Superintendent Standards

MISSOURI'S EDUCATOR EVALUATION SYSTEM
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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:

<table>
<thead>
<tr>
<th>Candidate: #C#</th>
<th>Emerging Superintendent: #E#</th>
<th>Developing Superintendent: #D#</th>
<th>Proficient Superintendent: #P#</th>
<th>Distinguished Superintendent: #S#</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>Indicator Terminology</td>
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<tr>
<td>• Has knowledge of</td>
<td>• Apply/Implement</td>
<td>• Collaboratively identify</td>
<td>• Communicate</td>
<td>• Evaluate/Modify</td>
</tr>
<tr>
<td>• Demonstrate</td>
<td>• Identify</td>
<td>• Operationalize</td>
<td>• Monitor/Analyze</td>
<td>• Continuously monitor</td>
</tr>
<tr>
<td>understanding</td>
<td>• Learn about</td>
<td>• Monitor/Analyze</td>
<td>• Evaluate/Modify</td>
<td>• Conduct</td>
</tr>
<tr>
<td>• Recognize</td>
<td>• Review</td>
<td>• Promote</td>
<td>• Institute</td>
<td>• Have systems</td>
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<tr>
<td></td>
<td>• Explore</td>
<td>• Build/Create</td>
<td>• Identify</td>
<td>• Sustain</td>
</tr>
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<td></td>
<td>• Support existing</td>
<td>• Implement/Use</td>
<td>• Act on</td>
<td>• Determine/Utilize</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate</td>
<td>• Maintain</td>
<td>• Develop</td>
<td>• Model</td>
</tr>
</tbody>
</table>

Data Points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology

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]