ma'am:

Thank you for your consideration of our graduate candidate's request to collaborate with you on one or more post-assignments. We need your help to prepare outstanding leaders in the field of education. Your partnership with this candidate, and the Graduate School of Education, is truly appreciated. Thank you.

The candidate is required to complete this post-assignment for one or more of the following reasons:

(1) Earn the course credit for MED 525/GADM 825: Leadership of Curricular and Instructional Practices
(2) Practice education best practices evaluated in the ETS® Performance Assessment for School Leaders (PASL). The student may complete the PASL at the end of the program during a full-time Internship in Executive School Leadership that will be fulfilled at another site.
(3) Fulfill 24 internship working hours.

Please review and discuss with the graduate candidate the post-assignment to be completed. We are asking you to please provide the graduate candidate with the time, access and guidance to successfully complete the post-assignment.

If you have any questions, please feel free to contact me or our director of graduate internships.

Sincerely,

Dr. Otto
Chair, Graduate School of Education
jotto@oru.edu
918.495.7087

Prof. Grove
Director of Graduate Internships
bgrove@oru.edu
918.495.6537

Leadership of Curricular and Instructional Practices Post-Assignment

In light of this course, under your Cooperating Administrator's leadership and guidance, assess and reflect on the site's professional development to improve curriculum and instruction. Your "site" is defined as: Masters – School building; Doctorate – School district or Higher Education Institution. Please track your time in a self-created time log (WORD, EXCEL, Google Docs, etc.). (24 working hours)

#	Task	Artifacts	Questions
1	Select participants whom have received professional development	Submit 1-2 representative pages from the professional development plan or training	**With your Cooperating Administrator, work with the site's Instructional Leader to identify an area that has received professional development for curriculum and instruction in the last year. Interview the Instructional Leader and pose the following questions (submit written summary of 1,000 words maximum of all the questions):** a. What strategies and/or techniques were used to communicate the importance of the professional development? Provide a rationale for your choice of strategies and/or techniques. b. What individuals did you select as participants in the professional development? Why did you select them? c. What approaches were used to facilitate the professional development? Provide a rationale for your choices. d. What strategies were used to actively engage the participants? Provide a rationale for your selected strategies. e. What assignment(s) was (were) given to participants and/or students to demonstrate the impact of the professional development on instructional practice **and** student learning? What is the connection between the assignment(s) and the professional development?
2	Administer feedback survey	Submit 1 representative page of the completed Feedback Survey	**With the school's Instructional Leader follow-up with 3 participants who received the professional development with different levels of experience. Modify and give this PASL Feedback Survey to the 3 participants. Respond to the following questions (maximum of 600 words):** a. Select three participants who received the professional development with different levels of experience to determine its effect. Provide a rationale for the selection of **each** participant. b. Based on the results of the feedback survey, what conclusions can you draw about the effectiveness of the professional development for the participants? Cite examples from the survey to support your conclusions. c. What modifications would you make to the current professional development process? Provide a rationale for your analysis based on **all** aspects of the professional development experience.

3	**Administer walk-through observation, interview teacher and collect student work**	**Submit 1 representative page of the walk-through observation** **Submit 1 representative page of student work (name removed)**	**Conduct a walk-through observation and interview with a teacher who is implementing the professional development in his or her class. Use the [PASL Walk-through Observation Form](#). From a Christian worldview, respond to the following questions (maximum of 600 words):** a. In what ways did the goal of the professional development influence instructional practice? Provide specific examples, including those from the walk-through observation form and teacher interview, of the influence. b. What follow-up to the professional development training was provided for **each** participant? Provide examples if available. c. What was the impact of **each** participant's professional development on student learning? Provide examples from the teacher interview and student work to support your conclusions. d. Reflect on to the effectiveness and extent that each stakeholder in the learning community was considered in the professional development.
4	**Report Time Log, Site Information & Cooperating Administrator Review**	**Time Log**	Submit and upload your time log in your D2L course shell under: Content - Chalk & Wire Submission Instructions, Rubrics & Links - Submit Time Log and Complete State School Information & Cooperating Administrator Self-Assessment. Also complete the 17-question school context and cooperating administrator survey. The rubric file in the D2L shell contains the questions. For the latest data on your school context (often a year old) you can find it from your cooperating administrator or your state's education accountability office. In Oklahoma the site is: https://www.edprofiles.info/report-card

Glossary for Writing Formats

Description (Also List & State): Description in this context is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your building situation so that they can understand what you are conveying in your analysis.

- Critical features are accurately and precisely enumerated or explained.
- The elements or features of the events, people, concepts, or strategies referenced are described clearly and in a logical order.
- ALL features or elements that would allow an outsider to *see as you see* whatever is described are included.

Analysis: Analysis deals with reasons, motives, and interpretation and is supported by the concrete evidence you provide in the materials you submit. Your analytic writing will show raters the thought processes that you used to arrive at the conclusions you make about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or in other cases, it could be a discussion of the results of a survey that solicited feedback from various sources.

Reflection: Reflection is the thought process that occurs after the completion of an activity. This is the kind of thought process that allows you to think deeply about what occurred — and what did not occur — during the leadership event and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, in your responses to the reflection questions you must show how you will use what you learned from your leadership experiences to inform and improve your practice.

NOTE: Analysis and reflection overlap

Analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are instructed to analyze the success of a particular activity or some specific strategy, do not use the analysis or reflection sections to explain what happened. Explaining what happened is a form of description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be made aware of why you interpreted the results of a lesson the way you did. You need to explain your interpretation of the evidence (a form of analysis) as well as your understanding of what should come next (a form of reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence you provide in the artifacts you submit as part of your performance assessment. But you must explain the significance of events and not expect the rater to draw conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do that.

Tell the rater how the professional development in your building affected student performance — doing so is a form of analysis and interpretation. Use your evidence of colleagues' work to explain and illustrate your practice and also to provide a context for the artifact.

Ask yourself the following questions when preparing your analysis and reflection:

- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and my leadership because of this professional experience?
- What would I do differently? (reflection)

RUBRIC (1 of 2)

Number	Score of 1	Score of 2	Score of 3	Score of 4
	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
1	an *ineffective* response to the questions that demonstrates the impact of the professional development on instructional practice and student learning, with *little* or *no* connection between the activities and rationale	a *partial* response to the questions that demonstrates the impact of the professional development on instructional practice and student learning, with a *cursory* connection between the activities and rationale	an *effective* response to the questions that demonstrates the impact of the professional development on instructional practice and student learning, with an *informed* connection between the activities and rationale	an *extensive* response to the questions that demonstrates the impact of the professional development on instructional practice and student learning, with a *significant* connection between the activities and rationale
2a	the *ineffective* selection of three participants with different levels of experience to determine the effect of the professional development, with *inappropriate* rationales for the selection of each participant	the *incomplete* selection of three participants with different levels of experience to determine the effect of the professional development, with *limited* rationales for the selection of each participant	the *logical* selection of three participants with different levels of experience to determine the effect of the professional development, with *appropriate* rationales for the selection of each participant	the *significant* selection of three participants with different levels of experience to determine the effect of the professional development, with *thorough* rationales for the selection of each participant
2b	*minimal* conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with *minimal* examples from the survey to support the reflection	*limited* conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with *incomplete* examples from the survey to support the reflection	*effective* conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with *informed* examples from the survey to support the reflection	*insightful* conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with *substantive* examples from the survey to support the reflection
2c	*little* or *no* identification of modifications to be made to the current professional development process, with a *trivial* rationale based on all known aspects for the professional development experience	*partial* identification of modifications to be made to the current professional development process, with a *loosely connected* rationale based on all known aspects for the professional development experience	*relevant* identification of modifications to be made to the current professional development process, with an *effective* rationale based on all known aspects for the professional development experience	*detailed* identification of modifications to be made to the current professional development process, with an *extensive* rationale based on all known aspects for the professional development experience

Number	Score of 1	Score of 2	Score of 3	Score of 4
3a	Response provides evidence that includes the following: from a Christian worldview, *minimal* identification of how the professional development influenced the instructional practices of each participant, with *irrelevant* examples of the influence, including those from the walk-through observation form	Response provides evidence that includes the following: from a Christian worldview, *confusing* identification of how the professional development influenced the instructional practices of each participant, with *uneven* examples of the influence, including those from the walk-through observation form	Response provides evidence that includes the following: from a Christian worldview, *appropriate* identification of how the professional development influenced the instructional practices of each participant, with *relevant* examples of the influence, including those from the walk-through observation form	Response provides evidence that includes the following: from a Christian worldview, *insightful* identification of how the professional development influenced the instructional practices of each participant, with *significant* examples of the influence, including those from the walk-through observation form
3b	from a Christian worldview, *minimal* identification of the method of follow-up provided for each participant.	from a Christian worldview, *limited* identification of the method of follow-up provided for each participant, with a *partial* example	from a Christian worldview, *informed* identification of the follow-up provided for each participant, with a *connected* example	from a Christian worldview, *thorough* identification of the method of follow-up provided for each participant, with a *significant* example
3c	from a Christian worldview, *minimal* identification of the impact of each participant's professional development on student learning, with *ineffective* examples from the student work sample to support the conclusions	from a Christian worldview, *cursory* identification of the impact of each participant's professional development on student learning, with *limited* examples from the student work sample to support the conclusions	from a Christian worldview, *complete* identification of the impact of each participant's professional development on student learning, with *relevant* examples from the student work sample to support the conclusions	from a Christian worldview, *thorough* identification of the impact of each participant's professional development on student learning, with *significant* examples from the student work sample to support the conclusions
3d	from a Christian worldview, *minimal* reflection on the effectiveness and extent that each stakeholder in the learning community was considered in the professional development	from a Christian worldview, *limited* reflection on the effectiveness and extent that each stakeholder in the learning community was considered in the professional development	from a Christian worldview, *informed* reflection on the effectiveness and extent that each stakeholder in the learning community was considered in the professional development	from a Christian worldview, *thorough* reflection on the effectiveness and extent that each stakeholder in the learning community was considered in the professional development

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Performance Assessment for School Leaders (PASL)

Post-professional Development Feedback Survey

The following is provided as a possible survey for your use to elicit feedback from the colleagues with whom you collaborated on the recent professional development experience. You may use this survey, adapt it, or choose one of your own, but you will need to submit one page from your survey as an artifact for Task 2.

Think about the professional development sessions and activities that we have experienced together during our work on (insert topic).

Rate each of the following on a scale of 1 to 4, with 4 being the highest.	Rating: 1, 2, 3, 4	NA
The identification of the professional development need was appropriate.		
Appropriate colleagues were involved in the decision-making process to identify the need.		
Goal(s) of the professional development session(s) were clear.		
Session(s) goals were achieved.		
Appropriate teachers were involved in the professional development experience.		
Research materials supported the professional development experience.		
Activities/approaches used to facilitate the professional development were effective.		
Participants in the professional development experience (including the sessions) were effectively engaged.		
Follow-up activities were appropriate, supportive, and effective.		
The professional development experience had a positive effect on student learning.		

If you were to do this again, what additional activities and/or approaches would you suggest?

ETS) PASL

Performance Assessment for School Leaders (PASL)

Walk-through Observation Form

The school leader candidate should use this form to capture evidence during the informal walk-through that is part of the **Task 2** professional development topic. The comments below should be brief. A completed Walk-through Observation Form can be submitted as an artifact for **Task 2**. However, this specific form is optional; the candidate can submit a form of his or her choosing.

Date/Time: _____   Room: Observer:

Course/Topic of the lesson:

Observable Evidence of Instruction	Yes	No
Was the learning objective(s) clearly connected to the professional development?		
Was instruction tied to the stated objective(s)?		

Classroom Environment
1. Record evidence of influence of the professional development on instructional practice/teacher action.
2. Record evidence of the impact of the teacher's professional development on student learning.

Student Responses
Ask two students to identify the objective of the lesson. Ask the students how the teacher knows they understand the information. Record responses from two students below.
Student 1:
Student 2:

Leading from the Middle (MED 543)
Post-Assignment Orientation

To: Cooperating Administrator

From: Dr. Patrick Otto, Chair of the Graduate School of Education, Oral Roberts University

Re: ORU Graduate Student Request for Post-Assignment Collaboration

---

Dear Sir/Ma'am:

Thank you for your consideration of our graduate candidate's request to collaborate with you on one or more post-assignments. We need your help to prepare outstanding leaders in the field of education. Your partnership with this candidate, and the Graduate School of Education, is truly appreciated. Thank you.

The candidate is required to complete this post-assignment for one or more of the following reasons:

(1) Earn the course credit for MED 543: Leading from the Middle.
(2) Practice education best practices evaluated in the ETS® Performance Assessment for School Leaders (PASL). The student may complete the PASL at the end of the program during a full-time Internship in Executive School Leadership that will be fulfilled at another site.
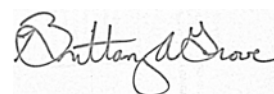(3) Fulfill 24 internship working hours.

Please review and discuss with the graduate candidate the post-assignment to be completed. We are asking you to please provide the graduate candidate with the time, access and guidance to successfully complete the post-assignment.

If you have any questions, please feel free to contact me or our director of graduate internships.

Sincerely,

Dr. Otto
Chair, Graduate School of Education
jotto@oru.edu
918.495.7087

Prof. Grove
Director of Graduate Internships
bgrove@oru.edu
918.495.6537

Leading From The Middle Post-Assignment

In light of this course, under your Cooperating Administrator's leadership and guidance, work with an existing leadership team (General leadership, Language, Math, SPED, EL, etc.) to identify an area of research-based instructional practice that is in need of improvement and help facilitate the development of a plan to address the need. Please track your time in a self-created time log (WORD, EXCEL, Google Docs, etc.). (24 working hours)

#	Task	Artifacts	Questions
1	Highlight an area of need		With your Cooperating Administrator, identify and work with an <u>existing leadership team</u> to identify an area of research-based instructional practice that is in need of improvement within the site. Consider the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.
2	Facilitate plan development and videotape	Submit 2 representative pages of your plan. Submit 1 representative page from the data-collecting tool. Submit 1 ten-minute video file (either 1 ten-minute unedited video segment or 2 five-minute unedited video segments combined together)	With your Cooperating Administrator (or designate), co-facilitate the creation of a plan to address the need. Videotape your facilitation. Use a plan outline your Cooperating Administrator would like you to follow, or you may also use/modify the [PASL School Leader Plan Template](#) Ensure your plan answers the following questions (maximum of 1000 words): a. What tool(s) did you and your team use to collect data to identify a research-based instructional practice in need of improvement? Why did your team choose the selected tool(s)? What data did the tool(s) provide? b. <u>With reference to the whole person lifestyle</u>: what specific area of research-based instructional practice will you and the team target? What is the intended impact that an improvement in the targeted area will have on instruction and student learning? What steps will you take to measure the impact? Provide a rationale for **each** step. c. What was the plan your team developed as a result of the data you collected and analyzed? <u>With reference to the whole person lifestyle</u>, describe the goals, strategies, timeline, and resources your team decided to use as part of the plan. Provide a rationale for **each**. d. Which colleagues were targeted to be the focus of the team's plan? Why did the collaborative team select them? e. <u>With reference to the whole person lifestyle</u>, what impact will the collaborative team have on the improvement of the school culture? Provide a rationale for your conclusion.

| 3 | Reflect on your facilitation | | For each of the following questions provide examples to support your explanation, including examples from your ten-minute video (maximum of 800 words):
a. What strategies did you use with the collaborative team members, **individually and as a group**, to involve them in the planning process?
b. As the collaborative team's co-facilitator, what strategies did you implement to ensure that **all** members were allowed a voice so that each could provide meaningful input related to the goal(s)?
c. What challenge(s) were encountered during the planning? How, as a team, did you resolve the challenge(s)?
d. What steps did you take to reach consensus among the members of the collaborative team while creating the plan? |
| 4 | Report Time Log, Site Information & Cooperating Administrator Review | Time Log | Submit and upload your time log in your D2L course shell under: Content - Chalk & Wire Submission Instructions, Rubrics & Links - Submit Time Log and Complete State School Information & Cooperating Administrator Self-Assessment. Also complete the 17-question school context and cooperating administrator survey. The rubric file in the D2L shell contains the questions. For the latest data on your school context (often a year old) you can find it from your cooperating administrator or your state's education accountability office. In Oklahoma the site is: https://www.edprofiles.info/report-card |

Glossary for Writing Formats

Description (Also List & State): Description in this context is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your building situation so that they can understand what you are conveying in your analysis.

- Critical features are accurately and precisely enumerated or explained.
- The elements or features of the events, people, concepts, or strategies referenced are described clearly and in a logical order.
- ALL features or elements that would allow an outsider to *see as you see* whatever is described are included.

Analysis: Analysis deals with reasons, motives, and interpretation and is supported by the concrete evidence you provide in the materials you submit. Your analytic writing will show raters the thought processes that you used to arrive at the conclusions you make about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or in other cases, it could be a discussion of the results of a survey that solicited feedback from various sources.

Reflection: Reflection is the thought process that occurs after the completion of an activity. This is the kind of thought process that allows you to think deeply about what occurred — and what did not occur — during the leadership event and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, in your responses to the reflection questions you must show how you will use what you learned from your leadership experiences to inform and improve your practice.

NOTE: Analysis and reflection overlap
Analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are instructed to analyze the success of a particular activity or some specific strategy, do not use the analysis or reflection sections to explain what happened. Explaining what happened is a form of description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be made aware of why you interpreted the results of a lesson the way you did. You need to explain your interpretation of the evidence (a form of analysis) as well as your understanding of what should come next (a form of reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence you provide in the artifacts you submit as part of your performance assessment. But you must explain the significance of events and not expect the rater to draw conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do that.
Tell the rater how the professional development in your building affected student performance — doing so is a form of analysis and interpretation. Use your evidence of colleagues' work to explain and illustrate your practice and also to provide a context for the artifact.

Ask yourself the following questions when preparing your analysis and reflection:
- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and my leadership because of this professional experience?
- What would I do differently? (reflection)

RUBRIC (1 of 2)

Number	Score of 1	Score of 2	Score of 3	Score of 4
2a.	**Response provides evidence that includes the following:** the inappropriate selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with *little or no* support from the resulting data and a *minimal* rationale for tool selection and use	**Response provides evidence that includes the following:** the *partial* selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with *uneven* support from the resulting data and an *uneven* rationale for tool selection and use	**Response provides evidence that includes the following:** the *appropriate* selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with *appropriate* support from the resulting data and a *connected* rationale for tool selection and use	**Response provides evidence that includes the following:** the *insightful* selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with *thorough* support from the resulting data and a *tightly connected* rationale for tool selection and use
2b.	with reference to the whole person lifestyle, the targeting of an *inappropriate* area of research-based instructional practice to improve student learning, with *inappropriate* steps taken to measure the intended impact and an *inconsistent* rationale	with reference to the whole person lifestyle, the targeting of a *limited* area of research-based instructional practice to improve student learning, with *weak* steps taken to measure the intended impact and an *incomplete* rationale	with reference to the whole person lifestyle, the targeting of a *relevant* area of research-based instructional practice to improve student learning, with *effective* steps taken to measure the intended impact and an *effective* rationale	with reference to the whole person lifestyle, the targeting of a *significant* area of research-based instructional practice to improve student learning, with *significant* steps taken to measure the intended impact and a *thorough* rationale
2c.	with reference to the whole person lifestyle, the creation of an *irrelevant* plan based on an analysis of the collected data, with *disconnected* goals, strategies, timeline, and resources and with an *ineffective* rationale	with reference to the whole person lifestyle, the creation of a *cursory* plan based on an analysis of the collected data, with *cursory* goals, strategies, timeline, and resources and with an *incomplete* rationale	with reference to the whole person lifestyle, the creation of an *informed* plan based on an analysis of the collected data, with *appropriate* goals, strategies, timeline, and resources and with an *effective* rationale	with reference to the whole person lifestyle, the creation of an *in-depth* plan based on an analysis of the collected data, with *tightly connected* goals, strategies, timeline, and resources and with a *thorough* rationale
2d.	an *inappropriate* identification of colleagues to be the focus of the team's plan, with *minimal* reasons for selecting them	a *cursory* identification of colleagues to be the focus of the team's plan, with *tangential* reasons for selecting them	an *informed* identification of colleagues to be the focus of the team's plan, with *aligned* reasons for selecting them	a *significant* identification of colleagues to be the focus of the team's plan, with *extensive* reasons for selecting them
2e.	with reference to the whole person lifestyle, an *inappropriate* identification of the impact the collaborative team will have on the improvement of the school culture with an *ineffective* rationale	with reference to the whole person lifestyle, an *partial* identification of the impact the collaborative team will have on the improvement of the school culture with a *limited* rationale	with reference to the whole person lifestyle, an *appropriate* identification of the impact the collaborative team will have on the improvement of the school culture with an *effective* rationale	with reference to the whole person lifestyle, a *significant* identification of the impact the collaborative team will have on the improvement of the school culture with a *thorough* rationale

RUBRIC (2 of 2)

Number	Score of 1	Score of 2	Score of 3	Score of 4
	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
3a.	*inappropriate* strategies used with team members, both individually and as a group, to involve them in the planning process, with *ineffective* examples to support the use of the identified strategies	*limited* strategies used with team members, both individually and as a group, to involve them in the planning process, with *partial* examples to support the use of the identified strategies	*appropriate* strategies used with team members, both individually and as a group, to involve them in the planning process, with *effective* examples to support the use of the identified strategies	*insightful* strategies used with team members, both individually and as a group, to involve them in the planning process, with *thorough* examples to support the use of the identified strategies
3b.	*misinformed* strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with *inappropriate* examples to support the strategies	*limited* strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with *loosely connected* examples to support the strategies	*effective* strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with *appropriate* examples to support the strategies	*significant* strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with *detailed* examples to support the strategies
3c.	*irrelevant* resolutions, by the team, of challenges encountered during the planning, with a *minimal* rationale to support the use of the identified strategies	*inconsistent* resolutions, by the team, of challenges encountered during the planning, with a *vague* rationale to support the use of the identified strategies	*logical* resolutions, by the team, of challenges encountered during the planning, with an *appropriate* rationale to support the use of the identified strategies	*in-depth* resolutions, by the team, of challenges encountered during the planning, with an *extensive* rationale to support the use of the identified strategies
3d.	*little or no* steps taken to reach consensus among members of the team while creating the plan, with *ineffective* examples to support the identified steps	*uneven* steps taken to reach consensus among members of the team while creating the plan, with partial examples to support the identified steps	*informed* steps taken to reach consensus among members of the team while creating the plan, with *appropriate* examples to support the identified steps	*significant* steps taken to reach consensus among members of the team while creating the plan, with *extensive* examples to support the identified steps

Performance Assessment for School Leaders (PASL)

School Leader Plan Template

This form represents a generic template for creating a plan for each of the tasks. It is intended to provide guidance as you organize your thoughts to determine what needs to be done with your colleagues within the task. You do not need to use this specific form, but you do need to submit a two-page maximum draft of your plan for each of the tasks. The plan delineated in this document is a draft plan. As you implement it, you will be making changes. Those changes do not have to be represented here.

Task ___ Plan

Identify the components of your plan and list details about each.

Problem/Challenge, Professional Development Priority, Instructional Practice to be addressed	Rationale for choosing them
Intended result(s) of the plan	Rationale for choosing them
Resulting impact on student learning	Evidence of impact on student learning

Colleagues needed for support	Rationale for choosing them
(Note: For Task 3, a document describing the team members is a separate artifact.)	
Strategies to use with colleagues	For recruiting colleagues While working on planning and implementation
Costs to consider	Available funds Source of funds

Research information needed: how to get it and how to distribute it	Where to get the information How to distribute it
Approval needed for any of the activities	Contact person(s)
Meeting place(s) and time(s)	
Communication needed	
Timeline for implementation of the plan *(Note: For Task 1, the timeline and steps is a separate artifact.)*	

Executive Leadership: (GADM 821/822) Post-Assignment Orientation

To: Cooperating Administrator

From: Dr. Patrick Otto, Chair of the Graduate School of Education, Oral Roberts University

Re: ORU Graduate Student Request for Post-Assignment Collaboration

---

Dear Sir/Ma'am:

Thank you for your consideration of our graduate candidate's request to collaborate with you on one or more post-assignments. We need your help to prepare outstanding leaders in the field of education. Your partnership with this candidate, and the Graduate School of Education, is truly appreciated. Thank you.

The candidate is required to complete this post-assignment for one or more of the following reasons:

(1) Earn the course credit for GADM 821/822: Executive Leadership.
(2) Practice education best practices evaluated in the ETS® Performance Assessment for School Leaders (PASL). The student may complete the PASL at the end of the program during a full-time Internship in Executive School Leadership that will be fulfilled at another site.
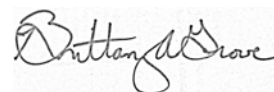(3) Fulfill 24 internship working hours.

Please review and discuss with the graduate candidate the post-assignment to be completed. We are asking you to please provide the graduate candidate with the time, access and guidance to successfully complete the post-assignment.

If you have any questions, please feel free to contact me or our director of graduate internships.

Sincerely,

Dr. Otto
Chair, Graduate School of Education
jotto@oru.edu
918.495.7087

Prof. Grove
Director of Graduate Internships
bgrove@oru.edu
918.495.6537

Executive Leadership - The Superintendency Post-Assignment

In light of this course, under your Cooperating Administrator's leadership and guidance, work with an existing leadership team to identify an area of research-based instructional practice that needs to be addressed and help with the development of a plan to address the need. Your "site" is defined as the school district. Please track your time in a self-created time log (WORD, EXCEL, Google Docs, etc.). (24 working hours)

#	Task	Artifacts	Questions
1	Highlight an area of need		With your Cooperating Administrator, identify and work with an <u>existing leadership team</u> to identify an area of research-based instructional practice that needs addressing. Consider the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.
2	Facilitate plan development and videotape	Submit 2 representative pages of your plan. Submit 1 representative page from the data-collecting tool. Submit 1 ten-minute video file (either 1 ten-minute unedited video segment or 2 five-minute unedited video segments combined together)	With your Cooperating Administrator (or designate) co-facilitate the creation of a plan to address the need. Videotape your co-facilitation. You may create your own plan or use/modify the **PASL School Leader Plan Template** Ensure your plan answers the following questions (maximum of 1000 words): a. What tool(s) did you and your team use to collect data to identify a research-based instructional practice in need of improvement? Why did your team choose the selected tool(s)? What data did the tool(s) provide? b. <u>With reference to the whole person lifestyle</u>: what specific area of research-based instructional practice will the team target? What is the intended impact that an improvement in the targeted area will have on instruction and student learning? What steps will be taken to measure the impact? Provide a rationale for **each** step. c. What was the plan the team developed as a result of the data you collected and analyzed? <u>With reference to the whole person lifestyle</u>, describe the goals, strategies, timeline, and resources the team decided to use as part of the plan. Provide a rationale for **each**. d. Which colleagues were targeted to be the focus of the team's plan? Why did the collaborative team select them? e. <u>With reference to the whole person lifestyle</u>, what impact will the collaborative team have on the improvement of the school culture? Provide a rationale for your conclusion.

3	**Reflect on your facilitation**		**For each of the following questions provide examples to support your explanation, including examples from your ten-minute video (maximum of 800 words):** a. What strategies did you use with the collaborative team members, **individually and as a group**, to involve them in the planning process? b. As the collaborative team's co-facilitator, what strategies did you implement to ensure that **all** members were allowed a voice so that each could provide meaningful input related to the goal(s)? c. What challenge(s) were encountered during the planning? How, as a team, did you resolve the challenge(s)? d. What steps did you take to reach consensus among the members of the collaborative team while creating the plan?
4	Report Time Log, Site Information & Cooperating Administrator Review	**Time Log**	Submit and upload your time log in your D2L course shell under: Content - Chalk & Wire Submission Instructions, Rubrics & Links - Submit Time Log and Complete State School Information & Cooperating Administrator Self-Assessment. Also complete the 17-question school context and cooperating administrator survey. The rubric file in the D2L shell contains the questions. For the latest data on your school context (often a year old) you can find it from your cooperating administrator or your state's education accountability office. In Oklahoma the site is: https://www.edprofiles.info/report-card

Glossary for Writing Formats

Description (Also List & State): Description in this context is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your building situation so that they can understand what you are conveying in your analysis.

- Critical features are accurately and precisely enumerated or explained.
- The elements or features of the events, people, concepts, or strategies referenced are described clearly and in a logical order.
- ALL features or elements that would allow an outsider to *see as you see* whatever is described are included.

Analysis: Analysis deals with reasons, motives, and interpretation and is supported by the concrete evidence you provide in the materials you submit. Your analytic writing will show raters the thought processes that you used to arrive at the conclusions you make about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or in other cases, it could be a discussion of the results of a survey that solicited feedback from various sources.

Reflection: Reflection is the thought process that occurs after the completion of an activity. This is the kind of thought process that allows you to think deeply about what occurred — and what did not occur — during the leadership event and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, in your responses to the reflection questions you must show how you will use what you learned from your leadership experiences to inform and improve your practice.

NOTE: Analysis and reflection overlap
Analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are instructed to analyze the success of a particular activity or some specific strategy, do not use the analysis or reflection sections to explain what happened. Explaining what happened is a form of description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be made aware of why you interpreted the results of a lesson the way you did. You need to explain your interpretation of the evidence (a form of analysis) as well as your understanding of what should come next (a form of reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence you provide in the artifacts you submit as part of your performance assessment. But you must explain the significance of events and not expect the rater to draw conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do that.

Tell the rater how the professional development in your building affected student performance — doing so is a form of analysis and interpretation. Use your evidence of colleagues' work to explain and illustrate your practice and also to provide a context for the artifact.

Ask yourself the following questions when preparing your analysis and reflection:
- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and my leadership because of this professional experience?
- What would I do differently? (reflection)

RUBRIC (1 of 2)

Number	Score of 1	Score of 2	Score of 3	Score of 4
	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
2a.	the inappropriate selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with *little or no* support from the resulting data and a *minimal* rationale for tool selection and use	the *partial* selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with *uneven* support from the resulting data and an *uneven* rationale for tool selection and use	the *appropriate* selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with *appropriate* support from the resulting data and a *connected* rationale for tool selection and use	the *insightful* selection and use of a tool (or tools) for identifying a research-based instructional practice in need of improvement, with *thorough* support from the resulting data and a *tightly connected* rationale for tool selection and use
2b.	with reference to the whole person lifestyle, the targeting of an *inappropriate* area of research-based instructional practice to improve student learning, with *inappropriate* steps taken to measure the intended impact and an *inconsistent* rationale	with reference to the whole person lifestyle, the targeting of a *limited* area of research-based instructional practice to improve student learning, with *weak* steps taken to measure the intended impact and an *incomplete* rationale	with reference to the whole person lifestyle, the targeting of a *relevant* area of research-based instructional practice to improve student learning, with *effective* steps taken to measure the intended impact and an *effective* rationale	with reference to the whole person lifestyle, the targeting of a *significant* area of research-based instructional practice to improve student learning, with *significant* steps taken to measure the intended impact and a *thorough* rationale
2c.	with reference to the whole person lifestyle, the creation of an *irrelevant* plan based on an analysis of the collected data, with *disconnected* goals, strategies, timeline, and resources and with an *ineffective* rationale	with reference to the whole person lifestyle, the creation of a *cursory* plan based on an analysis of the collected data, with *cursory* goals, strategies, timeline, and resources and with an *incomplete* rationale	with reference to the whole person lifestyle, the creation of an *informed* plan based on an analysis of the collected data, with *appropriate* goals, strategies, timeline, and resources and with an *effective* rationale	with reference to the whole person lifestyle, the creation of an *in-depth* plan based on an analysis of the collected data, with *tightly connected* goals, strategies, timeline, and resources and with a *thorough* rationale
2d.	an *inappropriate* identification of colleagues to be the focus of the team's plan, with *minimal* reasons for selecting them	a *cursory* identification of colleagues to be the focus of the team's plan, with *tangential* reasons for selecting them	an *informed* identification of colleagues to be the focus of the team's plan, with *aligned* reasons for selecting them	a *significant* identification of colleagues to be the focus of the team's plan, with *extensive* reasons for selecting them
2e.	with reference to the whole person lifestyle, an *inappropriate* identification of the impact the collaborative team will have on the improvement of the school culture with an *ineffective* rationale	with reference to the whole person lifestyle, an *partial* identification of the impact the collaborative team will have on the improvement of the school culture with a *limited* rationale	with reference to the whole person lifestyle, an *appropriate* identification of the impact the collaborative team will have on the improvement of the school culture with an *effective* rationale	with reference to the whole person lifestyle, a *significant* identification of the impact the collaborative team will have on the improvement of the school culture with a *thorough* rationale

RUBRIC (2 of 2)

Number	Score of 1	Score of 2	Score of 3	Score of 4
	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
3a.	*inappropriate* strategies used with team members, both individually and as a group, to involve them in the planning process, with *ineffective* examples to support the use of the identified strategies	*limited* strategies used with team members, both individually and as a group, to involve them in the planning process, with *partial* examples to support the use of the identified strategies	*appropriate* strategies used with team members, both individually and as a group, to involve them in the planning process, with *effective* examples to support the use of the identified strategies	*insightful* strategies used with team members, both individually and as a group, to involve them in the planning process, with *thorough* examples to support the use of the identified strategies
3b.	*misinformed* strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with *inappropriate* examples to support the strategies	*limited* strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with *loosely connected* examples to support the strategies	*effective* strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with *appropriate* examples to support the strategies	*significant* strategies used to ensure that all members of the team were allowed a voice to provide meaningful input related to the goal(s), with *detailed* examples to support the strategies
3c.	*irrelevant* resolutions, by the team, of challenges encountered during the planning, with a *minimal* rationale to support the use of the identified strategies	*inconsistent* resolutions, by the team, of challenges encountered during the planning, with a *vague* rationale to support the use of the identified strategies	*logical* resolutions, by the team, of challenges encountered during the planning, with an *appropriate* rationale to support the use of the identified strategies	*in-depth* resolutions, by the team, of challenges encountered during the planning, with an *extensive* rationale to support the use of the identified strategies
3d.	*little or no* steps taken to reach consensus among members of the team while creating the plan, with *ineffective* examples to support the identified steps	*uneven* steps taken to reach consensus among members of the team while creating the plan, with partial examples to support the identified steps	*informed* steps taken to reach consensus among members of the team while creating the plan, with *appropriate* examples to support the identified steps	*significant* steps taken to reach consensus among members of the team while creating the plan, with *extensive* examples to support the identified steps

Performance Assessment for School Leaders (PASL)

School Leader Plan Template

This form represents a generic template for creating a plan for each of the tasks. It is intended to provide guidance as you organize your thoughts to determine what needs to be done with your colleagues within the task. You do not need to use this specific form, but you do need to submit a two-page maximum draft of your plan for each of the tasks. The plan delineated in this document is a draft plan. As you implement it, you will be making changes. Those changes do not have to be represented here.

Task ___ Plan

Identify the components of your plan and list details about each.

Problem/Challenge, Professional Development Priority, Instructional Practice to be addressed	Rationale for choosing them
Intended result(s) of the plan	Rationale for choosing them
Resulting impact on student learning	Evidence of impact on student learning

Colleagues needed for support	Rationale for choosing them
(Note: For Task 3, a document describing the team members is a separate artifact.)	
Strategies to use with colleagues	For recruiting colleagues While working on planning and implementation
Costs to consider	Available funds Source of funds

Research information needed: how to get it and how to distribute it	Where to get the information
	How to distribute it
Approval needed for any of the activities	Contact person(s)
Meeting place(s) and time(s)	
Communication needed	
Timeline for implementation of the plan *(Note: For Task 1, the timeline and steps is a separate artifact.)*	

APPENDIX C

Time Log

Sample

Appendix C: Sample Time Log
Internship in Executive School Leadership
(See graduate internship web page for this page as a WORD file)

Time Log			
Internship in Executive School Leadership			
Student:			
Total On Site Hours:			
Cooperating Administrator:			
Cooperating Administrator Signature:			

Date	On Site OR Off Site	Hours	Total Hours to Date
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0

APPENDIX D

Internship Application

ORU

Internship in Executive School Leadership Application
(MED 593 & GADM 826)

Student:_____ Z-No.:_____
         (Last)   (First)   (Middle/Maiden)

Home Address: _____

Cell Phone: (   ) _____

Work Address: _____

Work Phone: (   ) _____

Internship in Executive School Leadership Cooperating Administrator (Mentor)

School /District Name: _____

Cooperating Administrator (Mentor): _____

Position or Title:_____ Phone: (   ) _____

Name and address of specific site in which internship will be completed:

_____

_____

Phone: (   ) _____

Anticipated Start Date: _____ Anticipated End Date: _____

As Cooperating Administrator (mentor), I _____
                                           (Print Name)

am willing to accept and work with the above named person in an internship program as described in the ORU Graduate Education Internship Handbook. I have reviewed
(1) The Cooperating Administrator Orientation video and/or the Internship in Executive School Leadership Orientation memo,
(2) The ORU Graduate Education Internship Handbook, and
(3) The Intern Evaluation Tool (appendix G in the handbook).

I am aware of and understand my responsibilities as the Cooperating Administrator as outlined therein.

Cooperating Administrator (Mentor) Signature:_____ Date: _____

Student Signature:_____ Date: _____

Director of Graduate Internship's Signature:_____ Date: _____

APPENDIX E

Performance Assessment for School Leaders (PASL) Links

Appendix E

Performance Assessment for School Leaders (PASL) Links
(1 of 5)

1. **About the PASL**

2. **Register**
   a. Dates and Deadlines
   b. Request Accommodations
   c. Create an Account

3. **Task Requirements**
   a. PASL Candidate and Educator Handbook (PDF)

   b. Task 1: Problem Solving in the Field
      i. Task 1 Requirements (PDF)
      ii. Task 1 Rubric (PDF)

   c. Task 2: Supporting Continuous Professional Development
      i. Task 2 Requirements (PDF)
      ii. Task 2 Rubric (PDF)

   d. Task 3: Creating a Collaborative Culture
      i. Task 3 Requirements (PDF)
      ii. Task 3 Rubric (PDF)

4. **Prepare for the Assessment**

  a. Task Overviews

      i. Task 1 Overview (PDF)

      ii. Task 2 Overview (PDF)

      iii. Task 3 Overview (PDF)

  b. Ancillary Materials

      i. About the Ancillary Materials (PDF)

      ii. Glossary (PDF)

      iii. Plan Template

          1. PDF

          2. Word

      iv. Walk-through Observation Form

          1. PDF

          2. Word

      v. Post-Professional Development Feedback Survey

          1. PDF

          2. Word

  c. Videos

      i. Customer Service Contact Information

      ii. Permission Forms

          1. Student Release (PDF)

          2. Student 18+ Release (PDF)

          3. Adult Release (PDF)

  d. Submission System User Guide (PDF)

5. **Building and Submitting Your Tasks**

   a. Dates and Deadlines

   b. Task Requirements

   c. Written Commentary

   d. Artifacts

   e. Video

   f. Ancillary Materials

   g. Permission Forms and Privacy

   h. Submitting Your Task Responses

      i. Submission System User Guide (PDF)

      ii. Resolving Technical Issues

   i. Resubmitting Your Tasks

      i. Understanding Your Scores

      ii. Task 1 Score Report Feedback (PDF)

      iii. Task 2 Score Report Feedback (PDF)

      iv. Task 3 Score Report Feedback (PDF)

6. **Library of Examples**

   a. **Task 1: Problem Solving in the Field**

   Step 1: Identifying a Problem/ Challenge
   Textbox 1.1.1: Identifying the Problem (PDF)

   Step 2: Researching and Developing a Plan
   Textbox 1.2.1: Researching the Plan (PDF)
   Textbox 1.2.2: Developing the Plan (PDF)

   Step 3: Implementing the Plan
   Textbox 1.3.1: Strategies (PDF)
   Textbox 1.3.2: Analysis (PDF)

   Step 4: Reflecting on the Plan and the Resolution
   Textbox 1.4.1: Reflecting on the Plan and the Resolution (PDF)

b. **Task 2: Supporting Continuous Professional Development**

Step 1: Designing Building level Professional Development
Textbox 2.1.1: The Prioritized List (PDF)
Textbox 2.1.2: Planning (PDF)

Step 2: Implementing Building-level Professional Development
Textbox 2.2.1: Workshop Sessions (PDF)

Step 3: Analyzing Three Participants' Responses
Textbox 2.3.1: Impact of Professional Development on Three Participants (PDF)

Step 4: Reflecting on Building-level Professional Development
Textbox 2.4.1: Reflecting on Building-level Professional Development (PDF)

c. **Task 3: Creating a Collaborative Culture**

Step 1: Identifying the Collaborative Team
Textbox 3.1.1: Team Members (PDF)

Step 2: Developing a Plan to Improve Instruction, Student Learning and the School Culture
Textbox 3.2.1: The Professional Development Plan (PDF)
Textbox: 3.2.2: Working with the Collaborative Team During Planning (PDF)

Step 3: Implementing the Plan to Improve Instruction, Student Learning and the School Culture
Textbox 3.3.1: Working with the Team During Implementation (PDF)

Step 4: Reflecting on the Collaborative Team and the School Culture
Textbox 3.4.1: Self-Reflection and Feedback (PDF)

7. **Scores**
   a. Scoring Policies
   b. Getting Your Scores
   c. Sending Your Scores
   d. Understanding Your Scores
   e. How Tasks Are Scored
   f. Resubmitting Your Tasks
   g. PASL Sample Test Taker Score Report (PDF)

8. **Frequently Asked Questions**

9. **E-mail PASL: ppa@ets.org**

Appendix F

Internship in Executive School Leadership
(MED 593/GADM 826)
Cooperating Administrator Orientation Video & Memo

Video

Cooperating Administrator Introduction Video: Click Here (Youtube:5:45)
Hardlink: https://youtu.be/CkmFpYWtmac

Memo

Internship in Executive School Leadership (MED 593/GADM 826)

Internship in Executive School Leadership Orientation
(MED 593/GADM 826)

To: Cooperating Administrator

From: Dr. Patrick Otto, Chair of the Graduate School of Education, Oral Roberts University

Re: ORU Graduate Student Request for Post-Assignment Collaboration

Dear Sir/Ma'am:

Thank you for your consideration of our graduate candidate's request to collaborate with you on her/his Internship in Executive School Leadership. We need your help to prepare outstanding leaders in the field of education. Your partnership with this candidate, and the Graduate School of Education, is truly appreciated. Thank you.

Dr. Kim Boyd, Dean of the College of Education, and myself, Dr. Patrick Otto, Graduate Chair of the College of Education, would like to welcome and introduce you to the Internship in Executive School Leadership Course. Please click here for our video [YouTube | 5:45].

Introduction to the ETS® Performance Assessment for School Leaders (PASL)

This internship fulfills a unique design in the candidate's program, as it asks the candidate to collaborate with you, as well as the faculty, staff and students at your site, to complete the three tasks required for the ETS® Performance Assessment for School Leaders (PASL).

The PASL tasks assess proven best practices in administration and are designed to be completed within the context of normal school operations. The 3 tasks require your intern to submit to ETS® 19 artifacts, one 15-minute video and the responses to 70 questions in 22.5 pages or less. We are asking you to provide the time, access, and guidance to enable your intern to successfully complete the following three PASL tasks.

PASL Tasks

Task 1: Your intern will work with you to identify a problem or challenge, research the issue, and develop and implement a plan that will affect instructional practice and student achievement.

Task 2: Your intern will work with you and a team of colleagues with different levels of experience to develop a list of significant professional development needs. Once the group decides on the priority area for professional development your intern will facilitate the professional development and analyze its effectiveness with walk-through observations and a feedback survey.

Task 3: Your intern will work with you to identify a team of 3-5 colleagues with varying levels and kinds of experience to develop a collaborative team. Your intern will then provide leadership of the collaborative team by facilitating the development of a plan to improve instruction, student learning, and the school culture. Your intern will be required to submit a 15-minute video demonstrating the facilitation and colleague feedback of the plan.

Intern Evaluations

In addition to collaborating with the Intern to complete the PASL tasks we would like you to evaluate your intern at the middle and end of the internship using the McREL evaluation tool found in the internship handbook.

Documents

For more details on your responsibilities, your intern's responsibilities, PASL and the evaluation tool please see review the internship handbook with the candidate that contains the links, examples or exact copies of every document that is required.

Next Steps

Before agreeing to collaborate please take the time to review the Internship Handbook with the candidate. Click here for the Internship Handbook. If you are aware of, and accept, the responsibilities for this exciting initiative please take the time sign the internship application form that the intern will provide. Then, set aside time for your intern to meet with you to do an in-depth review of the three task requirements and develop a plan to accomplish the work within the timeline for PASL submission to ETS®.
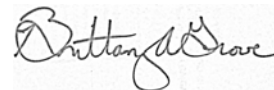
Director of Graduate Internships

Our director of graduate internships will be in touch with you once the internship application has been submitted to answer any questions you may have and check on the progress of the candidate.

We are here to help every step of the way. If you have any questions, please don't hesitate to call or e-mail myself or the director of graduate internships.

Dr. Otto
Chair, Graduate School of Education
jotto@oru.edu
918.495.7087

Prof. Grove
Director of Graduate Internships
bgrove@oru.edu
918.495.6537

APPENDIX G

Intern Evaluation: McREL

McREL's

PRINCIPAL
EVALUATION SYSTEM

NOTE: This document has been edited from the original to reflect the design of the Internship in Executive School Leadership at Oral Roberts University.

The goal of this internship is to achieve growth in the skills and knowledge it takes to be a successful administrator and demonstrate experience with proven methodologies for school improvement. An intern's final grade will take into account the results of this evaluation and other indicators of performance. The goal for both the intern and cooperating administrator is for the intern to (1) show improvement, and (2) complete the internship with "proficient" or "accomplished" in each category. Candidates and Cooperating Administrators will complete this evaluation at the mid-term and final stage of the internship. Below are the steps to follow for each evaluation:

Step	Graduate Candidate Task	Cooperating Administrator Task
1	Meet together to review the PASL tasks and outline the plan and timeline. Sign off on page 2.	
2	Complete a plan and timeline for completing the PASL tasks. The "Graduate Candidate PASL Summary Goal-Setting Form" chart on page 3 is an example of how you could organize your plan and timeline.	
3	Conference together to: (1) review the plan and timeline, and (2) review the evaluation tool together. Sign off on page 2.	
4	Make any edits to the plan and timeline that arose from conferencing. Submit these to the director of graduate internships.	
5	Complete a "pre-conference" mid-semester self-evaluation using pages 4-13.	Complete a "pre-conference" mid-semester graduate candidate evaluation using pages 4-13.
6	Conference regarding the evaluations (see below for instructions). Sign off on page 2.	
7		Submit "post-conference" mid-semester evaluation to the graduate candidate and the director of graduate internships.
8	Complete a "pre-conference" end-of-semester self-evaluation using pages 4-13.	Complete a "pre-conference" end-of-semester graduate candidate evaluation using pages 4-13.
9	Conference regarding the evaluations (see below for instructions). Sign off on page 2.	
10		Submit "post-conference" end-of-semester evaluation to the graduate candidate and the director of graduate internships.

Conferencing Procedure:

➤ At each conference the graduate candidate and the cooperating administrator will each share his or her rating for each category.
➤ On items with no scoring difference no conversation is necessary.
➤ On items with a scoring difference of one category you may discuss it, but please keep it brief.
➤ On any items with more than one category of difference discussion is encouraged. After the discussion, either person may change his or her rating, or keep it the same.

GRADUATE CANDIDATE EVALUATION PROCESS DOCUMENTATION FORM

Name: _____ ID#: _____

School: _____ School Year: _____

Evaluator: _____ Title: _____

The graduate candiate's evaluation is based, in part, on a formal discussion of performance and conferences conducted on the following dates:

Date	Length of Meeting	Graduate Candidate's Signature	Cooperating Administrator's Signature

Internship Start Conference Date: _____

Mid-Semester Conference Date: _____

End-of-Semester Conference Date: _____

- Developing: Candidate demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- Proficient: Candidate demonstrated basic competence on standard(s) of performance.
- Accomplished: Candidate exceeded basic competence on standard(s) for performance most of the time.
- Distinguished: Candidate consistently and significantly exceeded basic competence on standard(s) of performance.
- Not Demonstrated: Candidate did not demonstrate competence on or adequate progress toward achieving standard(s) of performance.

GRADUATE CANDIDATE **PASL SUMMARY** GOAL-SETTING FORM

Grad. Candidate: _____   School: _____   School Year: _____

INSTRUCTIONS: This goal-setting form may be completed by the graduate candidate following the self-assessment process. The goals, as well as activities, outcomes and timeline, will be reviewed by the graduate candidate's supervisor.

PASL TASK	RESPONSIBILITIES	GOAL(S)	KEY ACTIVITIES/STRATEGIES (WHAT YOU NEED TO DO TO ACCOMPLISH THE GOAL)	OUTCOMES	TIMELINE FOR ACHIEVING GOAL	RESOURCES NEEDED
PASL TASK 1						
PASL TASK 2						
PASL TASK 3						

Candidate Signature: _____   Date: _____

Cooperating Administrator Signature: _____   Date: _____

The Graduate Candidate's Evaluation Rubric

Graduate Candidate's Leadership Responsibilities Associated with **Managing Change:**

Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.

a. Change Agent: Is willing to and actively challenges the status quo.

Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
❑ Uses a variety of data to identify necessary change initiatives.	**. . . and** ❑ Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.	**. . . and** ❑ Consistently attempts to operate at the edge instead of the center of the schools' competence by leading the implementation of research-based initiatives even though outcomes may be uncertain.	**. . . and** ❑ Leverages the influence of opinion leaders to strategically target and frame change initiatives in order to increase the rate of adoption. ❑ Is recognized in the education community as an advocate for new and innovative ways of schooling.	

b. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
❑ Understands the importance of how different change initiatives may be perceived differently by various stakeholders and how they may impact others.	**. . . and** ❑ Adapts leadership style to the needs of specific situations. ❑ Implements procedures that encourage teachers and staff to express opinions and perceptions even if they are contrary to those held by individuals in positions of authority.	**. . . and** Creates and uses transitions teams during times of change to ❑ Assist individuals in transitioning into the new ways of doing things. ❑ Adapt quickly to changing environments and contexts.	**. . . and** Improves collective efficacy by ❑ Effectively managing change. ❑ Building on the collective ability of the school community to adapt to contextual conditions.	

c. Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
❑ Possesses well-defined ideals and beliefs about schools and schooling that align with district non-negotiable goals.	**. . . and** ❑ Creates demand for change through sharing beliefs about school, teaching, and learning with teachers and staff. ❑ Demonstrates behaviors that exemplify stated beliefs about school and schooling.	**. . . and** ❑ Creates demand for change by communicating ideals and beliefs throughout the community. ❑ Creates opportunities to implement change that exemplifies ideals and beliefs.	**. . . and** ❑ Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and schooling throughout the community. ❑ Perseveres in the face of challenges to effectively sustain positive change.	

d. Intellectual Stimulation: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
❑ Understands and articulates the current rigorous and relevant research and theory on effective schooling.	. . . and ❑ Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities.	. . . and ❑ Uses the outcomes of professional development on rigorous and relevant research and theory on effective schooling to guide professional learning community discussions and activities.	. . . and ❑ Provides vicarious and mastery experiences for teachers that capitalize on staff development outcomes and discussions of effective schools practice.	

e. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
❑ Articulates knowledge of curriculum, instruction, and assessment in a way that enables staff to understand and apply the knowledge.	. . . and ❑ Provides guidance regarding curriculum, instruction, and assessment in order to ensure effective practices in every classroom.	. . . and ❑ Provides mastery and vicarious experiences of research-based practices in curriculum design, instructional strategies, and assessment practices through professional development and action research.	. . . and ❑ Leverages mastery and vicarious experiences to increase the collective efficacy of teachers and staff.	

f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
❑ Understands the impact of school practices on student learning and achievement. ❑ Understands the impact that change may have on individuals in the school.	. . . and Uses a variety of data and processes to ❑ Drive decisions about initiating new and innovative research-based programs and interventions. ❑ Monitor the needs and performance of individuals, groups, and the school as a whole.	. . . and ❑ Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement.	. . . and ❑ Monitors the fidelity and consistency of the implementation of research-based practices and their impact on student learning and achievement.	

g. Optimize: Inspires and leads new and challenging innovations.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
❑ Portrays a positive attitude about the ability of teachers and staff to accomplish school goals.	. . . and ❑ Inspires teachers and staff to individually and collectively accomplish school goals.	. . . and ❑ Inspires and motivates teachers and staff to accomplish things they consider to be beyond their grasp.	. . . and ❑ Promotes perseverance and hope during challenging times.	

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

❑ ELL Monitoring Notebook

❑ Professional Development Plan

❑ Regular Feedback to Teachers and Staff Regarding Performance

❑ Planning and Leading Professional Development

❑ Classroom Walkthrough Data

❑ Monitoring Plan

❑ Operating Principles and Working Agreements

❑ _____

❑ _____

Graduate Candidate's Leadership Responsibilities Associated with **Focus of Leadership:**

Focus of leadership involves accurately and pro-actively targeting appropriate areas for school improvement efforts.

a. Contingent Rewards: Recognizes and rewards individual accomplishments.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
❏ Develops criteria and procedures for recognizing hard work and results from individuals and groups.	**. . . and** Capitalizes on formal and informal opportunities to ❏ Recognize the accomplishments and hard work of all stakeholders. ❏ Maximize the intangible assets of a school.	**. . . and** ❏ Involves all stakeholder groups in the recognition and reward process.	**. . . and** ❏ Promotes the accomplishments of the school. ❏ Inspires all stakeholders to make significant contributions. ❏ Improves perceptions of stakeholders that they have the ability to contribute to increases in student achievement.	

b. Discipline: Protects teachers from issues and influences that would detract from their time or focus.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
❏ Communicates to the entire school community the importance of an effective learning environment, and that instructional time and focus are the school's top priority.	**. . . and** Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction, including ❏ A school schedule that maximizes instructional time. ❏ Policies and procedures that maximize the use of instructional time.	**. . . and** ❏ Enforces policies and procedures related to instruction time to assure that all staff members and all students benefit from periods of focused instruction.	**. . . and** ❏ Serves as a champion for protecting and maximizing instructional time and focus to assure an effective learning environment.	

c. Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
❏ Understands the importance of setting high expectations for student learning and achievement.	**. . . and** ❏ Leads the school community in the establishment of rigorous and concrete goals to ensure student learning and achievement.	**. . . and** Creates processes and procedures to ❏ Clearly communicate the goals and progress toward achieving them to all members of the school community. ❏ Maintain a consistent focus on the school's goals.	**. . . and** ❏ Leverages high, concrete goals in order to continually create demand for innovation and improvement.	

d. Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.

Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
❏ Demonstrates knowledge and understanding of curriculum, instruction, and assessment issues.	**. . . and** ❏ Actively initiates activities to address curriculum, instruction, and assessment issues. Provides and actively participates with teachers in meaningful professional development and opportunities to ❏ Reflect upon their practice. ❏ Engage in peer-to-peer learning. ❏ Design instructional and curricular activities. ❏ Address assessment issues.	**. . . and** Models effective pedagogy that includes ❏ Communicating learning goals. ❏ Acquiring and integrating knowledge. ❏ Extending and refining knowledge. ❏ Applying knowledge.	**. . . and** ❏ Helps teachers adopt, adapt, or design rigorous research-based curriculum, instruction, and assessment practices, programs, and interventions.	

e. Order: Establishes a set of standard operating procedures and routines.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
❏ Is developing clear structures, rules, procedures, and routines for student and staff behavior.	**. . . and** ❏ Has established and consistently enforces policies, procedures, and routines that maximize opportunities for all students to learn.	**. . . and** ❏ Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly, and enhances student and teacher abilities to engage in meaningful and productive work.	**. . . and** ❏ Uses an orderly environment to sustain confidence in the school's ability to educate all children.	

f. Outreach: Is an advocate and spokesperson of the school to all stakeholders.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
❏ Communicates with stakeholder groups about school initiatives and activities.	**. . . and** Advocates for the school with ❏ The Community. ❏ Parents. ❏ Central Office. ❏ Teachers. ❏ Staff. ❏ Students.	**. . . and** ❏ Collects perception data from the school community to inform advocacy activities.	Uses community relationships as both tangible and intangible assets to engage all stakeholders in ❏ Family and community involvement initiatives. ❏ School governance and improvement. ❏ Contributing to improving student learning and achievement.	

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g. Resources: Provides teachers with material and professional development necessary for the execution of their jobs.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
Assesses the resource needs of teachers and staff, including ❑ Professional development needs. ❑ Tools, materials, and equipment needs.	. . . and Ensures that teachers and staff have ❑ Professional development that enhances their teaching. ❑ Tools, materials, and equipment necessary to perform their duties.	. . . and ❑ Seeks out additional resources to maximize outcomes for all students.	. . . and ❑ Implements processes and procedures that ensure the long-term viability of effective programs and practices.	

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

❑ Principal Training
❑ University/School Associations
❑ Formal Evaluations
❑ New Program Adoptions
❑ Grade-Level Meeting Agendas
❑ Progress Toward Achieving Goals
❑ Student Handbook
❑ Safety Plan
❑ Budget Notebook
❑ Student Support Plan
❑ Recognition Events
❑ Staff Handbook
❑ Site Calendar
❑ Master Schedule
❑ Staff and Teacher Surveys
❑ Community Activities
❑ Student Achievement Meetings, Protocols, and Schedules
❑ _____
❑ _____
❑ _____

Graduate Candidate's Leadership Responsibilities Associated with **Purposeful Community:**

A **Purposeful Community** is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

a. Affirmation: Recognizes and celebrates school accomplishment and acknowledges failures.

Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
Privately or individually acknowledges successes and failures of ❑ Students. ❑ Teachers. ❑ Staff. ❑ The school as a whole. ❑ Communicates the nature of failures and the need to take action to address them.	**. . . and** Publicly and fairly recognizes the successes and failures of ❑ Students. ❑ Teachers. ❑ Staff. ❑ The school as a whole. ❑ Communicates to teachers and staff actions taken and how they contributed to success or failure of school initiatives.	**. . . and** Has a plan for systematically and fairly recognizing successes and failures of ❑ Students. ❑ Teachers. ❑ Staff. ❑ The school as a whole. ❑ Utilizes the recognition of failure as an opportunity to create demand for improvement.	**. . . and** Publicly interprets and communicates ❑ Failure as temporary and specific. ❑ Success as permanent and pervasive. ❑ Uses successes and failures to increase the belief of teachers and staff in their ability to impact student achievement.	

b. Communication: Establishes strong lines of communication with teachers and among students.

❑ Implements a variety of strategies to communicate with the teachers, staff, and the larger school community. ❑ Is accessible to some stakeholder groups.	**. . . and** ❑ Implements a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community. ❑ Is easily accessible to all stakeholder groups.	**. . . and** ❑ Systematically monitors and takes steps to improve communication structures within the school. ❑ Develops and monitors effective systems and protocols to enable stakeholder groups to communicate with each other and with the principal.	**. . . and** ❑ Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the district or school.	

c. Culture: Fosters shared beliefs and a sense of community and cooperation.

❑ Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement. ❑ Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school.	**. . . and** ❑ Is the driving force behind a community-wide belief that teachers and staff can impact student learning and achievement. ❑ Leads the development of an understanding of a unified purpose and a shared vision for the school.	**. . . and** ❑ Routinely and systematically monitors the level of collective efficacy in the school. ❑ Assures that unity of purpose, teamwork, and commitment to the work are at the core of all decisions, activities, and initiatives.	**. . . and** ❑ Leverages vicarious and mastery experiences to build collective efficacy around teacher and staff ability to impact student learning and achievement. ❑ Monitors, evaluates, and annually updates the school's purpose, shared vision, and the systems and procedures that support the schools purpose and vision.	

d. Input: Involves teachers in the design and implementation of important decisions.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
❑ Demonstrates an understanding of the importance of providing opportunities for stakeholder input on important issues and decisions.	. . . and ❑ Seeks input from and provides opportunities for stakeholder groups to be involved in the school's decision-making processes.	. . . and ❑ Creates opportunities and sets expectations for stakeholder groups to assume meaningful leadership and decision-making roles.	. . . and ❑ Leverages stakeholder group input in order to create systems and processes that support rigorous education and relevant outcomes that matter to all.	

e. Relationships: Demonstrates awareness of the personal aspects of teachers and staff.				
❑ Knows teachers and staff on an appropriate personal level in order to keep informed about issues within their lives that may enhance or detract from their performance.	. . . and ❑ Creates opportunities for teachers and staff to share personal and professional aspirations, prior experiences and successes, interests, and outside activities. ❑ Acknowledges significant events in the lives of teachers and staff.	. . . and ❑ Identifies and uses the collection of skills, knowledge, and interests teachers and staff members bring to their jobs to provide opportunities for professional growth.	. . . and ❑ Strategically uses the strengths and interests of staff to significantly improve student performance.	

f. Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.				
❑ Understands the nature and impact on the school culture of informal groups and relationships among teachers and staff.	. . . and ❑ Recognizes and addresses potential conflicts and undercurrents among stakeholder groups, and/or issues in the school that could create discord.	. . . and ❑ Implements strategies to ensure that relationships among formal and informal groups impact the school in a positive way.	.. . . and ❑ Leverages opportunities to build and strengthen trusting and productive relationships in order to strengthen the school's capacity to meet future challenges.	

g. Visibility: Has quality contacts and interactions with teachers and students.				
Develops a systematic and strategic plan for visibility that includes ❑ Frequent visits to classrooms. ❑ Frequent interactions with all stakeholder groups.	. . . and Implements the strategic plan for visibility that includes ❑ Frequent visits to classrooms. ❑ Frequent interactions with all stakeholder groups.	. . . and ❑ Uses classroom visitations and interactions with stakeholder groups to reinforce the outcomes that matter to all and the overall purpose of the school.	. . . and ❑ Has established a purposeful community and developed meaningful networks and strategic alliances to accomplish the school's goals.	

COMMENTS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

❏ School Vision and Mission Statements

❏ Progress Toward Achievement of Smart Goals

❏ Staff Conference Agendas and Minutes

❏ Staff Bulletins and Newsletters

❏ Team Meeting Agendas

❏ Teacher Survey Data

❏ Community Survey Data

❏ Identification and Use of Human and Fiscal Resources

❏ PTA/Principal's Newsletter

❏ Master Schedule

❏ PTA Calendar

❏ School Calendar

❏ ELL Support Schedule

❏ Faculty Meeting Agendas, Sign In Sheets, Minutes

❏ Clear Vision and Mission about Improving Student Achievement

❏ Student Achievement Data

❏ Student Attendance Data

❏ Teacher Attendance Data

❏ Graduation and Promotion Rates

❏ _____

❏ _____

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

RECORDING EVALUATION RESULTS

COOPERATING ADMINISTRATOR SUMMARY EVALUATION WORKSHEET

This form is used to summarize self-assessment and evaluator ratings in preparation for the mid-semester and end-of-semester evaluation conferences. The graduate candidate and cooperating administrator each complete the form by recording ratings based on the ratings of practices collected on the rubric. During mid-semester and end-of-semester evaluation conferences, the graduate candidate and cooperating administrator will jointly complete the final version of this form and agree on the final ratings.

Graduate Candidate: _____   Date: _____

School: _____   District: _____

Cooperating Admin: _____   Title: _____

	AFFIRMATION	COMMUNICATION	CULTURE	INPUT	RELATIONSHIPS	SITUATIONAL AWARENESS	VISIBILITY	OVERALL: PURPOSEFUL COMMUNITY	CHANGE AGENT	FLEXIBILITY	IDEALS AND BELIEFS	INTELLECTUAL STIMULATION	KNOWLEDGE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT	MONITOR AND EVALUATE	OPTIMIZE	OVERALL: MANAGING CHANGE	CONTINGENT REWARDS	DISCIPLINE	FOCUS	INVOLVEMENT IN CURRICULUM, INSTRUCTION, AND ASSESSMENT	ORDER	OUTREACH	RESOURCES	OVERALL: FOCUS OF LEADERSHIP
DISTINGUISHED																								
ACCOMPLISHED																								
PROFICIENT																								
DEVELOPING																								
NOT DEMONSTRATED																								
	PURPOSEFUL COMMUNITY								MANAGING CHANGE								FOCUS OF LEADERSHIP							

ORU | MAKE NO
LITTLE PLANS
HERE