

**Title 5—DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  
**Division 20—Division of Learning Services**  
**Chapter 400—Office of Educator Quality**

**PROPOSED AMENDMENT**

**5 CSR 20-400.610 Certification Requirements for Initial Administrator Certificate (*School Leader Kindergarten-Grade 12*)**. The State Board of Education is proposing to amend sections (1)-(7).

*PURPOSE: This amendment is to update the Initial Administrator Certificate and removes the issuance of an Initial Administrator Certificate for the area of Elementary Principal, Grades K-8; Middle School Principal, Grades 5-9; Secondary Principal, Grades 7-12. It also updates requirements for Career Education Director, Secondary/Adult and Special Education Director Grades K-12.*

(1) An applicant for a Missouri Initial Administrator Certificate [*Career Education Director, Secondary/Adult*] (**School Leader, Kindergarten-Grade 12**) who possesses good moral character may be granted an Initial Administrator Certificate [*Career Education Director, Secondary/Adult*] (**School Leader, Kindergarten-Grade 12**) subject to the certification requirements found in 5 CSR 20- 400.500 and the following additional certification requirements specific to [*Career Education Directors (Secondary/Adult)*] **Initial Administrator Certificate (School Leader, Kindergarten-Grade 12)**:

(A) Professional Requirements. An Initial Administrator Certificate [*Career Education Director, Secondary/Adult*] (**School Leader, Kindergarten-Grade 12**) valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. A permanent or professional[*,or career education*] Missouri **teaching** certificate of license to teach;
2. A minimum of [*two (2)*] **three (3)** years [*career education or secondary/adult subject area*] **of classroom** teaching experience approved by the Missouri Department of Elementary and Secondary Education (department);
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology/Education of the Exceptional Child;
5. Completion of a master's degree in educational leadership from a **regionally accredited** college or university or the equivalent thereof from another educational leadership program meeting approval of the department; and

6. Recommendation for certification from the designated official of a **regionally accredited** college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of *[elementary principals]* **building level administrators** which includes at least *[twenty-four (24)]* **twenty-six (26)** semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the *[elementary]* school. The approved graduate credit shall include:

A. *[Specific courses (must be separate graduate courses of at least two (2) semester hours)]* **Coursework must be at the graduate level and fall within the following five (5) domains—**

(I) *[Foundations of Educational Administration, including components of Career and Special Education]* **Visionary School Leadership;**

(II) *[Career Education Administration (including Adult Education)]* **Instructional School Leadership;**

(III) *[Career Education Curriculum]* **Managerial School Leadership;**

(IV) *[School Supervision]* **Relational School Leadership;** and

(V) *[School Law;]* **Innovative School Leadership;**

B. Knowledge and/or competency in each of the following areas:

(I) *[Vision, Mission, and Goals—]* **Visionary Leadership—**

(a) *[Developing and articulating a vision; and]* **Understands the importance of a vision and can demonstrate how it relates to the context and culture of the school community;**

(b) *[Implementing and stewarding a vision;]* **Understands and can communicate the importance of all stakeholders knowing the collective mission, vision, and core values; and**

(c) **Understands and can demonstrate how multiple sources of data are connected to a mission, vision, core values, and the legal and ethical handling of information;**

(II) *[Teaching and Learning—]* **Instructional Leadership**

(a) *[Promoting a positive school culture]* **Understands standards and can demonstrate how they apply to horizontal and vertical alignment of local curricula and content areas;**

(b) *[Providing an effective instructional program]* **Understands a variety of research-based instructional practices and can demonstrate how to appropriately match learning content;**

(c) *[Designing comprehensive professional growth plans; and]* **Understands and engages in meaningful feedback related to teacher professional growth;**

(d) *[Data and assessment;]* **Understands and demonstrates how to assess student learning using a variety of formal and informal assessments;**

(e) **Engages in and demonstrates meaningful observation and feedback related to effective instructional practice;**

(f) **Understands and can demonstrate multiple strategies for analyzing data to inform the instructional process; and**

(g) **Understands the principles of adult learning and demonstrates how these help develop teacher capacity;**

(III) *[Management of Organizational Systems Skills—]* **Managerial Leadership—**

(a) *[Managing the organizational structure]* **Knows and can demonstrate how a safe and functional school facility and grounds support student learning;**

(b) *[Leading personnel;]* **Understands and can demonstrate how to evaluate routines, procedures, and schedules support the school environment;**

(c) *[Managing resources; and]* **Understands the tools and can demonstrate the skills required to determine key attributes of effective personnel and the legal and ethical decisions impacting evaluation;**

(d) *[Processes of effective evaluation of educators;]* **Understands and can demonstrate the necessity of establishing and communicating clear expectations, guidelines, and procedures, which respect the rights of all staff and students;**

(e) **Understands and can demonstrate the role of observation, feedback, and intervention for improving or removing personnel;**

(f) **Is knowledgeable of and can reflectively evaluate and communicate legal and ethical requirements regarding personnel records and reports;**

**(g) Understands and can communicate the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities; and**

**(h) Understands and can communicate how non-fiscal resources support school goals and priorities;**

**(IV) [*Collaboration with Families and Stakeholders*—] Relational Leadership—**

**(a) [*Collaborating with families and other community members*] Knows how and why analysis of student demographics is used to determine the overall diversity of a school and can explain its impact on the teaching and learning process;**

**(b) [*Responding to community interests and needs; and*] Understands and can communicate the in-school and out-of-school strategies and resources available to support the welfare of each student;**

**(c) [*Mobilizing community resources;*] Understands and can demonstrate how to build positive relationships in support of student learning and well-being;**

**(d) Understands and can demonstrate the components of building effective relationships with staff and cultivating ethical behaviors in others;**

**(e) Understands and can demonstrate how to develop a culture of support and respect among staff;**

**(f) Serves as a teacher leader and understands and demonstrates the importance of promoting teacher leadership;**

**(g) Understands and can communicate a variety of strategies and legal implications for building relationships with families; and**

**(h) Recognizes the importance of and can demonstrate how to build positive relationships with other community stakeholders;**

**[(V) *Ethics and Integrity*—**

**(a) *Personal and professional responsibilities; and*]**

**[(VI) *Professional Development*—] (V) Innovative Leadership—**

- (a) *[Increase knowledge and skills based on best practices;]* **Recognizes and can apply the knowledge, skills, and best practices that support continuous professional growth;**
- (b) **Understands and has the capacity to develop professional networks as a key element of professional growth;**
- (c) **Understands the importance of reflection and demonstrates a commitment to ongoing learning;**
- (d) **Understands and can demonstrate the importance of feedback for improving performance;**
- (e) **Understands and can demonstrate how time management is a key factor for maintaining a focus on school priorities;**
- (f) **Recognizes and can demonstrate that beliefs based on new knowledge and understandings are used as a catalyst for change; and**
- (g) **Demonstrates flexibility by being willing to vary an approach when circumstances change, and models ethical personal conduct;**

(B) **Field and Clinical Experiences** (three (3) semester hours with a minimum of three hundred (300) clock hours)—

1. *[Early Field Experience. The initial internship in career education administration includes placements in which interns have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The intern may work with students, faculty, staff, and stakeholders as requested and under the supervision of the on-site supervisor.]* **Major Clinical Experience (defined as an emphasis in either an elementary or secondary school placement): The major clinical experience in school leadership includes placements in which candidates have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The experience will provide the candidate with the opportunity to lead and direct specific activities. Candidates are active participants completing required assignments, and, as requested, working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors. The candidate must log a total of two hundred (200) clock hours in the major experience, divided into the required number of hours per**

**leadership domain as specified in the Missouri Standards for Professional Educators (MoSPE).**

2. *[Culminating Clinical Experience. The final internship in career education administration builds upon the earlier field experience and provides the intern an opportunity to lead and direct specific activities. Interns are active participants completing required assignments and as requested working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors.]* **Minor Clinical Experience (defined as an emphasis in either an elementary or secondary school placement): The minor clinical experience in school leadership includes placements for candidates to be active participants completing required assignments and, as requested, working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors. This includes placements in which candidates have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The candidate must log a total of fifty (50) clock hours in the minor experience, divided into the required number of hours per leadership domain as specified in the Missouri Standards for Professional Educators (MoSPE).**

**The remaining fifty (50) clock hours will be at the discretion of the program and candidate and will be divided among the leadership domains.**

*[(2) An applicant for a Missouri Initial Administrator Certificate (Elementary Principal, Grades K-8) who possesses good moral character may be granted an Initial Administrator Certificate (Elementary Principal, Grades K-8) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Elementary Principals (Grades K-8):*

*(A) Professional Requirements. An Initial Administrator Certificate (Elementary Principal, Grades K-8), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:*

- 1. A permanent, professional, or career education Missouri certificate of license to teach;*
- 2. A minimum of two (2) years of successful teaching experience approved by the department;*
- 3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;*
- 4. Completion of a course in Psychology/Education of the Exceptional Child;*

5. *Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department;*

6. *Recommendation for certification from the designated official of a college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of secondary principals which includes at least twenty-four (24) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the secondary school. The approved graduate credit shall include:*

*A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—*

*(I) Foundations of Educational Administration, including components of Career and Special Education;*

*(II) Elementary Administration;*

*(III) Elementary Curriculum;*

*(IV) School Supervision; and*

*(V) School Law;*

*B. Knowledge and/or competency in each of the following areas:*

*(I) Vision, Mission, and Goals—*

*(a) Developing and articulating a vision; and*

*(b) Implementing and stewarding a vision;*

*(II) Teaching and Learning—*

*(a) Promoting a positive school culture;*

*(b) Providing an effective instructional program;*

*(c) Designing comprehensive professional growth plans; and*

*(d) Data and assessment;*

*(III) Management of Organizational Systems—*

*(a) Managing the organizational structure;*

*(b) Leading personnel;*

*(c) Managing resources; and*

*(d) Processes of effective evaluation of educators;*

*(IV) Collaboration with Families and Stakeholders—*

*(a) Collaborating with families and other community members;*

*(b) Responding to community interests and needs; and*

*(c) Mobilizing community resources;*

*(V) Ethics and Integrity—*

*(a) Personal and professional responsibilities; and*

*(VI) Professional Development—*

*(a) Increase knowledge and skills based on best practices.*

*(B) Field and Clinical Experiences (three (3) semester hours with a minimum of three hundred (300) clock hours)—*

*1. Early Field Experience. The initial internship in elementary school administration includes placements in which interns have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The intern may work with students, faculty, staff, and stakeholders as requested and under the supervision of the onsite supervisor.*

*2. Culminating Clinical Experience: The final internship in elementary school administration builds upon the earlier field experience and provides the intern an opportunity to lead and direct specific activities. Interns are active participants completing required assignments and as requested working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors.*

*(3) An applicant for a Missouri Initial Administrator Certificate (Middle School Principal, Grades 5-9) who possesses good moral character may be granted an Initial Administrator Certificate (Middle School Principal, Grades 5-9) subject to the certification requirements found*

*in 5 CSR 20-400.500 and the following additional certification requirements specific to Middle School Principals (Grades 5-9):*

*(A) Professional Requirements. An Initial Administrator Certificate (Middle School Principal, Grades 5-9), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:*

*1. Professional Requirements. An Initial Administrator Certificate (middle school principal), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:*

*A. The applicant shall hold a valid Missouri professional elementary or secondary, initial, transition, or career, principal's certificate;*

*B. The applicant shall have a recommendation for certification as a middle school principal from the designated official of the college or university or other educational leadership program approved to train principals by the department. The recommendation shall be based upon the completion of the planned program;*

*C. The applicant shall have earned undergraduate or graduate credit as follows:*

*(I) Methods of Teaching Reading (minimum of five (5) semester hours to include one (1) course in Techniques of Teaching Reading in the Content Fields); and*

*(II) Methods of Teaching Elementary Mathematics (minimum of two (2) semester hours); and*

*D. The applicant shall have completed a planned program of at least six (6) semester hours in education courses, or an equivalent thereof which is approved by the department, focusing on: middle school philosophy, organization, and curriculum; and the intellectual, physiological, emotional, and social development of the transescent child (ten (10)-fourteen (14) year-old).*

*(4) An applicant for a Missouri Initial Administrator Certificate (Secondary Principal, Grades 7-12) who possesses good moral character may be granted an Initial Administrator Certificate (Secondary Principal, Grades 7-12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Secondary Principals (Grades 7-12):*

*(A) Professional Requirements. An Initial Administrator Certificate (Secondary Principal, Grades 7-12), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:*

*1. A permanent or professional Missouri certificate of license to teach;*

*2. A minimum of two (2) years of successful teaching experience approved by the*

*department;*

*3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;*

*4. Completion of a course in Psychology/Education of the Exceptional Child;*

*5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department;*

*6. Recommendation for certification from the designated official of a college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of secondary principals which includes at least twenty-four (24) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the secondary school. The approved graduate credit shall include:*

*A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—*

*(I) Foundations of Educational Administration, including components of Career and Special Education;*

*(II) Secondary Administration;*

*(III) Secondary Curriculum;*

*(IV) School Supervision; and*

*(V) School Law;*

*B. Knowledge and/or competency in each of the following areas—*

*(I) Vision, Mission, and Goals—*

*(a) Developing and articulating a vision; and*

*(b) Implementing and stewarding a vision;*

*(II) Teaching and Learning—*

*(a) Promoting a positive school culture;*

*(b) Providing an effective instructional program;*

*(c) Designing comprehensive professional growth plans; and*

*(d) Data and assessment;*

*(III) Management of Organizational Systems—*

*(a) Managing the organizational structure;*

*(b) Leading personnel;*

*(c) Managing resources; and*

*(d) Processes of effective evaluation of educators;*

*(IV) Collaboration with Families and Stakeholders—*

*(a) Collaborating with families and other community members;*

*(b) Responding to community interests and needs; and*

*(c) Mobilizing community resources;*

*(V) Ethics and Integrity—*

*(a) Personal and professional responsibilities; and*

*(VI) Professional Development—*

*(a) Increase knowledge and skills based on best practices;*

*(B) Field and Clinical Experiences (three (3) semester hours with a minimum of three hundred (300) clock hours)—*

*1. Early Field Experience. The initial internship in secondary school administration includes placements in which interns have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The intern may work with students, faculty, staff, and stakeholders as requested and under the supervision of the on-site supervisor.*

*2. Culminating Clinical Experience. The final internship in secondary school administration builds upon the earlier field experience and provides the intern an opportunity to lead and direct specific activities. Interns are active participants completing required assignments and as requested working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors.*

*(5) An applicant for a Missouri Initial Administrator Certificate (Special Education Director, Kindergarten – Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (Special Education Director, Kindergarten – Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Education Directors:*

*(A) Professional Requirements. An Initial Administrator Certificate (Special Education Director) valid for a period of four (4) years from the effective date on the certificate will be issued to applicants meeting the following requirements:*

- 1. A permanent or professional certificate of license to teach in an area of special education or student services;*
- 2. A minimum of two (2) years special education or student services experience approved by the department;*
- 3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;*
- 4. Completion of a course in Psychology/Education of the Exceptional Child;*
- 5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department;*
- 6. Recommendation for certification from the designated official of a college or university or other education leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of educational leaders which includes at least twenty-four (24) semester hours of approved graduate credit, or another equivalent thereof which is approved by the department, in education courses focused upon Special Education administration. The approved graduate credit shall include:
  - A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—
    - (1) Foundations of Educational Administration, including components of Career and Special Education;***

*(II) Special Education Administration;*

*(III) Differentiating Instruction in the General Education Curriculum;*

*(IV) School Supervision; and*

*(V) School Law, to include Special Education Law;*

*B. Knowledge and/or competency in each of the following areas—*

*(I) Vision, Mission, and Goals—*

*(a) Developing and articulating a vision; and*

*(b) Implementing and stewarding a vision;*

*(II) Teaching and Learning—*

*(a) Promoting a positive school culture;*

*(b) Providing an effective instructional program;*

*(c) Designing comprehensive professional growth plans; and*

*(d) Data and assessment;*

*(III) Management of Organizational Systems—*

*(a) Managing the organizational structure;*

*(b) Leading personnel;*

*(c) Managing resources; and*

*(d) Processes of effective evaluation of educators;*

*(IV) Collaboration with Families and Stakeholders—*

*(a) Collaborating with families and other community members;*

*(b) Responding to community interests and needs; and*

*(c) Mobilizing community resources;*

*(V) Ethics and Integrity—*

*(a) Personal and professional responsibilities; and*

*(VI) Professional Development—*

*(a) Increase knowledge and skills based on best practices;*

*(B) Field and Clinical Experiences (three (3) semester hours with a minimum of three hundred (300) clock hours)—*

*1. Early Field Experience. The initial internship in special education administration includes placements in which interns have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The intern may work with students, faculty, staff, and stakeholders as requested and under the supervision of the on-site supervisor.*

*2. Culminating Clinical Experience. The final internship in special education administration builds upon the earlier field experience and provides the intern an opportunity to lead and direct specific activities. Interns are active participants completing required assignments and as requested working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors.]*

**(2) An applicant for a Missouri Initial Administrator Certificate (Career and Technical Education Administrator, Grades 7-12) who possesses good moral character may be granted an Initial Administrator Certificate (Career and Technical Education Administrator, Grades 7-12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career and Technical Education Administrator, Grades 7-12:**

**(A) Professional Requirements. An Initial Administrator Certificate (Career and Technical Education Administrator, Grades 7-12), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:**

- 1. A permanent or professional education Missouri teaching certificate of license to teach;**
- 2. A minimum of three (3) years of career education or secondary subject area teaching experience approved by the department;**
- 3. The applicant must achieve a score equal to or in excess of the qualifying score**

on the required exit assessment(s) as defined in 5 CSR 20-400.320 and 5 CSR 20-400.440. The official score shall be submitted to the department;

**4. Completion of a course in Psychology/Education of the Exceptional Child;**

**5. Completion of a master's degree in educational leadership from a regionally accredited college or university or the equivalent thereof from another educational leadership program meeting approval of the department and which included knowledge and/or competency in each of the five (5) domains identified for the Initial Administrator Certificate (Career and Technical Education Administrator, Grades 7-12);**

**6. Recommendation for certification from the designated official of a regionally accredited college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of career and technical education administrators which includes at least twenty-six (26) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the career center. The approved graduate credit shall include:**

**A. Coursework must be at the graduate level and fall within the following five (5) domains—**

**(I) Visionary Leadership—**

**(a) Understands the importance of a vision and can demonstrate how it relates to the context and culture of the school community;**

**(b) Understands and can communicate the importance of all stakeholders knowing the collective mission, vision, and core values;**

**(c) Understands and can demonstrate how multiple sources of data are connected to a mission, vision, and core values and the legal and ethical handling of information;**

**(d) Knows the importance of utilizing employment trends and forecasting data to improve and expand Career and Technical Education (CTE) programming;**

**(e) Understands the importance of using common criteria and quality indicator (CCQI) of high quality CTE; and**

**(f) Understands how the history and philosophy of CTE impacts leadership in CTE.**

**(II) Instructional Leadership—**

- (a) Understands standards and can demonstrate how they apply to horizontal and vertical alignment of local curricula and content areas;**
- (b) Understands a variety of research-based instructional practices and can demonstrate how to appropriately match learning content;**
- (c) Understands and engages in meaningful feedback related to teacher professional growth;**
- (d) Understands and demonstrates how to assess student learning using a variety of formal and informal assessments;**
- (e) Engages in and demonstrates meaningful observation and feedback related to effective instructional practice;**
- (f) Understands and can demonstrate multiple strategies for analyzing data to inform the instructional process;**
- (g) Understands the principles of adult learning and can demonstrate how these help develop teacher capacity;**
- (h) Understands the process of CTE curriculum development and implementation utilizing business/industry/workforce partners with the importance of assessing performance and industry credentials;**
- (i) Ensures CTE instruction entails Career Technical Student Organizations (CTSO) components (e.g., technical, academic, workplace, personal skills); and**
- (j) Implements instructional goals, assessment methods, and work-based learning by utilizing business/industry/workforce partners to address workforce needs;**

**(III) Managerial Leadership—**

- (a) Knows and can demonstrate how a safe and functional school facility and grounds supports student learning;**
- (b) Understands and can demonstrate how routines, procedures, and schedules support the school environment;**

- (c) Understands the tools and can demonstrate the skills required to determine key attributes of effective personnel and the legal and ethical decisions impacting evaluation;**
- (d) Understands and can demonstrate the necessity of establishing and communicating clear expectations, guidelines, and procedures which respect the rights of all staff and students;**
- (e) Understands and can demonstrate the role of observation, feedback, and intervention for improving or removing personnel;**
- (f) Is knowledgeable of and can reflectively evaluate and communicate legal and ethical requirements regarding personnel records and reports;**
- (g) Understands and can communicate the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities;**
- (h) Understands and can communicate how non-fiscal resources support school goals and priorities;**
- (i) Utilizes CCQI to develop, evaluate, expand, and improve local CTE programs, including CTSOs and business, industry, and workforce partnerships;**
- (j) Assesses stakeholder needs for CTE program budget development, implementation, and oversight;**
- (k) Understands CTE financial management, including funding mechanisms, financial management system, CTE grants and requirements, and CTE financial coding;**
- (l) Understands the impact of local, state, and federal legislation on CTE program management; and**
- (m) Develops teacher and staff capacity to monitor budgets, implement program standards and curriculum, meet certification requirements, follow school policies, and manage CTSOs.**

**(IV) Relational Leadership—**

- (a) Knows how and why analysis of student demographics is used to determine the overall diversity of a school and can demonstrate its impact on the teaching and learning process;**
- (b) Understands and can communicate the in-school and out-of-school strategies and resources available to support the welfare of each student;**
- (c) Understands and can demonstrate how to build positive relationships in support of student learning and well-being;**
- (d) Understands and can demonstrate the components of building effective relationships with staff and cultivating ethical behaviors in others;**
- (e) Understands and can demonstrate how to develop a culture of support and respect among staff;**
- (f) Serves as a teacher leader and understands and demonstrates the importance of promoting teacher leadership;**
- (g) Understands and can communicate a variety of strategies and legal implications for building relationships with families;**
- (h) Recognizes the importance of and can demonstrate building positive relationships with other community stakeholders;**
- (i) Understands and can demonstrate the importance of building positive relationships with other community stakeholders, especially with CTE advisory committees and business/industry/workforce partners;**
- (j) Understands the unique needs of a CTE teacher who transitions from business/industry/workforce to the classroom; and**
- (k) Understands and can demonstrate the importance of building positive relationships with legislators and state agency staff.**

**(V) Innovative Leadership—**

- (a) Recognizes and can apply the knowledge, skills, and best practices that support continuous professional growth;**
- (b) Understands and has the capacity to develop the need for professional networks as a key element of professional growth;**

- (c) Understands the importance of reflection and demonstrates a commitment to ongoing learning;**
- (d) Understands and can demonstrate the importance of feedback for improving performance;**
- (e) Understands and can demonstrate how time management is a key factor for maintaining a focus on school priorities;**
- (f) Recognizes and can demonstrate that beliefs based on new knowledge and understandings are used as a catalyst for change;**
- (g) Demonstrates flexibility by being willing to vary an approach when circumstances change, and models ethical personal conduct;**
- (h) Recognizes and demonstrates how business/industry/workforce partnerships influence or accelerate CTE program enhancement; and**
- (i) Understands and can communicate the unique professional development needs of a CTE teacher who transitions from business/industry/workforce to the classroom.**

**(B) Field and Clinical Experience (three (3) semester hours with a minimum of three hundred (300) clock hours)—**

**1. The field and clinical experience in Career and Technical Education Administration shall include placements in which candidates have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The experience will provide the candidate with the opportunity to lead and direct specific activities. Candidates are active participants completing required assignments, and, as requested, working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors. The candidate must log a total of three hundred (300) clock hours in the major experience, divided into the required number of hours per leadership domain as specified in the Missouri Standards for Professional Educators (MoSPE).**

**(3) An applicant for a Missouri Initial Administrator Certificate (Special Education Director, Kindergarten-Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (Special Education Director, Kindergarten-Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Education Director, Kindergarten-Grade 12:**

**(A) Professional Requirements. An Initial Administrator Certificate (Special Education Director, Kindergarten–Grade 12), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:**

- 1. The applicant shall hold a valid Missouri permanent or professional principal or school leader certificate; and**
- 2. The applicant shall have completed the department’s approved Special Education Director micro-credentials.**

[6](4) An applicant for a Missouri Initial Administrator Certificate (Superintendent, Kindergarten-Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (Superintendent, Kindergarten-Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Superintendents:

(A) Professional Requirements. An Initial Administrator certificate, valid for a period of four (4) years from the date of issuance, will be issued to applicants meeting the following requirements:

1. A permanent or professional Missouri certificate of license to teach;
2. A minimum of three (3) years of experience as a building- or district-level administrator at a public or accredited nonpublic school;
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology/Education of the Exceptional Child;
5. Completion of an educational specialist or advanced degree program in educational leadership and recommendation from the designated official of a **regionally accredited** college or university or other education leadership program approved by the department[,i] which shall include:
  - A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—
    - (I) Foundations of Educational Administration, including components of Career and Special Education;
    - (II) School Supervision; and
    - (III) School Law;

B. Knowledge and/or competency in each of the following areas:

(I) Vision, Mission, and Goals—

- (a) Developing and articulating a vision; and
- (b) Implementing and stewarding a vision;

(II) Teaching and Learning—

- (a) Promoting positive school culture;
- (b) Promoting effective instructional programs;
- (c) Ensuring comprehensive professional growth plans; and
- (d) Data and assessment;

(III) Management of Organizational Systems—

- (a) Managing the organizational structure;
- (b) Leading personnel;
- (c) Managing resources; and
- (d) Processes of effective evaluation of educators;

(IV) Collaboration with Families and Stakeholders—

- (a) Collaborating with families and other community members;
- (b) Responding to community interests and needs; and
- (c) Mobilizing community resources;

(V) Ethics and Integrity—

- (a) Personal and professional responsibilities;

(VI) The Education System—

- (a) Understanding the larger context;
- (b) Responding to the larger context; and

(c) Influencing the larger context;

(VII) Professional Development—

(a) Increasing knowledge and skills based on best practices; and

C. Directed field experiences in superintendency of at least three (3) semester hours.

[7](5) The requirements of this rule shall become effective August 1, [2017] **2020**.

*AUTHORITY: sections 168.011, 168.405, 168.409, [RSMo 2000 and sections] 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo [Supp. 2013]2016. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed June 13, 2019*

*PUBLIC COST: This proposed amendment will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.*

*PRIVATE COST: This proposed amendment will not cost private entities more than five hundred dollars (\$500) in the aggregate.*

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed amendment with the Department of Elementary and Secondary Education, ATTN: Dr. Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to [educatorquality@dese.mo.gov](mailto:educatorquality@dese.mo.gov). To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*