Leader Standards

www.dese.mo.gov

Standard #1 Vision, Mission, and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 1 --- Quality Indicator 1: Establish the Vision, Mission and Goals

Candidate	Emerging Leader	Developing Leader	Proficient Leader	Distinguished Leader
1C1) The leader candidate… Understands that the vision, mission and goals promote success for all students and are based on relevant knowledge and current theories.	1E1) The emerging leader… Leads the development or refinement of the vision mission and goals informed by knowledge and research and directly related to the Comprehensive School Improvement Plan for the district and the Building Improvement Plan.	1D1) The developing leader also… Effectively communicates the vision, mission and goals to all staff and stakeholders to promote and emphasize the success of all students.	1P1) The proficient leader also… Leads the ongoing review of the vision, mission and goals to ensure they promote the success of all students and is based on relevant knowledge and current theories.	1S1) The distinguished leader also… Implements timely changes based on data to the vision, mission and goals ensuring the continued success of students in the building and contributing to improvement and progress in the district.

Standard 1 --- Quality Indicator 2: Implement the Vision, Mission and Goals

Candidate	Emerging Leader	Developing Leader	Proficient Leader	Distinguished Leader
1C2) The leader candidate… Knows implementation strategies and how to use them for achieving the vision, mission and goals.	1E2) The emerging leader … Develops strategies to motivate staff, students and families to achieve the building's vision, mission and goals.	1D2) The developing leader also… Modifies strategies to increase the commitment of staff, students, and families to the vision, mission and goals.	1P2) The proficient leader also… Analyzes the fidelity of implementation strategies in the overall achievement of the vision, mission and goals.	1S2) The distinguished leader also… Increases the capacity of leadership throughout the building for achieving the vision, mission and goals.

Standard #2 Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 2 --- Quality Indicator 1: Promote Positive School Culture				
Candidate	**Emerging Leader**	**Developing Leader**	**Proficient Leader**	**Distinguished Leader**
2C1) The leader candidate… Understands the significance of school culture and the importance of safety and positive relationships to achieve high levels of learning.	2E1) The emerging leader… Establishes a culture of safety, positive relationships and high levels of learning for all students.	2D1) The developing leader also… Maintains a culture that emphasizes safety, positive relationships and high levels of student learning.	2P1) The proficient leader also… Leads continuous assessment of the culture to ensure increased student safety, positive relationships and high levels of learning.	2S1) The distinguished leader also… Implements timely changes based on data to further improve the culture of the district related to student safety, positive relationships and increased levels of student learning.

Standard 2 --- Quality Indicator 2: Provide an Effective Instructional Program				
Candidate	**Emerging Leader**	**Developing Leader**	**Proficient Leader**	**Distinguished Leader**
2C2) The leader candidate… Knows effective and research-based instructional and assessment practices as well as the use of curricular materials to support student learning.	2E2) The emerging leader… Works with staff to determine the current instruction and assessment practices used to impact student achievement.	2D2) The developing leader also… Promotes and monitors consensus relative to the use of effective instruction and assessment practices.	2P2) The proficient leader also… Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.	2S2) The distinguished leader also… Leads continuous improvement of instruction and assessment practices based on the most current research on the impact of educator practices on student learning.

Standard 2 --- Quality Indicator 3: Ensure Continuous Professional Learning

Candidate	Emerging Leader	Developing Leader	Proficient Leader	Distinguished Leader
2C3) The leader candidate…	2E3) The new leader…	2D3) The developing leader also…	2P3) The proficient leader also…	2S3) The distinguished leader also…
Understands the importance of ongoing professional learning and its application to meeting the learning needs of students.	Establishes a culture that values continuous learning for all staff and is focused on improving student performance.	Ensures the annual documentation of professional growth in a professional growth plan maintained by all staff.	Ensures that professional learning is focused on improving student learning and is directly related to the Building Improvement Plan.	Leads in the evaluation of the impact of professional learning based on student performance data to ensure the improvement of student achievement.

Standard #3 Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 3 --- Quality Indicator 1: Manage the Organizational Structure				
Candidate	**Emerging Leader**	**Developing Leader**	**Proficient Leader**	**Distinguished Leader**
3C1) The leader candidate… Is knowledgeable of appropriate structures, policies and procedures to ensure the effective management of the organizational structure.	3E1) The emerging leader… Creates and enforces structures and procedures to guide the building in pursuit of its vision, mission and goals.	3D1) The developing leader also… Monitors and reviews the effectiveness of all structures and procedures.	3P1) The proficient leader also… Evaluates and revises structures and procedures to better support learning for all students.	3S1) The distinguished leader also… Ensures and leads a process for annually reviewing student data to guide the design and improvement of structures and procedures to enhance student learning.

Standard 3 --- Quality Indicator 2: Lead Personnel				
Candidate	**Emerging Leader**	**Developing Leader**	**Proficient Leader**	**Distinguished Leader**
3C2) The leader candidate… Understands how the collaborative process and educator evaluation is used for the attainment of the building's vision, mission and goals.	3E2) The emerging leader… Creates positive relationships with teachers and staff to build support for the goals and priorities of the Building Improvement Plan.	3D2) The developing leader also… Assesses teacher and staff performance based on improved learning for students.	3P2) The proficient leader also… Leads an ongoing system of performance evaluation for all educators that results in higher levels of professional practice and improved student growth.	3S2) The distinguished leader also… Ensures a system that builds the capacity of teachers and staff (including succession planning) that results in the achievement of the Building Improvement Plan and its goals and priorities.

Standard 3 --- Quality Indicator 3: Manage Resources

Candidate	Emerging Leader	Developing Leader	Proficient Leader	Distinguished Leader
3C3) The leader candidate…	3E3) The emerging leader…	3D3) The developing leader also…	3P3) The proficient leader also…	3S3) The distinguished leader also…
Demonstrates an understanding that the use of fiscal, human and material allocation must be effective, legal, and equitable in order to support teaching and learning.	Is knowledgeable of existing policies and procedures related to the effective, legal, and equitable use of resources to achieve student learning	Implements policies and procedures that guide the effective, legal, and equitable use of resources to support student learning.	Reviews and monitors all policies and procedures regarding the use of resources ensuring they are current, effective, legal and equitable	Implements a process to use effectiveness data to revise and continuously improve procedures and advocate for policies to ensure the effective, legal, and equitable use of resources to enhance student learning.

Standard #4 Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 4 --- Quality Indicator 1: Collaborate with Families and Other Community Members				
Candidate	**Emerging Leader**	**Developing Leader**	**Proficient Leader**	**Distinguished Leader**
4C1) The leader candidate… Recognizes the importance of bringing together family, community members, and stakeholders to support and positively affect learning.	4E1) The emerging leader… Demonstrates the understanding of the need to build positive relationships with families, community members, and key stakeholders.	4D1) The developing leader also… Engages in positive relationship building with key partnerships that will enhance the culture of learning throughout the district.	4P1) The proficient leader also… Assesses the quality of relationships and collaboration with families, community members and stakeholders throughout the community and its impact on the culture of learning in the building.	4S1) The distinguished leader also… Expands and strengthens collaboration and partnerships with families, community members and key stakeholders to enhance the culture of learning throughout the district.

Standard 4 --- Quality Indicator 2: Respond to Community Interests and Needs				
Candidate	**Emerging Leader**	**Developing Leader**	**Proficient Leader**	**Distinguished Leader**
4C2) The leader candidate… Understands that high visibility and active involvement within the community is necessary to accommodate diverse school and community conditions.	4E2) The emerging leader… Seeks to expand understanding of the diverse needs of the building by being visible and actively involved.	4D2) The developing leader also… Responds educational interests and needs based on information obtained through active involvement throughout the community.	4P2) The proficient leader also… Monitors and analyzes student performance improvement stemming from the collaboration between the school and community.	4S2) The distinguished leader also… Continuously improves the response to community interests and needs in order to enhance collaboration and increase educational support.

Standard 4 --- Quality Indicator 3: Mobilize Community Resources				
Candidate	**Emerging Leader**	**Developing Leader**	**Proficient Leader**	**Distinguished Leader**
4C3) The leader candidate… Demonstrates an understanding that the use of community resources is necessary to support improved student achievement.	4E3) The emerging leader… Identifies existing community resources to support student achievement.	4D3) The developing leader also… Uses existing community resources that impact student achievement.	4P3) The proficient leader also… Monitors and analyzes how well community resources are being used to impact student achievement.	4S3) The distinguished leader also… Ensures that the use of community resources is expanded to address learning challenges and needs resulting in increased student achievement.

Standard #5 Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Standard 5 --- Quality Indicator 1: Personal and Professional Responsibility				
Candidate	**Emerging Leader**	**Developing Leader**	**Proficient Leader**	**Distinguished Leader**
5C1) The leader candidate… Demonstrates an understanding that respect for the rights of others, honoring confidentiality and personal dignity and engaging in honest interactions based upon ethical and legal principles is essential to effective leadership.	5E1) The emerging leader… Demonstrates professional and ethical behavior toward others.	5D1) The developing leader also… Regularly gathers data/input on their own professional and ethical behavior toward others and all professional responsibilities.	5P1) The proficient leader also… Uses feedback data to improve own overall professional and ethical behavior toward others and all professional responsibilities.	5S1) The distinguished leader also… Is an advocate for and model of professional and ethical behavior that builds capacity for professionalism throughout the building and the district.

Standard 6: **Professional Development**

Education leaders have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plan.

Standard 6 --- Quality Indicator 1: Increase knowledge and skills based on best practices				
Candidate	**Emerging Leader**	**Developing Leader**	**Proficient Leader**	**Distinguished Leader**
6C1) The leader candidate… Recognizes the importance of acquiring knowledge, skills, and best practices to positively impact staff development and more effectively meet student learning needs.	6E1) The emerging leader… Gathers knowledge, skills, and best practices to grow professionally, address staff development and increase student learning.	6D1) The developing leader also… Applies knowledge, skills, and best practices that result in increased personal growth, develops staff and increases student learning.	6P1) The proficient leader also… Evaluates the impact of new knowledge, skills, and best practices on personal growth, development of staff, and increased student learning.	6S1) The distinguished leader also… Is a model and advocate for the sharing new knowledge, skills, and best practices to impact personal growth, the development of staff, and increasing student learning.