MACCE

September 2018

Missouri Department
of Elementary and Secondary Education

Background Checks

Overview and Updates

Background Checks

- 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)

- 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

- 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

Results will indicate one of the following:

- Cleared – No records

  or

- Criminal Record Attached

Fingerprinting

- 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

- 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

- 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

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

2016 – 71

2017 – 338

2018 - 243

Policy Compliance Review

- 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

- 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

Levels of Certification:

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

Initial Building Level Administrator Certificate

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

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

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

- 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

- 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

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

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

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

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

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

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

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

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

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

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

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

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

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

***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

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

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

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

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

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

Science Certification

Science Certification

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

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

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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Missouri
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