

**MoSTEP 1.2.3: Building and District Administrator Competencies: PRINCIPAL
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The beginning (preservice) elementary, middle school, or secondary Principal will demonstrate knowledge of and/or competency in the following areas of study:

<p>1. Vision, Mission, and Goals: <i>Building leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.</i> ELCC 1.1-1.5; CCSSO: 1.A.1-4, 1.B.1-5, 1.C.1-7; MoSTEP 1.3.1; Praxis 1011: I.A, B, C, V.A.6-9; CR I.F.1.a, I.F.1.c, I.F.1.d, I.F.3.a, [secondary]: I.F.3.h, I.F.3.e</p>	<p>1. (CCSSO: 1.A.1) using varied sources of information and analyzing data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators within specific building(s).</p>
	<p>2. (CCSSO: 1.A.2) aligning the vision, mission, and goals to school, district, state, and federal policies (e.g., content standards and achievement targets).</p>
	<p>3. (CCSSO: 1.A.3, 1.B.2) incorporating and engaging diverse perspectives and stakeholders in crafting consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.</p>
	<p>4. (CCSSO: 1.A.4, 1.B.5) advocating for and acting on specific vision, mission and goals of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.</p>
	<p>5. (CCSSO: 1.B.1) establishing, conducting, and evaluating processes used to engage staff and community in a shared vision, mission, and goals.</p>
	<p>6. using and supporting teachers' use of technology and information systems to enrich internal and external communication.</p>
	<p>7. (CCSSO: 1.B.3) developing shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.</p>
	<p>8. (CCSSO: 1.B.4) strategies for communicating and acting from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.</p>
	<p>9. (CCSSO: 1.C.1) using or developing data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.</p>
	<p>10. (CCSSO: 1.C.2) making decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.</p>
	<p>11. (CCSSO: 1.C.3) using data to determine effective change strategies, engaging staff and community stakeholders in planning, and carrying out changes in programs and activities.</p>
	<p>12. (CCSSO: 1.C.4) identifying and removing barriers to achieving the vision, mission, and goals for the building.</p>
	<p>13. (CCSSO: 1.C.5) incorporating the vision and goals into planning (e.g., strategic plan, building improvement plan), change strategies, behavior changes, and instructional programs.</p>

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	<p>14. (CCSSO: 1.C.6) obtaining and aligning resources (e.g., learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals.</p>
	<p>15. (CCSSO: 1.C.7) revising plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.</p>
<p>2. Teaching and Learning: <i>Building leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.</i> ELCC 2.1-2.4; CCSSO: 2.A.1-7, 2.B.1-4, 2.C.1-5; CEC SA3S2; MoSTEP 1.3.2; Praxis 1011: II.A, B, C, V.B.2.,3.,5.,8; CR I.F.1.c, I.F.3.c, I.F.3.k; I.F.3.i, I.F.3.h (I.F.3.f: secondary), I.F.3.e, [elementary]: I.F.3.f, [elementary]: I.F.3.j, [secondary]: I.F.3.k</p> <p>NOTE: CEC (Council for Exceptional Children) coding derives from CEC Advanced Standards for Special Education Administrators</p>	<p>1. (CCSSO: 2.A.1) developing shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.</p>
<p>2. (CCSSO: 2.A.2) guiding and supporting job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.</p>	
<p>3. (CCSSO: 2.A.3, 2.A.4) strategies for developing time and resources to build a professional culture of openness, collaboration and modeling, while engaging teachers in sharing information, analyzing outcomes, and planning improvement.</p>	
<p>4. (CCSSO: 2.A.5) strategies for providing support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.</p>	
<p>5. (CCSSO: 2.A.6) strategies for providing ongoing feedback using data, assessments, and evaluation methods that improve practice.</p>	
<p>6. using and promoting data-based technologies and performance management systems to monitor and analyze instructional, curricular, and assessment practices and to provide staff the assistance needed for professional improvement.</p>	
<p>7. (CCSSO: 2.A.7) strategies for guiding, monitoring and reporting individual professional development plans and progress for continuous improvement of teaching and learning.</p>	
<p>8. applying human development theory, proven learning and motivational theories, and concern for diversity to the learning process.</p>	
<p>9. (CCSSO: 2.B.1) developing shared understanding of rigorous curriculum (with a particular emphasis on communication skills [reading, writing, speaking, listening], mathematics, and other core curriculum subjects) and standards-based instructional programs, working with teams to analyze student work and behavior, monitoring student progress, and redesigning curricular and instructional programs to meet diverse needs.</p>	
<p>10. (CCSSO 2.B.4, CEC SA3S2) utilizing data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families; then, utilizing strategies and locally appropriate practices to increase learning for every student.</p>	
<p>11. (CCSSO: 2.B.2) strategies for providing research-based, coherent, and effective guidance regarding rigorous curriculum, instructional practice, assessment, aligning content standards, professional development, and evaluation methods.</p>	

	<p>12. (CCSSO: 2.B.3) strategies for providing and monitoring effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifts and talents, disadvantaged social economic backgrounds, or other factors affecting learning.</p>
	<p>13. using strategies such as observations, walk-through, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.</p>
	<p>14. (CCSSO: 2.C.1) developing and appropriately using aligned, standards-based accountability data to improve the quality of teaching and learning.</p>
	<p>15. (CCSSO: 2.C.2) using varied sources and kinds of information and assessments (e.g., test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.</p>
	<p>16. (CCSSO: 2.C.3, 2.C.4) strategies and technologies and performance management systems for guiding regular analyses and disaggregation of data about all students to improve instructional programs.</p>
	<p>17. analyzing similarities and differences between career, special, and regular education in order to ensure equity.</p>
	<p>18. (CCSSO: 2.C.5) interpreting data and communicating progress toward vision, mission, and goals for educators, the school community, and other stakeholders.</p>
<p>3. Managing Organizational Systems and Safety: Building leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment. ELCC 3.1-3.3; CCSSO: 3.A.1-6, 3.B.1-7, 3.C.1-3; CEC SA1S4; MoSTEP 1.3.3; Praxis 1011: III.A, B, C; CR I.F.1.b, I.F.3.e, I.F.3.f (elementary), I.F.3.g, I.F.3.b</p>	<p>1. principles of organizational development and management, including research and data-driven decision-making with attention to indicators of equity, effectiveness, and efficiency.</p>
	<p>2. (CCSSO: 3.A.1) problem-solving and strategic, long- range, and operational planning skills (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching, learning, and safety within the building.</p>
	<p>3. (CCSSO: 3.A.3) developing and facilitating use of communication and data systems that assure the timely flow of information.</p>
	<p>4. (CCSSO: 3.A.4) providing oversight of acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.</p>
	<p>5. (CCSSO: 3.A.5) strategies for distributing and monitoring responsibilities for leadership of operational systems and involving staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group- process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</p>
	<p>6. (CCSSO: 3.A.6) evaluating and revising processes to continuously improve the operational system.</p>

7. (CCSSO: 3.B.1) developing/distributing budgets/allocations and utilizing fiscal guidelines to ensure priorities of teaching and learning.

8. (CCSSO: 3.B.2) allocating funds based on student needs within the framework of federal and state rules.

9. (CCSSO: 3.B.3, 3.B.7) strategies for aligning and obtaining fiscal and human resources based on assessment of student needs within the framework of local, state, and federal regulations and the school's vision and goals.

10. (CCSSO: 3.B.4, CEC SA1S4) strategies for recruiting, interviewing, hiring and retaining highly qualified personnel, that comply with local, state and national laws.

11. strategies for remediating or, in worst case scenarios, removing low-performing personnel.

12. (CCSSO: 3.B.5) assisting/assigning personnel to address diverse student needs, legal requirements, and equity goals.

13. (CCSSO: 3.B.6) conducting personnel evaluation processes that enhance professional practice, in keeping with district and state policies.

14. strategies for addressing student discipline, alternatives to expulsion and re-entry of students who choose to re-engage in the learning system.

15. developing communications plans for staff that include opportunities for staff to develop family and community collaboration skills.

16. identifying and applying legal principles that promote educational equity and provide a safe, effective, and efficient facilities.

17. applying and assessing current technologies for school management, business procedures, and scheduling.

18. strategies for developing plans for acquisition, maintenance, and appropriate use of equipment and technologies within the building or district.

19. (CCSSO: 3.C.1) advocating for and creating collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.

20. (CCSSO: 3.C.2) strategies for involving families, teachers, and students in developing, implementing, and monitoring programs, guidelines and norms for appropriate student behavior.

	<p>21. (CCSSO: 3.A.2, 3.C.3) identifying strategies for protecting the welfare and safety of students and staff, including assessment of school environment (with particular emphasis on laboratories and shops), ADA requirements, and other access issues; collaboratively developing comprehensive safety, security, and response plans; identifying emergency support personnel in and outside of the school; and communicating the safety plan to staff, students, and parents on a regular basis.</p>
<p>4. Collaborating with Families and Stakeholders: <i>Building leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</i> ELCC 4.1-4.3; CCSSO: 4.A.1-5, 4.B.1-5, 4.C.1-4; CEC SA6S2; MoSTEP 1.3.4; Praxis 1011: IV.A, B, C; CR I.F.3.d, I.F.3.i, I.F.3.k, I.F.3.e;</p>	<p>1. (CCSSO: 4.A.1) strategies for bringing together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.</p>
	<p>2. (CCSSO: 4.A.2, CEC SA6S2) strategies for involving families in decision making about their children's education and strengthening the role of parent and advocacy organizations as they support students with exceptional learning needs and their families.</p>
	<p>3. (CCSSO: 4.A.3) identifying effective public information strategies to communicate with families and community members (e.g., email, night meetings, and written materials in multiple languages).</p>
	<p>4. (CCSSO: 4.A.4) identifying and implementing communication and collaboration strategies to develop family and local community partnerships.</p>
	<p>5. (CCSSO: 4.A.5) identifying and evaluating characteristics of positive community and media relations.</p>
	<p>6. (CCSSO: 4.B.1) strategies for identifying and actively involving key stakeholders within the community, including working with community members and groups that have competing or conflicting perspectives about education.</p>
	<p>7. (CCSSO: 4.B.2) identifying and implementing appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.</p>
	<p>8. (CCSSO: 4.B.3) identifying and collaborating with community programs serving students with special needs/talents.</p>
	<p>9. (CCSSO: 4.B.4) strengthening educational programs by identifying and capitalizing on diversity (e.g., cultural, ethnic, racial, economic, and special interest groups) in the school community.</p>
	<p>10. (CCSSO: 4.B.5) identifying and demonstrating characteristics of cultural competence in sharing responsibilities with communities to improve teaching and learning.</p>
	<p>11. (CCSSO: 4.C.1) identifying and collaborating with community agencies for health, social, and other services to families and children.</p>

	<p>12. (CCSSO: 4.C.2) identifying characteristics of and strategies for building mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (e.g., buildings, playing fields, parks, medical clinics, and so on).</p>
	<p>13. (CCSSO: 4.C.3) identifying and using public resources and funds appropriately and effectively.</p>
	<p>14. (CCSSO: 4.C.4) strategies for securing community support to sustain existing resources and add new resources that address emerging student needs.</p>
<p>5. Ethics, Integrity, and Fairness: <i>Building leaders ensure the success of all students by being ethical and acting with fairness and integrity.</i> ELCC 5.1-5.3; CCSSO: 5.A.1-3, 5.B.1-6, 5.C.1-5; MoSTEP 1.3.5; Praxis 1011: V.A, B, C; CR [not overtly addressed];</p>	<p>1. (CCSSO: 5.A.1, CEC SA5K1) applying an understanding of the profession’s code of ethics, integrity, justice, and fairness to own and other’s actions and communicating a high standard of ethical practices when working with students and families</p>
	<p>2. (CCSSO: 5.A.2) respecting the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p>
	<p>3. (CCSSO: 5.A.3, 5.B.2) applying cultural competency skills and equitable practices to interactions with all constituencies.</p>
	<p>4. (CCSSO: 5.B.4) assessing one’s own assumptions, values, beliefs, and practices in the service of improving student learning.</p>
	<p>5. (CCSSO: 5.B.5) strategies for leading others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.</p>
	<p>6. (CCSSO: 5.B.6) strategies for respectfully challenging assumptions and beliefs that negatively affect students, educational environments, and learning.</p>
	<p>7. strategies for combining impartiality and sensitivity to student diversity with ethical considerations in one’s interactions with others.</p>
	<p>8. (CCSSO: 5.C.2) lifelong learning skills needed to deepen understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development.</p>
	<p>9. (CCSSO: 5.C.3) using understanding of educational policies (e.g., accountability) to avoid expedient, inequitable, or unproven approaches that meet short-term goals (e.g., raising test scores).</p>
	<p>10. (CCSSO: 5.C.5) strategies for balancing professional and personal responsibilities and encouraging similar actions for others.</p>
<p>6. The Education System: <i>Building leaders ensure the success of all students by influencing interrelated</i></p>	<p>1. (CCSSO: 6.A.1) strategies for facilitating constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.</p>

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<p><i>systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</i></p> <p>ELCC 6.1-6.3; CCSSO: 6.A.1-3, 6.B.1-4, 6.C.1-4; MoSTEP 1.3.6; Praxis 1011: VI.A, B; CR I.F.3.b, I.F.3.d;</p>	<p>2. (CCSSO: 6.A.2) strategies for actively developing relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.</p>
	<p>3. (CCSSO: 6.A.3) advocating for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.</p>
	<p>4. (CCSSO: 6.B.1) strategies for upholding and influencing federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning.</p>
	<p>5. (CCSSO: 6.B.2) strategies for collecting and accurately communicating data about educational performance in a clear and timely way (e.g., MoSIS system), relating specifics about the local context to improve policies and inform progressive political debates.</p>
	<p>6. (CCSSO: 6.B.3) strategies for communicating with members of a school building's community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</p>
	<p>7. (CCSSO: 6.B.4) advocating for increased support of excellence and equity in education.</p>
	<p>8. (CCSSO: 6.C.1) characteristics of strong administrator relationships with coworkers and local/district education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.</p>
	<p>9. promoting teamwork and recognizing team achievements by developing activities and policies that benefit students and their families and, then, recognizing team achievements.</p>
	<p>10. (CCSSO: 6.C.2) identifying and advocating for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>
	<p>11. (CCSSO: 6.C.3) advocating for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.</p>
	<p>12. (CCSSO: 6.C.4) collaborating with community leaders to collect, describe, and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.</p>