

**MoSTEP 1.2.3: Building and District Administrator Competencies: SUPERINTENDENT
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The beginning (preservice) Superintendent will demonstrate knowledge of and/or competency in the following areas of study:

<p>1. Vision, Mission, and Goals: <i>District 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></p> <p>ELCC 1.1-1.5; CCSSO: 1.A.1-4, 1.B.1-5, 1.C.1-7; MoSTEP 1.3.1; Praxis 1020 Module II, III; CR I.E.5, I.E.8</p>	<p>1. identifying and applying the skills needed to work with a board of education to facilitate the development of a vision of learning, that promotes the success of all students within a school district.</p>
	<p>2. (CCSSO: 1.A.1) using varied sources of information and analyzing data about current practices and outcomes to shape or revise a district vision, mission, and goals with high, measurable expectations for all students and educators.</p>
	<p>3. (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>4. (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>5. (CCSSO: 1.A.4, 1.B.5) advocating and acting on a 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>6. (CCSSO: 1.B.1) establishing, conducting, and evaluating processes used to engage staff and community in a shared vision, mission, and goals.</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 the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</p>
	<p>9. using and supporting district-wide technology and information systems to enrich internal and external communication.</p>
	<p>10. (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 within grades/buildings, gaps between current outcomes and goals, and areas for improvement.</p>
	<p>11. (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>12. (CCSSO: 1.C.3) using data to determine effective change strategies, engaging staff, school board and community stakeholders in planning, and directing changes in programs and activities.</p>
	<p>13. (CCSSO: 1.C.4) identifying and removing barriers to achieving the vision, mission, and goals of the school district.</p>

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	<p>14. (CCSSO: 1.C.5) incorporating the vision and goals into planning (e.g., strategic plan, district improvement plan), change strategies, behavior changes, and instructional programs.</p>
	<p>15. (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>16. strategies for using a district’s vision to mobilize additional resources to support the vision.</p>
	<p>17. (CCSSO: 1.C.7) revising plans, programs, administrative policies, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.</p>
<p>2. Teaching and Learning: <i>District 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.B.1-5; MoSTEP 1.3.2; Praxis 1020: Module I, III; CR I.E.5, I.E.3</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.3, 2.A.4) strategies for developing time and resources to build a professional culture of openness, collaboration, and modeling while engaging all staff in sharing information, analyzing outcomes, and planning improvement.</p>
	<p>3. (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>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. (CCSSO: 2.A.7) strategies for guiding and monitoring professional development committee plans and progress for continuous improvement of teaching and learning.</p>
	<p>7. (CCSSO: 2.B.1) developing shared understanding of rigorous curriculum and standards-based instructional programs, leading teams to analyze student work, monitoring student progress, and redesigning curricular and instructional programs to meet diverse needs.</p>
	<p>8. developing district-wide data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families</p>
	<p>9. (CCSSO: 2.B.2) ensuring the utilization of research-based, coherent, and effective guidance regarding rigorous curriculum, instructional practice, assessment, aligning content standards, professional development, and evaluation methods in all grade levels.</p>

	<p>10. (CCSSO: 2.B.3) analyzing with board the 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>11. using strategies such as observations, walk-through, collaborative reflection, coaching, and adult learning strategies to form comprehensive professional growth plans with all levels of school personnel.</p> <p>12. (CCSSO: 2.B.4) identifying and using high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.</p> <p>13. (CCSSO: 2.C.1) developing and utilizing aligned, standards-based accountability data to improve the quality and equity of teaching and learning.</p> <p>14. (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 administration, and program quality.</p> <p>15. (CCSSO: 2.C.3) regularly reviewing and disaggregating data about all students to improve instructional programs.</p> <p>16. 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>17. analyzing similarities and differences between and among career, special, and regular education in order to ensure equity.</p> <p>18. (CCSSO: 2.C.4) interpreting data and communicating progress toward vision, mission, and goals for educators, the school community, and state department of education and other stakeholders.</p>
<p>3. Managing Organizational Systems and Safety: <i>District leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i> 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 1020: Module I, III; CR I.E.8, I.E.6, I.E.10 NOTE: CEC (Council for Exceptional Children)</p>	<p>1. (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.</p> <p>2. (CCSSO: 3.A.3) developing and facilitating district-wide use of communication and data systems that assure the timely flow of information.</p> <p>3. (CCSSO: 3.A.4) providing oversight of acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.</p> <p>4. (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>

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5. (CCSSO: 3.A.6) evaluating and revising processes to continuously improve the operational system.
6. strategies for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
7. (CCSSO: 3.B.1) developing and evaluating budgets and fiscal guidelines in accordance with state and federal requirements to ensure priorities of teaching and learning (e.g., ePeGS system).
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 district's vision and goals.
10. (CCSSO: 3.B.4, CEC SA1S4) strategies for recruiting, interviewing, and retaining highly qualified personnel, including principals and assistants, that comply with local, state and federal regulations and laws.
11. strategies for remediating or, in worst case scenarios, removing low-performing personnel.
12. (CCSSO: 3.B.5) 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. developing communications plans for staff that include opportunities for staff to develop family and community collaboration skills.
15. identifying and applying legal principles that promote educational equity and provide a safe, effective, and efficient facilities.
16. applying and assessing current technologies for school management, business procedures, and scheduling.
17. strategies for developing plans for acquisition, maintenance, and appropriate use of equipment and technologies throughout the district.
18. (CCSSO: 3.C.1) advocating for and creating collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.
19. (CCSSO: 3.C.2) strategies for involving families, board members, administrators, teachers, and students in developing, implementing, and monitoring guidelines and norms for appropriate student behavior.

	<p>20. (CCSSO: 3.A.2, 3.C.3) identifying strategies for protecting the welfare and safety of students and staff, including assessment of school environment, 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>21. strategies for using comprehensive school improvement plans, Missouri school improvement plans, ePeGS, and other structures to ensure comprehensive school improvement/success.</p>
	<p>22. coaching aspiring principals and assistant superintendents within the district.</p>
	<p>23. mentoring new superintendents outside of the district.</p>
<p>4. Collaborating with Families and Stakeholders: District 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. 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 1020: Module I, II, III; CR I.E.9</p>	<p>1. using community relations models, marketing strategies and processes, data-driven decision-making, and communication theory to craft frameworks for school, families, business, community, government, and higher education partnerships.</p>
	<p>2. (CCSSO: 4.A.1) strategies for involving community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.</p>
	<p>3. collaborating with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</p>
	<p>4. (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 organization as they support students with exceptional learning needs and their families.</p>
	<p>5. (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>6. (CCSSO: 4.A.4) identifying and implementing communication and collaboration strategies to develop family and local community partnerships.</p>
	<p>7. (CCSSO: 4.A.5) identifying and evaluating characteristics of positive community and media relations.</p>
	<p>8. (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>9. (CCSSO: 4.B.2) ensuring the identification and implementation of appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.</p>
	<p>10. (CCSSO: 4.B.3) identifying and collaborating with community programs serving students with special needs/talents.</p>

	<p>11. (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>12. (CCSSO: 4.B.5) identifying and demonstrating characteristics of cultural competence in sharing responsibilities with communities to improve teaching and learning.</p>
	<p>13. (CCSSO: 4.C.1) identifying and collaborating with community agencies for health, social, and other services to families and children.</p>
	<p>14. (CCSSO: 4.C.2) identifying characteristics of 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>15. (CCSSO: 4.C.3) identifying and using public resources and funds appropriately and effectively.</p>
	<p>16. (CCSSO: 4.C.4) developing and implementing plans for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs, sustain existing resources, and add new resources that address emerging student needs and support district goals.</p>
<p>5. Ethics, Integrity, and Fairness: <i>District leaders ensure the success of all students by being ethical and acting with integrity.</i> ELCC 5.1-5.3; CCSSO: 5.A.1-3, 5.B.1-6, 5.C.1-5; CEC SA5K1; MoSTEP 1.3.5; Praxis 1020: not overtly referenced; CR I.E.7</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.</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>District leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</i> ELCC 6.1-6.3; CCSSO: 6.A.1-3, 6.B.1-4, 6.C.1-4; MoSTEP 1.3.6; Praxis 1020: Module I, II; CR I.E.2, I.E.7, I.E.6</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>
	<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 (e.g. MAP, end-of-course statistics, MoSIS, MSIP data) in a clear and timely way, 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 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, the school board, district and state 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>

	11. (CCSSO: 6.C.3) advocating for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.
	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.