



MACCE

September 2018

Missouri Department
of Elementary and Secondary Education

Background Checks

Overview and Updates



Background Checks

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- Fingerprint & name checks are completed through the Missouri State Highway Patrol.
- Individuals must register for fingerprinting through the **Missouri Automated Criminal History Site (MACHS)** provided by the Highway Patrol.
- The registration site is located at www.machs.mo.gov



Missouri Automated Criminal History Site (MACHS)

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- ❑ Implementation began June 2015
- ❑ Provides district access to the MACHS site
 - To monitor fingerprinting process for certified & non-certified staff
 - To view status of background checks
 - To receive background check results for Uncertified Staff, Bus Drivers, Certified Staff & Substitutes



Background Check Results

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- On average, background check results are returned within 12-15 minutes.

- Results are identified by the following groups:
 - B = Bus Driver
 - C = Certified
 - U = Uncertified
 - S = Substitute



Background Check Results

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Results will indicate one of the following:

- Cleared – No records
- or
- Criminal Record Attached



Fingerprinting

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- Fingerprinting must be completed through the state-approved vendor.
- The Highway Patrol awarded the fingerprinting contract to a new vendor, IDEMIA, effective 8/1/2018.



Fingerprinting

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- The vendor must establish fingerprinting sites throughout Missouri.
- Currently, 55 sites are now operational across Missouri
- A total of 85 sites is anticipated.



Rap Back

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- Rap Back opened in July 2016.
- DESE began receiving arrest notifications immediately.
- Real-time feedback for mandated criminal background name checks
- Automatic email notification of arrests to district official
- Notification within 24 hours



Rap Back Statistics

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To date DESE has received the following Rap Back notifications for criminal arrests:

2016 – 71

2017 – 338

2018 - 243



Policy Compliance Review

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- All districts that receive fingerprint-based criminal history results from the HP and FBI are audited on a triennial basis.
- The review consists of, in part:
 - Use and receipt of the criminal history results
 - Access (who has access? what purpose?)
 - Storage (are the criminal history results retained? how long? where? who has access?)



Dissemination Clarification

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- Districts may share results with other public school districts.
- Districts cannot share results with private schools, private agencies, universities, or contractors.



Building Level Administrator Certificate



Building Level Administrator

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Levels of Certification:

- Initial Administrator - 4 year certificate
- Transition Administrator– 6 year certificate
- Career Administrator– 99 year certificate



Initial Building Level Administrator Certificate

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Recommendations:

- Amend requirements to align with the current Professional Standards for Educational Leaders (PSEL).
- Create one Building Level Administrator K-12 Certificate to replace separate certificates for principal K-8, principal 5-9, principal 7-12, special ed director, and career ed director.



Initial Building Level Administrator Certificate

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Rationale:

- Prior Interstate School Leaders Licensure Consortium (ISLLC) standards have been replaced by PSEL standards.
- Administrator coursework and competencies need to be updated to align with current standards.
- Standards reflect a shared set of competencies which must be met by all building level administrators.



Initial Building Level Administrator Certificate

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Rationale:

- Establish alignment with Leadership Development System
- Include fundamental leadership competencies focused on skills necessary for any educational leader
- Provide greater flexibility for both administrators and districts



Initial Building Level Administrator Certificate – Requirements

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- A permanent, professional, or career education Missouri certificate of license to teach
- Two years of approved classroom teaching experience
- Passing score on required content and performance assessments
- Completion of coursework focused on Psychology/Education of the Exceptional Child



Building Level Administrator Certificate – Requirements

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- Master's degree or higher in educational leadership from a regionally accredited college or university
- Recommendation for certification from the designated official of a regionally accredited college
 - Based upon the completion of a planned program for preparation of building level administrators which includes at least twenty-six semester hours of approved graduate credit



Building Level Administrator Certificate – Requirements

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Approved coursework must be at the graduate level and fall within the following five (5) domains—

Visionary School Leadership

Instructional School Leadership

Managerial School Leadership

Relational School Leadership

Innovative School Leadership



Building Level Administrator Certificate – Requirements

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Coursework must include knowledge and/or competency in each of the following areas:

Visionary Leadership

- Knows the importance of a vision and how it relates to the context and culture of the school community
- Understands the importance of all stakeholders knowing the collective mission, vision and core values
- Understands how multiple sources of data are connected to a mission, vision and core values and the legal and ethical handling of information



Building Level Administrator Certificate – Requirements

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Instructional Leadership

- Understands standards as they apply to horizontal and vertical alignment of local curricula and content areas
- Understands a variety of research-based instructional practices and how to appropriately match learning content
- Understands and engages in meaningful feedback related to effective teacher practice



Building Level Administrator Certificate – Requirements

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Instructional Leadership

- Understands how to assess student learning using a variety of formal and informal assessments
- Engages in meaningful observation and feedback related to effective instructional practice
- Knows, uses, and understands multiple strategies for analyzing data to inform the instructional process
- Understands the principles of adult learning and how these help develop teacher capacity and legal decisions impacting instruction



Building Level Administrator Certificate – Requirements

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Managerial Leadership

- Knows how a safe and functional school facility and grounds supports student learning
- Understands how routines, procedures, and schedules support the school environment
- Understands tools used to determine key attributes of effective personnel and the legal and ethical decisions impacting evaluation
- Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures which respect the rights of all staff and students



Building Level Administrator Certificate – Requirements

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Managerial Leadership

- Understands the role of observation, feedback, and intervention for improving or removing personnel
- Is knowledgeable of legal and ethical requirements regarding personnel records and reports
- Understands the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities
- Understands how non-fiscal resources support school goals and priorities



Building Level Administrator Certificate – Requirements

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Relational Leadership

- 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
- Understands the in-school and out-of-school strategies and resources available to support the welfare of each student
- Understands how to build positive relationships in support of student learning and well-being



Building Level Administrator Certificate – Requirements

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Relational Leadership

- Understands the components of building effective relationships with staff and cultivating ethical behaviors in others
- Understands how to develop a culture of support and respect among staff
- Serves as a teacher leader and understands the importance of promoting teacher leadership
- Understands a variety of strategies and legal implications for building relationships with families
- Recognizes the importance of building positive relationships with other community stakeholders



Building Level Administrator Certificate – Requirements

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Innovative Leadership

- Recognizes knowledge, skills, and best practices that support continuous professional growth
- Understands the need for professional networks as a key element of professional growth
- Understands the importance of reflection and a commitment to ongoing learning
- Understands the importance of feedback for improving performance



Building Level Administrator Certificate – New Requirements

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Innovative Leadership

- Understands how time management is a key factor for maintaining a focus on school priorities
- Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change
- Is flexible and willing to vary an approach when circumstances change and models ethical personal conduct



Building Level Administrator Certificate – Requirements

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Field and Clinical Experiences

- 3 semester hours to include a minimum of 300 clock hours
- Includes a Major and Minor field experience



Building Level Administrator Certificate – Requirements

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Major Field Experience

- 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
- Role of continuous improvement through professional development
- Candidate must log at least 40 clock hours in each of the five domains (200 hours total)



Building Level Administrator Certificate – Requirements

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Minor Clinical Experience

- Candidate must log at least 100 hours in an area of emphasis other than the major field experience.
 - 10 hours in each of the 5 domains
 - Remaining hours at the discretion of the candidate



Transition Administrator Certificate

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Requirements:

- Currently Practicing as an administrator
- Participated in 2 years of mentoring
- Participated in an annual evaluation
- Completed a minimum of 8 semester hours towards an EdS or EdD in educational administration



Transition Administrator Certificate

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Recommendation:

Keep current requirements and add the following alternative to requirement #4:

- Demonstrated mastery of Leadership Development System Competencies at the Emerging Level 5 micro-credentials:

Vision

Instruction

Management

Relations

Innovation



Transition Administrator Certificate

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Proposed Requirement #4 will now state:

- Completed a minimum of 8 semester hours towards an EdS or EdD in educational administration or 120 hours of professional development

OR

- Demonstrated mastery of Leadership Development System Competencies at the Emerging Level 5 micro-credentials



Career Administrator Certificate

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Requirements:

- 4 years of administrative experience
- Participated in 2 years of mentoring
- Participated in an annual evaluation
- Earned an EdS or EdD degree in educational administration



Career Administrator Certificate

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Recommendation:

Keep current requirements and add the following alternative to requirement #4:

- Demonstrated mastery of Leadership Development System Competencies at the Developing Level 5 micro-credentials:

Vision

Instruction

Management

Relations

Innovation



Career Administrator Certificate

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Proposed Requirement #4 will now state:

- Earned an EdS or EdD in educational administration

OR

- Demonstrated mastery of Leadership Development System Competencies at the Developing Level 5 micro-credentials



Substitute Certificate



Substitute Certificate

(1) An applicant for a substitute Missouri certificate of license to teach who has successfully completed sixty (60) semester hours or more of **college level** credit from a[n] **regionally-accredited** academic degree granting institution **recognized by the Department** *[which is contained within the United States Department of Education's Directory of Post-Secondary Institutions, or approved by the commissioner of education, and possesses good moral character]* may be granted a substitute Missouri certificate of license to teach pursuant to the rules promulgated by the State Board of Education (board).



Substitute Certificate

(2) An applicant for a career/technical substitute Missouri certificate of license to teach who has successfully completed[:] **the following may be granted a substitute Missouri certificate of license to teach pursuant to the rules promulgated by the State Board of Education (board):**

(A) A bachelor's degree in an area appropriate for the career/technical area sought and four thousand (4,000) hours of [*locally*] department approved, related occupational experience; or



Substitute Certificate

(B) An associate's degree in an area appropriate for the career/technical area sought and five thousand (5,000) hours of [*locally*] department approved, related experience; or

(C) Six thousand (6,000) hours of [*locally*] department approved, related occupational experience. [*; or*

(D) Approved by the commissioner of education and possesses good moral character may be granted a career/technical substitute Missouri certificate of license to teach for a period of four (4) years.]



Substitute Certificate

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(3) [An applicant for a substitute Missouri certificate of license to teach who holds a valid Missouri certificate of license to teach in a content or career/technical area; or approved by the commissioner of education and possesses good moral character may be granted a substitute Missouri certificate of license to teach for a period of four (4) years.]

Applicants may renew the substitute certificate of license to teach by completing **the following requirements:**



Substitute Certificate

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(A) A[a] new fingerprint background check clearance [report] every four (4) years or when employed by a new school district[’s required fingerprinting.]; and

(B) One hour annually of district training and/or professional development.



Science Certification



Science Certification

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Currently there are 9 separate science certificates:

- Biology 9-12
- Chemistry 9-12
- Earth Science 9-12
- Physics 9-12
- General Science 9-12
- Unified Science: Biology 9-12
- Unified Science: Chemistry 9-12
- Unified Science: Earth Science 9-12
- Unified Science: Physics 9-12



Science Certification

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Recommendation:

Discontinue issuance of Unified Science certificates

Rationale:

- Low number of completers

2016-present – only 18 certificates issued

Unified Science: Biology – 15

Unified Science: Chemistry – 2

Unified Science: Earth Science – 1

Unified Science: Physics - 0



Science Certification

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Rationale:

- Allow EPP's to focus curriculum and instruction on categorical sciences
- Eliminate duplicative certificates
- Provide more flexibility for school districts
 - Educators who hold a categorical science certificate may provide instruction at the entry-level or advanced level for area of certification; may provide instruction at the entry level for other 3 science areas.
 - Example: Biology 9-12 – May teach Biology at any level; may teach entry- level Chemistry, Earth & Physics courses.



Contact Us

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