



Superintendent Standards

MISSOURI'S EDUCATOR EVALUATION SYSTEM



www.dese.mo.gov

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

Introduction

The Missouri Superintendent Standards convey the expectations of performance for professional superintendents in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize an education leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. **Thus these standards recognize that superintendents continuously develop knowledge and skills.** Therefore the Missouri Superintendent Standards employ a developmental sequence to define a professional continuum that illustrates how their knowledge and skills mature and strengthen throughout their career. Professionals in school superintendent positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

Standard #1 Vision, Mission, and Goals

Superintendents have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Quality Indicator 1: Establish the Vision, Mission and Goals

Quality Indicator 2: Implement the Vision, Mission and Goals

Standard #2 Teaching and Learning

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

Quality Indicator 1: Promote Positive Culture in the District

Quality Indicator 2: Provide Effective Instructional Programs

Quality Indicator 3: Ensure Continuous Professional Learning

Standard #3 Management of Organizational Systems

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

Quality Indicator 1: Manage the Organizational Structure

Quality Indicator 2: Lead Personnel

Quality Indicator 3: Manage Resources

Standard #4 Collaboration with Families and Stakeholders

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

Quality Indicator 1: Collaborate with Families and Other Community Members

Quality Indicator 2: Respond to Community Interests and Needs

Quality Indicator 3: Mobilize Community Resources

Standard #5 Ethics and Integrity

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

Quality Indicator 1: Personal and Professional Responsibility

Standard #6 The Education System

Superintendents have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

Quality Indicator 1: Understanding the Larger Context

Quality Indicator 2: Respond to the Larger Context

Quality Indicator 3: Influence the Larger Context

Standard #7 Professional Development

Superintendents remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Quality Indicator 1: Increase knowledge and skills based on best practices

The Professional Continuum of the Missouri Superintendent: The following descriptions apply to all indicators found in the standards:

<p>Candidate: #C#) This level describes the performance expected of a potential superintendent enrolled in an approved education administration program at a college, university, or state-approved alternate pathway. Content knowledge and leadership skills are being developed through a progression of planned and supervised clinical experiences.</p>	<p>Emerging Superintendent: #E#) This level describes the performance expected of a new superintendent as they assume an administrative position or new assignment. Base knowledge and skills are applied as they assume the leadership position and begin to advance student growth and achievement.</p>	<p>Developing Superintendent: #D#) This level describes the performance expected of a superintendent early in their assignment as the leadership content, knowledge and skills that he/she possesses continue to develop by encounters with new experiences and expectations in classrooms, schools, and throughout the district, and community as they continue to advance student growth and achievement.</p>	<p>Proficient Superintendent: #P#) This level describes the performance expected of a career, professional superintendent who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.</p>	<p>Distinguished Superintendent: #S#) This level describes the career, professional superintendent whose performance exceeds proficiency and contributes to the professional community while consistently advancing student growth and achievement. The distinguished superintendent is not only a leader in the district, but also the broader professional community.</p>
<p>Indicator Terminology</p> <ul style="list-style-type: none"> • Has knowledge of • Demonstrate understanding • Recognize 	<p>Indicator Terminology</p> <ul style="list-style-type: none"> • Apply/Implement • Identify • Learn about • Review • Explore • Support existing • Demonstrate 	<p>Indicator Terminology</p> <ul style="list-style-type: none"> • Collaboratively identify • Operationalize • Monitor/Analyze • Promote • Build/Create • Implement/Use • Maintain 	<p>Indicator Terminology</p> <ul style="list-style-type: none"> • Communicate • Monitor/Analyze • Evaluate/Modify • Institute • Identify • Act on • Develop 	<p>Indicator Terminology</p> <ul style="list-style-type: none"> • Evaluate/Modify • Continuously monitor • Conduct • Have systems • Sustain • Determine/Utilize • Model
<p>Data Points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology</p>				

Coding of Standards:

First Number = the # of the standard

Second letter = the developmental category of the teacher (C= Candidate; E=Emerging; D=Developing; P=Proficient; S=Distinguished)

Third Number = the sequential Quality Indicator for the leadership component in that standard

[Example 3D4 = Standard 3; Developing Leader; Quality Indicator 4]