

Rules of
Department of Elementary and
Secondary Education
Division 80—Urban and Teacher Education
Chapter 631—Leadership Academy

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**Title 5—DEPARTMENT OF
ELEMENTARY AND
SECONDARY EDUCATION
Division 80—Urban and Teacher
Education**

Chapter 631—Leadership Academy

5 CSR 80-631.010 Administrator Assessment Center

PURPOSE: The purpose of this rule is to establish guidelines for an administrator assessment center requiring all candidates applying for an initial Missouri school administrator certificate to satisfactorily complete an assessment process designed and implemented by the Department of Elementary and Secondary Education prior to certification (section 168.405, RSMo).

(1) For the purpose of this rule, unless the context clearly requires otherwise, the following terms shall mean:

(A) Administrator—an individual who holds Missouri certification as a superintendent, principal, vocational education director or special education director;

(B) Assessment—structured activities consisting of building-level administrator assessment as described in Appendix A, district-level administrator assessment as described in Appendix B, educational leadership competencies component as described in Appendix C, and applied skills assessment as described in Appendix E, which are used to determine eligibility for administrator certification;

(C) Assessor—those individuals trained by the department or organizations designated by the department;

(D) Department—Department of Elementary and Secondary Education;

(E) Eligible applicants or candidates—individuals seeking initial Missouri administrative certification including certification as a superintendent, principal, vocational education director or a special education director who are finishing their last semester or the last eight (8) hours of course work required under the certification requirements established by the department; and

(F) Assistant commissioner—Assistant Commissioner of Urban and Teacher Education.

(2) Any eligible applicant wishing to apply for assessment shall submit an application to the department in such form as may be required by the department.

(3) Each application shall contain such information as may be required by the department to determine eligibility of the applicant.

(4) The cost of the assessment shall be borne by the eligible applicant and will be determined annually by the department based on the actual costs of the assessment process.

(5) Eligible applicants shall be assessed as follows:

(A) The department will accept applications for building-level assessment as described in Appendix A until January 1, 1998, with such assessment not offered after June 30, 1998;

(B) The department will accept applications for district-level assessment as described in Appendix B until January 1, 2000, with such assessment not offered after June 30, 2000;

(C) The department will accept applications for educational leadership competencies component described in Appendix C until January 1, 2000, with such assessment not offered after June 30, 2000; and

(D) The department will accept applications for the applied skills for both building-level and district-level administrators as described in Appendix E beginning January 1, 1998.

(6) At a time and place determined by the department, eligible applicants assessed under the process in Appendix A, B, or C shall attend a feedback session in which they will receive the results of the assessment report and suggestions for growth activities in areas needing improvement. At that time the applicant shall receive a profile of his/her performance level in each skill and competency.

(7) The department shall maintain confidential records of all assessment reports for distribution upon request of the applicant.

(8) No eligible applicant shall receive an administrator certificate unless the eligible applicant satisfactorily completes the assessment process. Satisfactory completion of the assessment process shall be determined by criteria established for the state of Missouri and approved by the State Board of Education. This criteria shall be established during the pilot process and shall be evaluated annually for possible revision.

(9) The teacher education and certification section of the department shall receive verification of satisfactory completion of the assessment process which shall include a profile of the candidate's performance level in each skill and competency assessed.

(10) Practicing administrators currently certificated shall be ineligible to participate in an

assessment for that same level of certification.

(11) Out-of-state administrators seeking Missouri certification may be granted, for sufficient cause provided to the department, a temporary teaching certificate for a one (1)-year time period during which time they must successfully complete the assessment process prior to receiving administrator certification.

(12) Eligible applicants who fail to successfully complete any component of the assessment shall be allowed to retake the component which was not successfully completed.

(A) For building-level administrator applicants, taking the building-level administrator assessment (Appendix A) and the educational leadership competencies component (Appendix C) shall require a waiting period of one (1) year before the assessment may be repeated. The competency component shall require a waiting period of six (6) months before the assessment may be repeated. The six (6)-month waiting period may be waived by the assistant commissioner upon receipt of a written request from the applicant.

(B) For district-level administrator applicants, taking the district-level administrator assessment (Appendix B) and the educational leadership competencies component (Appendix C) at least a six (6)-month period is required before repeating the assessment process.

(13) Eligible applicants who do not successfully complete the assessment process shall have the right to a review of the assessment results using the Administrative Review Procedures For Candidates Not Successfully Completing the Assessment Center contained in Appendix D.

*AUTHORITY: section 168.405, RSMo (1994). * This rule previously filed as 5 CSR 20-630.010. Original rule filed Oct. 30, 1987, effective Feb. 26, 1988. Amended: Filed Oct. 3, 1989, effective Jan. 26, 1990. Amended: Filed Nov. 22, 1994, effective June 30, 1995. Amended: Filed Sept. 16, 1997, effective March 30, 1998.*

**Original authority 1985.*



Appendix A

SKILLS TO BE ASSESSED

- 1. PROBLEM ANALYSIS Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
- 2. JUDGMENT Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
- 3. ORGANIZATIONAL ABILITY Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion, ability to deal with a volume of paperwork and heavy demands on one’s time.
- 4. DECISIVENESS Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
- 5. LEADERSHIP Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide it to the accomplishment of a task.
- 6. SENSITIVITY Ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
- 7. STRESS TOLERANCE Ability to perform under pressure and during opposition; ability to think on one’s feet.
- 8. ORAL COMMUNICATION Ability to make a clear oral presentation of facts or ideas.
- 9. WRITTEN COMMUNICATION Ability to express ideas clearly in writing; to write appropriately for different audiences—students, teachers, parents and others.
- 10. RANGE OF INTEREST Competence to discuss a variety of subjects—educational, political, current events, economic, etc.; desire to actively participate in events.
- 11. PERSONAL MOTIVATION Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
- 12. EDUCATIONAL VALUES Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

Appendix B

SKILLS TO BE ASSESSED

1. LEADERSHIP
Effectiveness in getting others to accept ideas and suggestions, and in guiding others to accomplish a task or arrive at a solution to a problem; assertive at appropriate times; seeks responsibility of leadership role.
2. JUDGMENT AND DECISION-MAKING
Ability to develop alternative solutions to problems, evaluate courses of action and reach logical decisions; to know when sufficient information is available to make a decision; to foresee the consequences of various alternatives and select the best alternative.
3. PLANNING AND ORGANIZING
Ability to efficiently establish an appropriate course of action for self and/or others to accomplish a specific goal, make proper assignments of personnel and appropriate use of resources; to set priorities, coordinate or schedule tasks or events in a logical manner to maximize staff and material resources, increase efficiency and anticipate problems; to meet a pre-defined goal within a prescribed timetable; to anticipate problems and be proactive rather than reactive and take steps to alleviate problems.
4. ORAL COMMUNICATIONS
Ability to express ideas clearly, concisely and effectively in oral form; to listen to others attentively and with comprehension; to give appropriate non-verbal messages and to interpret such messages when given by others.
5. INTERPERSONAL RELATIONS
Skill in perceiving and reacting sensitively to the needs of others. Objectivity in perceiving impact of self on others. Awareness of the needs and feelings of others; ability to make appropriate statements or take action to reassure individuals who are upset or to reduce their tension; diplomacy in answering questions; avoids arguing; maintains open and approachable manner. Ability to work harmoniously with others.
6. PROBLEM ANALYSIS
Skill in identifying problems, securing relevant information and identifying possible causes of problems; in knowing what questions should be asked to get the facts; in categorizing information and recalling relevant data, separating important from irrelevant information; in recognizing when more information is needed; in being able to break complex problems into components that are amenable to analysis; and in quickly and effectively identifying problem areas and causes of problems.
7. WRITTEN COMMUNICATION
Ability to express ideas clearly in writing, in good grammatical form; to condense desired messages into concise written passages, with smooth transitions between thoughts.
8. MANAGEMENT CONTROL
Skill in establishing procedures to monitor or regulate processes, tasks or the activities of subordinates; in evaluating the results of delegated assignments and projects; in using systematic methods for keeping staff involved, up-to-date and adequately trained; in working through appropriate subordinate personnel, ensuring their responsibilities are defined.



Appendix C

COMPETENCIES TO BE ASSESSED

- 1. LEADERSHIP Knowledge and understanding of bases of authority for educational leadership, basic leadership theories, functions and tasks of educational leadership, concepts of change processes, group dynamics, effective organizational skills and professional growth activities.
- 2. CURRICULUM AND INSTRUCTIONAL LEADERSHIP Knowledge and understanding of the most prevalent concepts of schooling, the principles of directing a school program, developing the curriculum and managing instruction.
Knowledge and understanding of monitoring student progress, communicating expected performance, integrating instructional support services and program evaluation.
- 3. MANAGEMENT Knowledge and understanding of administrative procedures and responsibility, maintaining a positive school image, managing and distributing information about the school to the general public and strategies for promoting a positive school climate.
- 4. PERSONNEL Knowledge and understanding of recruiting and assigning staff, orientation of new teachers, staff development activities, performance-based evaluation systems, termination procedures and positive interpersonal relationships with students, staff and other administrators.
- 5. FINANCE Knowledge and understanding of Missouri’s funding plan for public elementary and secondary schools, the budgeting process, the financial accounting and auditing processes and school finance concepts.
- 6. SCHOOL LAW Knowledge and understanding of constitutional provisions that apply to the public education system, state and federal laws and regulations pertaining to public education, the structure and governance of local school systems and specific circumstances regarding tort, contract, district and personnel liability related to the operation of Missouri public schools.
- 7. COMMUNICATIONS Knowledge and understanding of the principles and strategies of effective communication, public information management, communicating behavioral and learning expectations to students, parents and the community and effective problem-solving and decision-making.

Appendix D

**ADMINISTRATIVE APPEAL PROCEDURES FOR CANDIDATES NOT
SUCCESSFULLY COMPLETING THE ASSESSMENT CENTER**

- (1) Candidates will be advised in writing during a personal feedback session of the reason or reasons why assessors judged them as not successfully completing the assessment center, if such is the case, and at the same time will receive a copy of these instructions on administrative appeal procedures.
- (2) The applicant, within thirty days of the date of the written notice of unsuccessful completion of the assessment center, may request the Assessment Center Director to review the assessment center process and the decision of the assessors.
- (3) Within fourteen days of receiving such request, the Assessment Center Director will notify the candidate in writing of a decision on irregularities which may have occurred. If the director finds irregularities, the final result may be reversed after consultation with the Assistant Commissioner and notice of successful completion sent to the Director of Teacher Certification and to the candidate.
- (4) If the Assessment Center Director approves the decision of the assessors stipulating unsuccessful completion of the assessment center. The candidate may, within thirty days of the date written notice of the director's decision is sent, file a written notice of appeal with the Assistant Commissioner. In addition to stating the candidate's desire to appeal, the notice shall include a statement of the basis for error in the assessment process.
- (5) Within fourteen days of receiving the notice of appeal, the Assistant Commissioner will notify the candidate in writing of his/her decision. If the decision favors the participant, notification will be sent to the assessment director, who will notify the teacher certification section of successful completion of assessment.
- (6) If the Assistant Commissioner affirms the results of the assessment process, the candidate may, within thirty days of the date the Assistant Commissioner sends notice of his/her written decision, file a written notice of appeal with the State Board of Education through the Commissioner of Education. The notice shall include a statement of explanation why the decision is in error.
- (7) The candidate's appeal shall be placed on the agenda of the State Board of Education as soon as reasonably possible. Not less than ten days prior to the date of the State Board of Education meeting at which the appeal is to be considered, the Commissioner of Education will cause to be mailed a notice advising the candidate of the date, time and place of the meeting.
- (8) The candidate may appear before the State Board of Education at the date, time, and place specified to present information as to why the decision of the Assistant Commissioner or the results of the assessment process are in error.
- (9) As soon as possible after the appeal is considered, the Commissioner of Education will advise the candidate in writing of the board's decision.



Appendix E

Standard 1: A school administrator is an educational leader who promotes 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.

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies

- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions



Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school

- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations

- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community