



# Superintendent Standards

MISSOURI'S EDUCATOR EVALUATION SYSTEM



**[www.dese.mo.gov](http://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](mailto:civilrights@dese.mo.gov).

## 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 school or district vision of learning supported by the school community.

<b>Standard 1 --- Quality Indicator 1: Establish the Vision, Mission and Goals</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>1C1) The superintendent candidate...</p> <p>Understands that the vision, mission and goals promote success for all students and are based on relevant knowledge and current theories.</p>	<p>1E1) The emerging superintendent...</p> <p>Leads in the development of a vision, mission and goals that is informed by current knowledge and research, directly related to the district Comprehensive School Improvement Plan and results in validated success for all students.</p>	<p>1D1) The developing superintendent also...</p> <p>Effectively communicates the district's vision, mission and goals to all district stakeholders.</p>	<p>1P1) The proficient superintendent also...</p> <p>Leads in the ongoing review of the district's vision, mission and goals and engages stakeholders in the revision and implementation process.</p>	<p>1S1) The distinguished superintendent also...</p> <p>Effectively engages stakeholders in the review of data related to the vision, mission and goals to determine if they address student needs.</p>
<b>Standard 1 --- Quality Indicator 2: Implement the Vision, Mission and Goals</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>1C2) The superintendent candidate...</p> <p>Knows implementation strategies and how to use them for achieving the vision, mission and goals.</p>	<p>1E2) The emerging superintendent ...</p> <p>Develops strategies to motivate staff, students and families to achieve the district's vision, mission and goals.</p>	<p>1D2) The developing superintendent also...</p> <p>Implements strategies that motivate staff, students, and families to achieve the district's vision, mission and goals.</p>	<p>1P2) The proficient superintendent also...</p> <p>Assesses data to determine the extent to which staff, students, and families achieve the district's mission, vision and goals.</p>	<p>1S2) The distinguished superintendent also...</p> <p>Based on data, makes needed revisions to increase the extent to which students and families achieve the district's vision, mission and goals.</p>

## Standard #2 Teaching and Learning

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

<b>Standard 2 --- Quality Indicator 1: Promote Positive School Culture</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>2C1) The superintendent candidate...</p> <p>Understands what school culture is and the importance of safety and positive relationships to achieve high levels of learning.</p>	<p>2E1) The emerging superintendent ...</p> <p>Establishes a culture of safety, positive relationships and high levels of learning for all students.</p>	<p>2D1) The developing superintendent also...</p> <p>Maintains a culture that emphasizes safety, positive relationships and high levels of student learning.</p>	<p>2P1) The proficient superintendent also...</p> <p>Leads continuous assessment of the culture to ensure increased student safety, positive relationships and high levels of learning.</p>	<p>2S1) The distinguished superintendent also...</p> <p>Implements timely changes based on data that further improve the culture of the district related to student safety, positive relationships and increased levels of student learning.</p>
<b>Standard 2 --- Quality Indicator 2: Provide Effective Instructional Programs</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>2C2) The superintendent candidate...</p> <p>Knows effective and research-based instructional and assessment practices as well as the use of curricular materials to support student learning.</p>	<p>2E2) The emerging superintendent ...</p> <p>Works with staff to evaluate the effectiveness of current instruction and assessment practices that impact student achievement at each level of the district.</p>	<p>2D2) The developing superintendent also...</p> <p>Promotes and monitors consensus relative to the use of effective instruction and assessment practices.</p>	<p>2P2) The proficient superintendent also...</p> <p>Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.</p>	<p>2S2) The distinguished superintendent also...</p> <p>Leads continuous improvement of instruction and assessment practices that results in sustained improvement and growth for all students.</p>

**Standard 2 --- Quality Indicator 3: Ensure Continuous Professional Learning**

<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>2C3) The superintendent candidate...</p> <p>Understands the importance of ongoing professional learning and its application to meeting the learning needs of students.</p>	<p>2E3) The emerging superintendent ...</p> <p>Establishes a culture that values continuous learning for all staff that is focused on improving student performance.</p>	<p>2D3) The developing superintendent also...</p> <p>Directs staff to maintain annual professional growth plans aligned to district improvement plans which document the professional growth of all staff.</p>	<p>2P3) The proficient superintendent also...</p> <p>Ensures that professional learning is focused on improving student learning and is directly related to the district Comprehensive School Improvement Plan.</p>	<p>2S3) The distinguished superintendent also...</p> <p>Leads in the evaluation of the impact of professional learning on increased academic achievement for all students.</p>

### Standard #3 Management of Organizational Systems

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

<b>Standard 3 --- Quality Indicator 1: Manage the Organizational Structure</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>3C1) The superintendent candidate...</p> <p>Is knowledgeable of appropriate structures, policies and procedures to ensure the effective management of the organizational structure.</p>	<p>3E1) The emerging superintendent ...</p> <p>Creates and uses structures, policies and procedures to guide the district in pursuit of its vision, mission and goals.</p>	<p>3D1) The developing superintendent also..</p> <p>Monitors and reviews the effectiveness of all district structures, policies and procedures.</p>	<p>3P1) The proficient superintendent also...</p> <p>Evaluates and revises district structures and procedures to better support learning for all students.</p>	<p>3D1) The distinguished superintendent also...</p> <p>Ensures and leads a process for annually reviewing and improving all structures and procedures to improve results throughout the district.</p>
<b>Standard 3 --- Quality Indicator 2: Lead Personnel</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>3C2) The superintendent candidate...</p> <p>Understands how the collaborative process and educator evaluation is used for the attainment of the building's vision, mission and goals.</p>	<p>3E2) The emerging superintendent ...</p> <p>Creates positive relationships with district leadership and staff and builds support for the goals and priorities in the district's Comprehensive School Improvement Plan.</p>	<p>3D2) The developing superintendent also...</p> <p>Assesses district leaders and staff performance based on improved learning for students.</p>	<p>3P2) The proficient superintendent also...</p> <p>Leads an ongoing system of performance evaluation for district educators that results in higher levels of professional practice and improved student growth.</p>	<p>3S2) The distinguished superintendent also...</p> <p>Ensures a system that builds the capacity of district leadership and staff (including succession planning) that results in the achievement of the district Comprehensive School Improvement Plan and its goals and priorities.</p>

**Standard 3 --- Quality Indicator 3: Manage Resources**

<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>3C3) The superintendent candidate...</p> <p>Demonstrates an understanding that the use of fiscal, human and material allocation must be effective, legal, and equitable in order to support teaching and learning.</p>	<p>3E3) The emerging superintendent ...</p> <p>Is knowledgeable of existing policies and procedures related to the effective, legal and equitable use of resources to achieve student learning.</p>	<p>3D3) The developing superintendent also...</p> <p>Implements policies and procedures that guide the effective, legal, and equitable use of resources to support student learning.</p>	<p>3P3) The proficient superintendent also...</p> <p>Reviews and monitors all policies and procedures regarding use of resources to ensure they are current, effective, legal, and equitable.</p>	<p>3S3) The distinguished superintendent also...</p> <p>Implements a process to use effectiveness data to revise and continuously improve all policies and procedures to ensure the effective, legal, and equitable use of resources to enhance student learning.</p>

## 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.

<b>Standard 4 --- Quality Indicator 1: Collaborate with Families and Other Community Members</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>4C1) The superintendent candidate...</p> <p>Recognizes the importance of bringing together family, community members, and stakeholders to support and positively affect learning.</p>	<p>4E1) The emerging superintendent ...</p> <p>Demonstrates the understanding of the need to build positive relationships with families, community members, and key stakeholders.</p>	<p>4D1) The developing superintendent also...</p> <p>Engages in positive relationship building with key partnerships that will enhance the culture of learning throughout the district.</p>	<p>4P1) The proficient superintendent also...</p> <p>Assesses the quality of relationships and collaboration with families, community members and stakeholders throughout the community and its impact on the culture of learning throughout the district.</p>	<p>4S1) The distinguished superintendent also...</p> <p>Expands and strengthens collaboration and partnerships with families, community members and key stakeholders to enhance the culture of learning throughout the district.</p>
<b>Standard 4 --- Quality Indicator 2: Respond to Community Interests and Needs</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>4C2) The superintendent candidate...</p> <p>Understands that high visibility and active involvement within the community is necessary to accommodate diverse school and community conditions.</p>	<p>4E2) The emerging superintendent ...</p> <p>Seeks to expand understanding of the diverse needs of the district by being visible and actively involved.</p>	<p>4D2) The developing superintendent also...</p> <p>Responds to community educational interests and needs based on information obtained through active involvement throughout the district.</p>	<p>4P2) The proficient superintendent also...</p> <p>Monitors and analyzes student performance improvement stemming from the collaboration between the school and community.</p>	<p>4S2) The distinguished superintendent also...</p> <p>Continuously improves the response to community interests and needs in order to enhance collaboration and increase educational support for the district.</p>

**Standard 4 --- Quality Indicator 3: Mobilize Community Resources**

<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>4C3) The superintendent candidate...</p> <p>Demonstrates an understanding that the use of community resources is necessary to support improved student achievement throughout the district.</p>	<p>4E3) The emerging superintendent ...</p> <p>Identifies existing community resources in the district.</p>	<p>4D3) The developing superintendent also...</p> <p>Uses existing community resources that impact student achievement.</p>	<p>4P3) The proficient superintendent also...</p> <p>Monitors and analyzes how well community resources are being used to impact student achievement.</p>	<p>4S3) The distinguished superintendent also...</p> <p>Ensures that the use of community resources is expanded to address district challenges and needs and results in increased student achievement.</p>

**Standard #5 Ethics and Integrity**

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

<b>Standard 5 --- Quality Indicator 1: Personal and Professional Responsibility</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>5C1) The superintendent candidate...</p> <p>Demonstrates an understanding that respect for the rights of others, honoring confidentiality and personal dignity and engaging in honest interactions based upon ethical and legal principles is essential to effective leadership.</p>	<p>5E1) The emerging superintendent ...</p> <p>Demonstrates the understanding for the need for professionalism and ethical behavior.</p>	<p>5D1) The developing superintendent also...</p> <p>Demonstrates professional and ethical behavior toward others.</p>	<p>5P1) The proficient superintendent also...</p> <p>Regularly gathers data/input on their own professional and ethical behavior toward others and all professional responsibilities.</p>	<p>5S1) The distinguished superintendent also...</p> <p>Uses feedback data to improve own overall professional and ethical behavior toward others and all professional responsibilities.</p>

## 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.

<b>Standard 6 --- Quality Indicator 1: Understand the Larger Context</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>6C1) The superintendent candidate...</p> <p>Demonstrates an understanding of the influence of larger political, social, economic, legal, and cultural issues and is knowledgeable of appropriate research methods as they apply to the district context.</p>	<p>6E1) The emerging superintendent ...</p> <p>Has an understanding of larger political, social, economic, legal, and cultural issues at the local, state and federal level that impact teaching and learning.</p>	<p>6D1) The developing superintendent also...</p> <p>Analyzes the impact of larger political, social, economic, legal, and cultural issues at the local, state and federal level and its impact on teaching and learning.</p>	<p>6P1) The proficient superintendent also...</p> <p>Works with staff, board and community members to ensure that larger issues do not negatively impact teaching and learning.</p>	<p>6S1) The distinguished superintendent also...</p> <p>Evaluates the effectiveness of staff and board planning ensuring that larger issues do not negatively impact the improvement of teaching and learning.</p>
<b>Standard 6 --- Quality Indicator 2: Respond to the Larger Context</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>6C2) The superintendent candidate...</p> <p>Is aware of the importance of communicating with members of the School Board and community concerning potential trends, issues and changes that could impact a school's and district's environment.</p>	<p>6E2) The emerging superintendent ...</p> <p>Is aware of trends, issues and changes that impact the environment and learning opportunities of students.</p>	<p>6D2) The developing superintendent also...</p> <p>Communicates with members of the staff, School Board and community concerning trends, issues and changes that impact teaching and learning.</p>	<p>6P2) The proficient superintendent also...</p> <p>Engages in long-range planning with members of the staff, school board and community to address trends, issues and changes and that impact teaching and learning.</p>	<p>6S2) The distinguished superintendent also...</p> <p>Evaluates, modifies, and adapts long-range planning that result in improvements in teaching and learning.</p>

**Standard 6 --- Quality Indicator 3: Influence the Larger Context**

<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
<p>6C3) The superintendent candidate...</p> <p>Understands the necessity of advocating for policies and resources at local, state and federal levels to ensure equity of the educational experience for each student in the district.</p>	<p>6E3) The emerging superintendent ...</p> <p>Is aware of policies, laws, and rules at local, state and federal levels that impact teaching and learning.</p>	<p>6D3) The developing superintendent also...</p> <p>Advocates for policies and resources at the local, state and federal levels that will create higher levels of teaching and result in higher levels of learning.</p>	<p>6P3) The proficient superintendent also...</p> <p>Designs and revises policies and evaluates resources at local, state and federal levels to positively impact teaching and learning.</p>	<p>6S3) The distinguished superintendent also...</p> <p>Modifies policies and proposes the use of resources at local, state and federal levels to ensure ongoing improvement of teaching and learning.</p>

**Standard 7: Professional Development**

**Superintendents have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plan.**

<b>Standard 7 --- Quality Indicator 1: Increase knowledge and skills based on best practices</b>				
<b>Candidate</b>	<b>Emerging Superintendent</b>	<b>Developing Superintendent</b>	<b>Proficient Superintendent</b>	<b>Distinguished Superintendent</b>
7C1) The superintendent candidate...  Recognizes the importance of acquiring knowledge, skills, and best practices to positively impact staff development and more effectively meet student learning needs.	7E1) The emerging superintendent...  Gathers knowledge, skills, and best practices in order to improve personal performance.	7D1) The developing superintendent also...  Gathers knowledge, skills, and best practices to grow professionally, address staff development and increase student learning.	7P1) The proficient superintendent also...  Applies knowledge, skills, and best practices that result in increased personal growth, develops staff and increases student learning.	7S1) The distinguished superintendent also...  Evaluates the impact of new knowledge, skills, and best practices on personal growth, development of staff, and increased student learning.