

<http://s1.sos.mo.gov/cmsimages/adrules/csr/current/5csr/5c20-400.pdf>

## Requirements for Initial Administrator Certificate

*PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Initial Administrator Certificate.*

(1) An applicant for a Missouri Initial Administrator Certificate (Career Education Director, Secondary/Adult) who possesses good moral character may be granted an Initial Administrator Certificate (Career Education Director, Secondary/Adult) 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):

(A) Professional Requirements. An Initial Administrator Certificate (Career Education Director, Secondary/Adult) 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 career education or secondary/adult subject area 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 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 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 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 elementary 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) Career Education Administration (including Adult Education);
- (III) Career Education 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;

**Comment [K1]:** General comment:  
I would reorder the sequence of certifications to be –

- 1.Elementary
- 2.Secondary
- 3.Career and Tech
- 4.Special Ed
- 5.Middle school
- 6.Superintendent

This seems more logical since the Elementary or Secondary has to be obtained before any of the other certifications – Career, Sped, and Middle seem to be tacks on.

**Comment [K2]:** Should read elementary/secondary or only secondary?

**Comment [K3]:** Could be Visionary School Leadership without the designation of Career and Sped – ii and iii have the designation of career ed – no need to say it in the visionary leadership – so changing foundations to visionary to meet the new domain.

**Comment [K4]:** This could be changed to Instructional School Leadership to match the domain.

**Comment [K5]:** This could be changed to Innovative School leadership with the understanding from the matrix that school law is included in that domain.

**Comment [K6]:** This could be changed to;  
a. Valuing vision and how it relates to the core values and culture of a school and community  
b. Communicating the collective vision and core values. ...

**Comment [K7]:** This could be changed to;  
a. Using standards to support vertical and horizontal alignment of curricula. ...

**Comment [K8]:** Break this into two parts:  
III. Organizational and Time Management Skills ...

**Comment [K9]:** Add V. Collaboration with teaching and support staff  
a. Guiding school staff to building productive relationships with ...

**Comment [K10]:** Add VI. Equitable, culturally responsive, and inclusive school culture ...

**Comment [K11]:** Change this to:  
a. Collaboratively communicating and engaging with families, business ...

(V) Ethics and Integrity—

(a) Personal and professional responsibilities; and

(VI) Professional Development—

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

(B) 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.
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.

(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—

**Comment [K12]:** Change to:

- a. Evaluating and communicating about ethical and legal decisions impacting education.
- b. Modeling ethical behaviors in personal conduct and relationships and cultivating ethical behaviors in others.

**Comment [K13]:** Change to:

- a. Establishing professional networks as a key element of professional growth
- b. Believing new knowledge and understandings are used as a catalyst for change
- c. Varying approaches in the face of changing laws, attitudes, and other circumstances

**Comment [K14]:** Change to:

- I. Visionary School Leadership
  - II. Managerial School Leadership
  - III. Instructional School Leadership
  - IV. Relational School Leadership
  - V. Innovative School Leadership
- Note that Elementary is left out here but could be addressed in the field/clinical experience part.

- (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).

**Comment [K15]:** Changed all this to:

I. Vision, Mission, and Goals

a. Valuing vision and how it relates to the core values and culture of a school and community  
b. Communicating the collective vision and core values.

c. Using multiple sources of data for the stewardship of mission, vision, and core values.

II. Teaching and Learning

a. Using standards to support vertical and horizontal alignment of curricula.  
b. Building capacity to collaboratively develop, implement, and evaluate the school's curriculum, instruction, and assessment in a coherent and systematic manner.

c. Assessing student learning by using formal and informal assessment along with the analysis of data to inform instructional practice.

d. Coaching research based instructional practices to match learning context and incorporate technology that appropriately supports student learning.

e. Engaging in meaningful observation and feedback related to effective instructional practice.

III. Organizational and Time Management Skills

a. Working with plans and procedures for establishing a safe school environment.

b. Hiring and evaluating school personnel to promote school improvement.

IV. Operational Management Skills

**Comment [K16]:** Notice that it specifies elementary here.

**Comment [K17]:** Here also specifies elementary.

**Comment [K18]:** This is repeated – must be an error and then it sets off a problem in outlining.

**Comment [K19]:** Change to:

1. The applicant shall hold a valid Missouri professional elementary or secondary, initial, transition, or career, principal's certificate;
2. 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

(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 for 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)—

**Comment [K20]:** Change to:

- I. Visionary School Leadership
- II. Managerial School Leadership
- III. Instructional School Leadership
- IV. Relational School Leadership
- V. Innovative School Leadership

**Comment [K21]:**

Changed all this to:

- I. Vision, Mission, and Goals
  - a. Valuing vision and how it relates to the core values and culture of a school and community
  - b. Communicating the collective vision and core values.
  - c. Using multiple sources of data for the stewardship of mission, vision, and core values.
- II. Teaching and Learning
  - a. Using standards to support vertical and horizontal alignment of curricula.
  - b. Building capacity to collaboratively develop, implement, and evaluate the school's curriculum, instruction, and assessment in a coherent and systematic manner.
  - c. Assessing student learning by using formal and informal assessment along with the analysis of data to inform instructional practice.
  - d. Coaching research based instructional practices to match learning context and incorporate technology that appropriately supports student learning.
  - e. Engaging in meaningful observation and feedback related to effective instructional practice.
- III. Organizational and Time Management Skills
  - a. Working with plans and procedures for establishing a safe school environment.
  - b. Hiring and evaluating school personnel to promote school improvement.
- IV. Operational Management Skills
  - a. Managing school budgets using sources of revenue to support school improvement goals.
  - b. Applying knowledge of procedures, practices and legal requirements to ensure safe, efficient operation of school facilities and equipment.
- V. Collaboration with Stakeholders and Families
  - a. Collaboratively communicating and engaging with families, business partners, constituents, and community members.

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)—

- (I) 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;

**Comment [K22]:** Could be Visionary School Leadership without the designation of Career and Sped – ii, iii, and v. have the designation of Special Ed – no need to say it in the visionary leadership – so changing foundations to visionary to meet the new domain.

**Comment [K23]:** Change to Instructional School Leadership

**Comment [K24]:** Could be just Special Education Law – meaning they need a class specifically for Special Ed Law.

- (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.

(6) 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 college or university or other education leadership program approved by the department, 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;

**Comment [K25]:**

Changed all this to:

- I. Vision, Mission, and Goals
  - a. Valuing vision and how it relates to the core values and culture of a school and community
  - b. Communicating the collective vision and core values.
  - c. Using multiple sources of data for the stewardship of mission, vision, and core values.
- II. Teaching and Learning
  - a. Using standards to support vertical and horizontal alignment of curricula.
  - b. Building capacity to collaboratively develop, implement, and evaluate the school's curriculum, instruction, and assessment in a coherent and systematic manner.
  - c. Assessing student learning by using formal and informal assessment along with the analysis of data to inform instructional practice.
  - d. Coaching research based instructional practices to match learning context and incorporate technology that appropriately supports student learning.
  - e. Engaging in meaningful observation and feedback related to effective instructional practice.
- III. Organizational and Time Management Skills
  - a. Working with plans and procedures for establishing a safe school environment.
  - b. Hiring and evaluating school personnel to promote school improvement.
- IV. Operational Management Skills
  - a. Managing school budgets using sources of revenue to support school improvement goals.
  - b. Applying knowledge of procedures, practices and legal requirements to ensure safe, efficient operation of school facilities and equipment.
- V. Collaboration with Stakeholders and Families
  - a. Collaboratively communicating and engaging with families, business partners, constituents, and community members.
  - b. Collaboratively engaging with larger organizations, policy contexts, and public governance to advocate the needs of the school and community
- VI. Collaboration with Teaching and Support Staff
  - a. Guiding school staff to building productive relationships with

- (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) The requirements of this rule shall become effective August 1, 2017. *AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2013.\* Original rule filed Oct. 29, 2013, effective May 30, 2014.*

*\*Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013; 168.081, RSMo 1963, amended 1984, 2002; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

**Comment [K26]:** This really should be reexamined around the new PSEL standards and new standards for superintendents. As it stands, it is the same as the building level requirements. Nothing here specific to superintendency except for the field experience.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
OFFICE OF EDUCATOR QUALITY – EDUCATOR PREPARATION

**PRINCIPAL, GRADES K-12**

EDUCATOR PREPARATION PROGRAM NAME	EDUCATOR PREPARATION PROGRAM CODE
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**INSTRUCTIONS**

Please complete Educator Preparation Program (EPP) Name & EPP Code above. The EPP Code may be located at <https://dese.mo.gov/sites/default/files/EPP-Code-Name.pdf>

**Certification Requirements:**

- Course Number – List the course number(s) for the course(s) or groups of competencies that align with the specific section of the requirements. It is possible to have more than one course or group listed.
- Course Title – List the course title(s) for the course(s) or groups of competencies that align with the specific section of the requirements. It is possible to have more than one course or group listed.
- Semester Hours – List the number of semester hours for each specific section. It is possible to use decimals (to the nearest tenth) to indicate partial use of a course to meet a requirement. The total number of semester hours must meet or exceed the minimum required number of semester hours.

Email the completed cover sheet, curriculum matrix, and advising/program information to [DESE.MoSPETransition@dese.mo.gov](mailto:DESE.MoSPETransition@dese.mo.gov) on or before the date established in the Transition Plan.

QUESTIONS: Contact Suzane Hull, 573/751-1668 or [DESE.MoSPETransition@dese.mo.gov](mailto:DESE.MoSPETransition@dese.mo.gov)

**A. Professional Requirements (Minimum of 26 semester hours)**

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

	Course Number	Course Title	Semester Hours
<b>Vision, Mission, and Goals (Visionary)</b>			
1. Knows the importance of a vision and how it relates to the context and culture of the school community			
2. Understands the importance of all stakeholders knowing the collective mission, vision and core values			
3. Understands how multiple sources of data are connected to a mission, vision and core values and the legal and ethical handling of information			
<b>Teaching and Learning (Instructional)</b>			
1. Understands standards as they apply to horizontal and vertical alignment of local curricula and content areas			
2. Understands a variety of research-based instructional practices and how to appropriately match learning content			
3. Understands and engages in meaningful feedback related to effective teacher practice			
4. Understands how to assess student learning using a variety of formal and informal assessments			
5. Knows, uses and understands multiple strategies for analyzing data to inform the instructional process			
6. Understands the principles of adult learning and how these help develop teacher capacity and legal decisions impacting instruction			
<b>Management Skills (Managerial)</b>			
1. Knows how a safe and functional school facility and grounds support student learning			
2. Understands how routines, procedures and schedules support the school environment			

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	Course Number	Course Title	Semester Hours
3. Understands tools used to determine key attributes of effective personnel and the legal and ethical decisions impacting evaluation			
4. Understands the necessity of establishing and communicating clear expectations, guidelines and procedures respecting the rights of all staff and students			
5. Understands the role of observation, feedback and intervention for improving or removing personnel			
6. Is knowledgeable of legal and ethical requirements regarding personnel records and reports			
7. Understands the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities			
8. Understands how non-fiscal resources support school goals and priorities			
<b>Collaboration with Families and Stakeholders (Relational)</b>			
1. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process			
2. Understands the in-school and out-of-school strategies and resources available to support the welfare of each student			
3. Understands how to build positive relationships in support of student learning and well-being			
4. Understands the components of building effective relationships with staff and cultivating ethical behaviors in others			
5. Understands how to develop a culture of support and respect among staff			
6. Serves as a teacher leader and understands the importance of promoting teacher leadership			
7. Understands a variety of strategies and legal implications for building relationships with families			
8. Recognizes the importance of building positive relationships with other community stakeholders			
<b>Professional Development (Innovative)</b>			
1. Recognizes knowledge, skills and best practices that support continuous professional growth			
2. Understands the need for professional networks as a key element of professional growth			
3. Understands the importance of reflection and a commitment to ongoing learning			
4. Understands the importance of feedback for improving performance			
5. Understands how time management is a key factor for maintaining a focus on school priorities			
6. Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change			
7. Is flexible and willing to vary an approach when circumstances change and models ethical personal conduct			
<b>Professional Requirements - Total Semester Hours</b>			<b>26</b>

<b>B. Field and Clinical Experiences (Three semester hours with a minimum of 300 clock hours)</b>			
	<b>Course Number</b>	<b>Course Title</b>	<b>Semester Hours</b>
1. Major Field Experience – Major Internship in Elementary or Secondary School Administration 200 hours – 40 hours in each domain.			
2. Minor Clinical Experience – Minor Internship in School Administration opposite in emphasis from the major field experience 100 hours – 10 hours in each domain and 50 at the discretion of the candidate.			
<b>Field and Clinical Experiences - Total Semester Hours</b>			<b>3</b>



**ELEMENTARY PRINCIPAL, GRADES K-8 (MSEd)**

EDUCATOR PREPARATION PROGRAM NAME  
NORTHWEST MISSOURI STATE UNIVERSITY

EDUCATOR PREPARATION PROGRAM CODE  
118118

**INSTRUCTIONS**

Please complete Educator Preparation Program (EPP) Name & EPP Code above. The EPP Code may be located at <https://dese.mo.gov/sites/default/files/EPP-Code-Name.pdf>

**Certification Requirements:**

- Course Number – List the course number(s) for the course(s) or groups of competencies that align with the specific section of the requirements. It is possible to have more than one course or group listed.
- Course Title – List the course title(s) for the course(s) or groups of competencies that align with the specific section of the requirements. It is possible to have more than one course or group listed.
- Semester Hours – List the number of semester hours for each specific section. It is possible to use decimals (to the nearest tenth) to indicate partial use of a course to meet a requirement. The total number of semester hours must meet or exceed the minimum required number of semester hours.

Email the completed cover sheet, curriculum matrix, and advising/program information to [DESE.MoSPETransition@dese.mo.gov](mailto:DESE.MoSPETransition@dese.mo.gov) on or before the date established in the Transition Plan.

QUESTIONS: Contact Gale Hairston, 573/751-1668 or [DESE.MoSPETransition@dese.mo.gov](mailto:DESE.MoSPETransition@dese.mo.gov)

**A. Professional Requirements (Minimum of 24 semester hours)**

1. Specific Courses: All must be separate graduate courses of at least two semester hours.

	Course Number	Course Title	Semester Hours
a. Foundations of Educational Administration (Including components of Career and Special Education)	61-622 or 61-630 61-642 or 61-569 61-626 or 61-686	Visionary School Leadership OR Foundations of Administration Multicultural Education For Diversity Equity and Inclusion or Multiculturalism in Education Managerial School Leadership OR Principalship	2 1 .33 .16
b. Elementary Administration	61-626 or 61-686	Managerial School Leadership OR Principalship	2
c. Elementary Curriculum	61-667 or 61-633	Practicum for a Guaranteed and Viable Curriculum OR Curriculum Design	2
d. School Supervision	61-624 or 61-631	Instructional School Leadership OR School Supervision	2
e. School Law	61-665	School Law	2

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

	Course Number	Course Title	Semester Hours
a. Vision, Mission, and Goals			
i. Developing and Articulating a Vision	61-622 or 61-630	Visionary School Leadership OR Foundations of Administration	.5 or .33
ii. Implementing and Stewarding a Vision	61-622 or 61-630	Visionary School Leadership OR Foundations of Administration	.5 or .33
b. Teaching and Learning			
i. Promoting a Positive School Culture	61-623 or 61-630 61-665	Relational School Leadership OR Foundations of Administration School Law	.75 or .33 .2
ii. Providing an Effective Instructional Program	61-624 or 61-633 or 61-667	Instructional School Leadership OR Curriculum Design or Practicum for a Guaranteed and Viable Curriculum	.5 or 1
iii. Designing Comprehensive Professional Growth Plans	61-627 or 61-610 61-665	Innovative School Leadership OR Orientation to Program and Assessment School Law	1 or 1 .2
iv. Data and Assessment	61-641 or 61-682/3	Data Literacy and Assessment for Schools or Improvement Through Action Research	3 or 3

c. Management of Organizational Systems			
i. Managing the Organizational Structure	61-626 or 61-686	Managerial School Leadership OR The Principalship	.33 or .16
ii. Leading Personnel	61-627 or 61-686	Innovative School Leadership OR The Principalship	1 or .25

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	Course Number	Course Title	Semester Hours
iii. Managing Resources	61-626 or 61-686 61-610 61-665	Managerial School Leadership OR The Principalship AND School Finance for Principals School Law	.33 or .16 and 1 .2
iv. Processes of Effective Evaluation of Educators	61-624 or 61-631 61-665	Instructional School Leadership OR School Supervision School Law	.5 or .5 .2
d. Collaboration with Families and Stakeholders			
i. Collaborating with Families and Other Community Members	61-623 or 61-681	Relational School Leadership OR School and Community Relations	.75 or 1
ii. Responding to Community Interests and Needs	61-623 or 61-681	Relational School Leadership OR School and Community Relations	.75 or 1
iii. Mobilizing Community Resources	61-623 or 61-681 61-686	Relational School Leadership OR School and Community Relations The Principalship	.75 or 1 .25
e. Ethics and Integrity			
i. Personal and Professional Responsibilities	61-642 or 61-569  61-665 61-631 or 61-627	Multicultural Education For Diversity Equity and Inclusion or Multiculturalism in Education  School Law School Supervision or Innovative School Leadership	2  1 .25 or .5
f. Professional Development			
i. Increase Knowledge and Skills Based on Best Practices	61-627 or 61-631	Innovative School Leadership OR School Supervision	.5 or .25
<b>Professional Requirements - Total Semester Hours</b>			<b>26</b>
<b>B. Field and Clinical Experiences (Three semester hours with a minimum of 300 clock hours)</b>			
	Course Number	Course Title	Semester Hours
1. Early Field Experience – Initial Internship in Elementary School Administration	61-667 or 61-694	Practicum for a Guaranteed and Viable Curriculum OR Practicum Elementary School Administration and Supervision	1 or 1
2. Culminating Clinical Experience – Final Internship in Elementary School Administration	61-668 or 61-694	Practicum in School Leadership –K-12 (Capstone) OR Practicum Elementary School Administration and Supervision	3 or 2
<b>Field and Clinical Experiences - Total Semester Hours</b>			<b>3</b>

## Requirements for Initial Administrator Certificate

*PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Initial Administrator Certificate.*

- (1) An applicant for a Missouri Initial Administrator Certificate (Principal, Grades K-12) who possesses good moral character may be granted an Initial Administrator Certificate (Principal, Grades K-12) 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 (Principal, Grades K-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 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 or higher 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 principals 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 a school. The approved graduate credit shall include:
      - A. Courses must be graduate courses under these five domains.
        - (I) Visionary School Leadership;
        - (II) Instructional School Leadership;
        - (III) Managerial School Leadership;
        - (IV) Relational School Leadership; and
        - (V) Innovative School Leadership
      - B. Knowledge and/or competency in each of the following areas:
        - (I) Vision, Mission, and Goals—Visionary Leadership
          - (a) Knows the importance of a vision and how it relates to the context and culture of the school community
          - (b) Understands the importance of all stakeholders knowing the collective mission, vision and core values
          - (c) Understands how multiple sources of data are connected to a mission, vision and core values and the legal and ethical handling of information
        - (II) Teaching and Learning— Instructional Leadership
          - (a) Understands standards as they apply to horizontal and vertical alignment of local curricula and content areas
          - (b) Understands a variety of research-based instructional practices and how to appropriately match learning content
          - (c) Understands and engages in meaningful feedback related to effective teacher practice

- (d) Understands how to assess student learning using a variety of formal and informal assessments Engaging in meaningful observation and feedback related to effective instructional practice.
  - (e) Knows, uses and understands multiple strategies for analyzing data to inform the instructional process
  - (f) Understands the principles of adult learning and how these help develop teacher capacity and legal decisions impacting instruction
- (III) Management Skills- Managerial Leadership
- (a) Knows how a safe and functional school facility and grounds support student learning
  - (b) Understands how routines, procedures and schedules support the school environment
  - (c) Understands tools used to determine key attributes of effective personnel and the legal and ethical decisions impacting evaluation
  - (d) Understands the necessity of establishing and communicating clear expectations, guidelines and procedures respecting the rights of all staff and students
  - (e) Understands the role of observation, feedback and intervention for improving or removing personnel
  - (f) Is knowledgeable of legal and ethical requirements regarding personnel records and reports
  - (g) Understands the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities
  - (h) Understands how non-fiscal resources support school goals and priorities
- (IV) Collaboration with Families and Stakeholders—Relational Leadership
- (a) Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process
  - (b) Understands the in-school and out-of-school strategies and resources available to support the welfare of each student
  - (c) Understands how to build positive relationships in support of student learning and well-being
  - (d) Understands the components of building effective relationships with staff and cultivating ethical behaviors in others
  - (e) Understands how to develop a culture of support and respect among staff
  - (f) Serves as a teacher leader and understands the importance of promoting teacher leadership
  - (g) Understands a variety of strategies and legal implications for building relationships with families
  - (h) Recognizes the importance of building positive relationships with other community stakeholders
- (V) Professional Development— Innovative Leadership
- (a) Recognizes knowledge, skills and best practices that support continuous professional growth
  - (b) Understands the need for professional networks as a key element of professional growth
  - (c) Understands the importance of reflection and a commitment to ongoing learning
  - (d) Understands the importance of feedback for improving performance
  - (e) Understands how time management is a key factor for maintaining a focus on school priorities
  - (f) Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change
  - (g) Is flexible and 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. Major Field Experience (defined as an emphasis in either elementary or secondary placement): The major internship in 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. The candidate must log at least 40 clock hours in each of the five domains.
2. Minor Clinical Experience (defined as an emphasis in either elementary or secondary placement): The minor internship in school administration builds upon the major field experiences 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. The candidate must log at least 100 hours (10 hours in each domain and the rest at the discretion of the candidate) in the opposite area of emphasis of the major field experience.

## Standard 1: Visionary Leadership

The **Principal** as the **Visionary Leader** develops and implements a vision for the school to guide the learning of all students.

### Leadership Competency 1: Develops a clear, measureable and shared vision (PSEL 1a,b,d,e; 5f; 7c; 10c)

Aspiring	Baseline	Emerging		Developing
<p>The aspiring principal...</p> <p>Knows the importance of a vision and how it relates to the context and culture of the school community</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

### Leadership Competency 2: Communicates the vision to stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9l)

Aspiring	Baseline	Emerging		Developing
<p>The aspiring principal...</p> <p>Understands the importance of all stakeholders knowing the collective mission, vision and core values</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

### Leadership Competency 3: Collects, analyzes and interprets data to evaluate results for continuous school improvement (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands how multiple sources of data are connected to a mission, vision and core values and the legal and ethical handling of information</p>	<p style="text-align: center;"><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p style="text-align: center;">1</p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;">2</p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;">3</p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

## Standard 2: Instructional Leadership

The **Principal** as the **Instructional Leader** ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.

### Leadership Competency 4: Engages and supports staff to vertically and horizontally align curriculum to state/district standards

(PSEL 4a,b; 6d; 9i; 10a,e)

Aspiring	Baseline	Emerging		Developing
<p>The aspiring principal...</p> <p>Understands standards as they apply to horizontal and vertical alignment of local curricula and content areas</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

### Leadership Competency 5: Supports staff use of a variety of research-based practices appropriate to the intended content

(PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)

Aspiring	Baseline	Emerging		Developing
<p>The aspiring principal...</p> <p>Understands a variety of research-based instructional practices and how to appropriately match learning content</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 6: Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response** (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands and engages in meaningful feedback related to effective teacher practice</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 7: Supports teacher use of formative, summative and other assessments** (PSEL 4a,b,f; 6d)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands how to assess student learning using a variety of formal and informal assessments</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 8: Analyzes multiple sources of student, school and district-level data to improve student learning**

*(PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)*

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Knows, uses and understands multiple strategies for analyzing data to inform the instructional process</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 9: Develops a culture of continuous professional learning** *(PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)*

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands the principles of adult learning and how these help develop teacher capacity and legal decisions impacting instruction</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

### Standard 3: Managerial Leadership

The **Principal** as the **Managerial Leader** implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.

#### Leadership Competency 10: Provides oversight of the school facility and grounds *(PSEL 2a; 5a,c; 8g; 9e; 10h)*

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Knows how a safe and functional school facility and grounds support student learning</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

#### Leadership Competency 11: Establishes routines, procedures and schedules to maximize learning time *(PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)*

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands how routines, procedures and schedules support the school environment</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 12: Recruits, selects and inducts effective personnel** (PSEL 6a,b; 9b; 10a)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands tools used to determine key attributes of effective personnel</p>	<p style="text-align: center;"><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p style="text-align: center;"><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

### Standard 3: Managerial Leadership

The **Principal** as the **Managerial Leader** implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.

#### Leadership Competency 13: Communicates expectations, guidelines and procedures *(PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)*

Aspiring	Baseline	Emerging		Developing
<p>The aspiring principal...</p> <p>Understands the necessity of establishing and communicating clear expectations, guidelines and procedures</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

#### Leadership Competency 14: Provides intervention and support for improvement *(PSEL 6a,b,c,h; 9k; 10f)*

Aspiring	Baseline	Emerging		Developing
<p>The aspiring principal...</p> <p>Understands the role of observation, feedback and intervention for improving or removing personnel</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 15: Maintains personnel records and reports** (PSEL 9h)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Is knowledgeable of legal and ethical requirements regarding personnel records and reports</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 16: Manages fiscal resources to support school goals and priorities** (PSEL 2a; 5c; 8j; 9a,b,c,d,h)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 17: Manages non-fiscal resources to support school goals and priorities** (PSEL 2a; 5c; 8j; 9a,b,c,d,h)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands how non-fiscal resources support school goals and priorities</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

## Standard 4: Relational Leadership

The **Principal** as the **Relational Leader** interacts professional with students, staff, family and community.

**Leadership Competency 18: Promotes a learning environment that addresses needs of all students** (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process</p>	<p style="text-align: center;"><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p style="text-align: center;"><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 19: Advocates for the welfare of all students** (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands the in-school and out-of-school strategies and resources available to support the welfare of each student</p>	<p style="text-align: center;"><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p style="text-align: center;"><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 20: Establishes positive relationships with students** (PSEL 2e; 3a,b,d; 5b,d,e)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands how to build positive relationships in support of student learning and well-being</p>	<p style="text-align: center;"><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p style="text-align: center;"><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 21: Builds positive relationships with staff** (PSEL 2a,e,f; 7e; 9j)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands the components of building effective relationships with staff</p>	<p style="text-align: center;"><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p style="text-align: center;"><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 22: Ensures a culture of support and respect among staff** (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands how to develop a culture of support and respect among staff</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 23: Develops teacher leaders** (PSEL 6g; 7b,d,h; 10a,e,j)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Serves as a teacher leader and understands the importance of promoting teacher leadership</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 24: Builds positive relationships with families** (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands a variety of strategies and legal implications for building relationships with families</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 25: Establishes positive relationships with other community stakeholders** (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Recognizes the importance of building positive relationships with other community stakeholders</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

## Standard 5: Innovative Leadership

The **Principal** as the **Innovative Leader** continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

### Leadership Competency 26: Collects knowledge, skills and best practices for improving teaching and learning (PSEL 4c,e; 6f; 10a,c,f,i)

Aspiring	Baseline	Emerging		Developing
<p>The aspiring principal...</p> <p>Recognizes knowledge, skills and best practices that support continuous professional growth</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

### Leadership Competency 27: Engages in a professional network as a means for growth (PSEL 6i; 10g)

Aspiring	Baseline	Emerging		Developing
<p>The aspiring principal...</p> <p>Understands the need for professional networks as a key element of professional growth</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 28: Demonstrates self-awareness and a commitment to ongoing growth and development** (PSEL 2b; 6i; 10c,g,h)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
The aspiring principal...  Understands the importance of reflection and a commitment to ongoing learning.	<b>0</b>  The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance	<b>1</b>  The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level	<b>2</b>  The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level	<b>3</b>  The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

**Leadership Competency 29: Seeks feedback to improve performance** (PSEL 6i; 10c,g,h)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
The aspiring principal...  Understands the importance of feedback for improving performance	<b>0</b>  The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance	<b>1</b>  The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level	<b>2</b>  The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level	<b>3</b>  The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

**Leadership Competency 30: Maintains a focus on high priorities** (PSEL 6i)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Understands how time management is a key factor for maintaining a focus on school priorities</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 31: Develops and acts on well-reasoned beliefs based on new knowledge and understanding** (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change</p>	<p><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

**Leadership Competency 32: Constructively manages and adapts to change** (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)

<b>Aspiring</b>	<b>Baseline</b>	<b>Emerging</b>		<b>Developing</b>
<p>The aspiring principal...</p> <p>Is flexible and willing to vary an approach when circumstances change and models ethical personal conduct</p>	<p style="text-align: center;"><b>0</b></p> <p>The leader candidate possesses the necessary knowledge but cannot apply or demonstrate the performance</p>	<p style="text-align: center;"><b>1</b></p> <p>The leadership candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>2</b></p> <p>The leadership candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level</p>	<p style="text-align: center;"><b>3</b></p> <p>The leadership candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level</p>

--DRAFT--

PERFORMANCE ASSESSMENT

FOR

ASPIRING PRINCIPAL

Primary writers: Shelton Smith, Lisa Bertrand, Kim Finch, Graham Weir

**Draft 11: February 12, 2018 Draft**

## **INSTRUCTIONAL PERFORMANCE ASSESSMENT FOR ASPIRING PRINCIPAL**

Effective educational leadership is measured in multiple ways as the aspiring leader completes degree and certification requirements in his/her preparation program. The new prospective leaders must demonstrate competence in vision, instruction, management, relations, and innovation. However, one specific evaluation that is common to all educational administration preparation programs is the use of a performance assessment that focuses on instruction.

The purpose of this performance assessment is to determine the extent to which the aspiring principal is prepared to assume the duties of instructional leader.

The responses to the prompts must specifically and thoroughly answer each one in such manner that any reader will know exactly how to replicate the responses. Attention must be given to proper writing style, including grammar, spelling, and composition; therefore, it is imperative that the respondent proof the work before it is submitted. Likewise, this task and the prompts that guide the candidate through the process of completing this activity must be answered in the exact order in which the prompts are presented.

### **TASK REQUIREMENTS**

The steps to complete this activity are organized around the instructional domain that research and best practices indicate contribute to students, staff, and school leaders' success.

#### **Step I:**

“Knows the importance of a vision and how it relates to the core values and culture of the school community”

“Understands how multiple sources of data are connected to a mission, vision, and core values”

- A. Describe a significant instructional problem or instruction-related challenge that you used as your action-research project. The description must include a rationale for this choice, including supporting data and background information that led you to select this topic as the instructional problem/challenge that you addressed.

Artifact: District or building data sheet to show that this is an instructional problem (can be district or building data submitted to DESE).

Written narrative for A – minimum of one double-spaced page.

- B. Explain the results/outcomes you anticipated if the instructional problem/challenge had not been addressed.

Artifact: Use at least two sources, which can include DESE information, used to show what might happen if this problem had not been addressed.

Written narrative for B – minimum of one double-spaced page.

- C. For whom is it a problem? To answer this question, provide a demographic description of the school's faculty, student population, and area residents, including relevant information about ethnic, social, economic, cultural, and geographic factors affecting the building's environment.

Artifact: Description overview of the building's faculty i.e. average experience, degrees, diversity, etc. This may be a link to DESE's website pertaining to district's demographic information.

Written narrative for C – minimum of one double-spaced page.

## **Step II:**

“Understands how routines, procedures, and schedules support the school environment”

“Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures”

- A. Outline the calendar timeline that you developed to resolve the problem/challenge, and briefly describe why this timeline was appropriate. Included in this narrative, describe the procedural steps (do's and don'ts) you established for this group?

Artifact: Calendar timeline.

Written narrative for A – minimum of one double-spaced page.

- B. What goals were established for this project? And secondly, how were the goals aligned with the building's comprehensive school improvement plan?

Artifact: Goals or anticipated outcomes that were developed by this group.

Written narrative for B explaining goal-alignment to building's CSIP – minimum of one double-spaced page.

- C. List the people involved in helping resolve this problem/challenge, and explain why and how each was involved in the resolution to the problem/challenge.

Artifact: List of participants, their title/position, years in the district.

Written narrative for C – minimum of one double-spaced page.

- D. What steps did you take to elicit/encourage each person's participation?

Artifact: Copy of the communication used to request their participation. This may be an email, personal note, general announcement, or formal invitation.

Written narrative for D – minimum of one double-spaced page.

- E. Describe the leadership strategies you considered before meeting with this group? In other words, how did you prepare yourself for being the effective leader that was needed to complete this challenge?

Written narrative for E- minimum of one double-spaced page.

- F. Describe the check points that were built-in to provide summative assessment, and describe the formative evaluation process at the end to know whether the problem/challenge was solved.

Artifacts: Evaluation may be chosen by the aspiring leader: Pre- and post-test classroom or building data, survey of teachers, state assessment data, other district data.

Written narrative for F – minimum of one double-spaced page.

### **Step III.**

“Understands the importance of building effective relationships with staff”

“Recognizes knowledge, skills, and best practices that support continuous professional growth”

- A. What actions were required of a building principal to implement this plan?

Written narrative for A – minimum of one double-spaced page.

- B. Describe the communications strategies used with those involved in the implementation of the plan? [This is not the same as Step II where you got people to participate. This is the communications strategies once you had the people in place who were working on the resolution to the problem.]

Artifact: Sample communications (letter, email, meeting agenda) presented to the entire faculty.

Written narrative for B – minimum of one double-spaced page.

- C. Describe the professional development activities that were necessary to implement the plan.

Artifact: Sample agenda or PD notice to staff.

Artifact: Sample professional reading/article related to the kind of professional development used to prepare staff.

Written narrative for C – minimum of one double-spaced page.

- D. What evidence/research did you use to determine the appropriate PD activities?

Artifact: Sample journal article or other reputable source.

Written narrative for D – minimum of one double-spaced page.

- E. Who helped you organize the PD activities, and why were these individuals selected?

Written narrative for E – minimum of one double-spaced page.

- F. To what extent did the staff benefit from the PD activity?

Artifact: Sample survey AND one participant's response.

Written summary of notes from classroom observations/walk-throughs – approximately one page.

#### **Step IV.**

“Understands the importance of reflection and a commitment to ongoing learning”

“Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change”

- A. Write a reflective narrative on the success or failure of this experience, any changes you will make if you do it again AND what administrative leadership lessons did you learn from this experience. You must use examples to support your reflection.

Written narrative for A – minimum of one double-spaced page.

- B. Write a reflective analysis on how this experience benefited you in your journey to becoming a successful school leader? Use examples.

Written narrative for B – minimum of one double-spaced page.

- C. Describe the **legal** implications related to staff participation and student outcomes you considered as you worked through this activity, especially as you considered the impact your action plan had on all students, including socio-economic, diversity, special education, ESOL, ethnicity, etc.?

Written narrative for C – minimum of one double-spaced page.

Artifact: Cite one legal source, case, law article, etc. to support your response.

