

# Missouri Educator Gateway Assessments

## FIELD 072: BUILDING-LEVEL ADMINISTRATOR TEST FRAMEWORK

July 2019

<b>Content Domain</b>	<b>Range of Competencies</b>	<b>Approximate Percentage of Test Score</b>
I. Visionary Leadership, School Culture, and the Instructional Program	0001–0004	60%
II. Organizational Management and Collaboration with Stakeholders	0005–0008	40%

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**TEST FRAMEWORK**  
**FIELD 072: BUILDING-LEVEL ADMINISTRATOR**

**VISIONARY LEADERSHIP, SCHOOL CULTURE, AND THE INSTRUCTIONAL PROGRAM**

**0001 Understand how to facilitate the development, articulation, implementation, and stewardship of a school vision of success for all students that is supported by the school community.**

For example:

- 1.1 Analyze the purposes of a school vision and procedures for collaboratively developing and implementing a shared vision that is based on relevant knowledge and theories and that reflects high levels of student learning and effective instructional practice.
- 1.2 Apply knowledge of how to engage diverse stakeholder groups in developing and implementing a school vision, incorporate diverse perspectives into the vision, and build a shared sense of commitment to and ownership of the vision.
- 1.3 Analyze the role of the principal/director in developing, articulating, and implementing a school vision, including allocating necessary time and resources, and in motivating staff, students, and parents/guardians to achieve the vision.
- 1.4 Apply knowledge of how a school vision drives planning and informs decision making about goals, programs, practices, initiatives, and resource utilization.
- 1.5 Demonstrate knowledge of skills and strategies for collecting and using relevant data to identify goals aligned with the school vision, assess effectiveness in achieving the vision, and promote organizational learning.
- 1.6 Demonstrate knowledge of skills and strategies for creating and implementing plans and initiatives to achieve defined goals and promote continuous and sustainable improvement.
- 1.7 Apply knowledge of how to monitor and evaluate the progress and effectiveness of plans and initiatives and modify them as needed to achieve goals.

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**0002 Understand how to create and sustain a positive school culture and learning environment that promote excellence and equity for all students.**

For example:

- 2.1 Demonstrate knowledge of context-appropriate strategies (e.g., demographic, geographic) for nurturing and sustaining a school culture of collaboration and achievement in which all stakeholders share a commitment to high expectations for all students, closing achievement gaps, and pursuing academic and behavioral excellence.
- 2.2 Demonstrate knowledge of context-appropriate strategies (e.g., demographic, geographic) for establishing rigorous academic goals and priorities, ensuring that teachers set high academic and behavior expectations for every student, and ensuring that students are consistently engaged in learning.
- 2.3 Apply knowledge of how to create a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity and that supports achievement for every student.
- 2.4 Identify procedures for evaluating aspects of the school culture and learning environment and for using results of evaluations to guide continuous improvement.
- 2.5 Demonstrate knowledge of how to develop, implement, and evaluate effective and equitable behavior management strategies; student codes of conduct; and practices and procedures for preventing forms of conflict such as bullying, harassment, and intimidation.
- 2.6 Apply knowledge of how to establish a strong professional culture that encourages continuous staff learning and collaboration and shared commitment to the school's vision, values, and goals.

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**0003 Understand how to provide an effective instructional program using research-supported best practices in instruction and assessment that promote academic success for all students.**

For example:

- 3.1 Apply knowledge of how to plan, organize, drive, supervise, monitor, evaluate, and support a rigorous, standards-based, coherent, and data-driven instructional program based on research-supported best practices for curriculum, instruction, and assessment.
- 3.2 Demonstrate knowledge of factors to consider in developing an instructional program (e.g., academic standards; student performance, characteristics, and needs) and procedures for supervising and allocating resources to sustain the instructional program.
- 3.3 Apply knowledge of effective instructional practices, including data-driven differentiation and intervention, and curricular materials to meet student needs, close achievement gaps, and promote success for every student.
- 3.4 Identify research-supported practices for promoting achievement for students with diverse characteristics and needs (e.g., English language learners; students with exceptionalities; students with diverse cultural, linguistic, and socioeconomic backgrounds; students with varied reading and achievement levels).
- 3.5 Demonstrate knowledge of effective and appropriate classroom-based assessment practices (e.g., formative and summative assessments, use of multiple measures, alignment to learning targets, authenticity).
- 3.6 Apply knowledge of how to facilitate collaborative efforts to analyze assessment results and formulate plans for improved learning and achievement.
- 3.7 Apply knowledge of how to use relevant quantitative and qualitative data to identify instructional strengths and needs, define gaps between current outcomes and goals, formulate new action steps, and design school programs to improve learning for every student.
- 3.8 Demonstrate knowledge of educational accountability, the importance and implications of accountability for the school, the role of assessment in accountability, and procedures for establishing and monitoring school accountability systems.
- 3.9 Demonstrate knowledge of how to use technology and information systems to enhance curriculum, instruction, and student learning and to monitor instructional effectiveness.
- 3.10 Analyze the impact of structural factors (e.g., staffing patterns, schedules, student grouping practices) on student achievement and ways to adjust these factors to achieve goals for learning.

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### **0004 Understand how to provide professional development opportunities and create comprehensive professional growth plans that support school improvement and promote learning for all students.**

For example:

- 4.1 Demonstrate knowledge of how to plan, implement, and evaluate aligned, standards-based professional development opportunities, including allocating adequate time and other resources to support staff learning and collaboration.
- 4.2 Apply knowledge of how to create a professional learning community in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to instructional goals and priorities and in which leader and teachers learn together.
- 4.3 Demonstrate knowledge of skills and strategies for guiding teachers' use of achievement data to evaluate student performance, analyze differences between individuals and groups of students, and inform planning for improved teaching and learning.
- 4.4 Apply knowledge of how to conduct classroom observations and use observation results and student data to evaluate the quality of teaching and provide teachers with effective, specific, and actionable feedback aimed at improving student learning and maximizing the effective use of instructional time.
- 4.5 Apply knowledge of how to provide professional support and development focused on authentic problems and student outcomes, integrate opportunities for continuous learning and professional growth into the school environment, and engage staff in ongoing self-assessment.
- 4.6 Demonstrate knowledge of various supervisory models and techniques (e.g., clinical supervision, coaching, mentoring, conferencing) and their use in improving teaching and learning.
- 4.7 Demonstrate knowledge of how to work collaboratively with staff to create comprehensive professional growth plans that are aligned to school and district improvement plans, address individual needs, and promote teaching excellence.
- 4.8 Identify strategies for encouraging teacher leadership, initiative, innovation, self-reflection, and action research.
- 4.9 Apply knowledge of resources and activities for promoting one's own ongoing professional development and learning and for remaining current on knowledge, skills, and best practices in educational leadership that positively impact staff development and student learning.

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**ORGANIZATIONAL MANAGEMENT AND COLLABORATION WITH STAKEHOLDERS**

**0005 Understand organizational and operational management, including relevant structures, policies, and procedures and their use in ensuring a safe, efficient, and effective learning environment and supporting the school's vision and goals.**

For example:

- 5.1 Apply knowledge of skills and strategies for managing the organization in ways that promote collaborative processes and relationships, foster collective commitment to the vision and goals, and ensure equity and continuous improvement.
- 5.2 Apply knowledge of how to monitor and evaluate school management systems and ensure that teacher and organizational time is focused on supporting effective instruction and student learning.
- 5.3 Demonstrate knowledge of how to collect and use relevant data to make decisions about organizational needs and priorities and how to strategically address organizational barriers to achieving school goals.
- 5.4 Apply knowledge of management skills and practices (e.g., group process, trust building, team building, consensus building, conflict resolution, distributed leadership) and their use in solving problems, making decisions, and achieving success for every student.
- 5.5 Apply knowledge of change processes and how to initiate, manage, and evaluate change in the school environment.
- 5.6 Demonstrate knowledge of how to use technological tools and systems to support effective management of the organization (e.g., managing information, facilitating communication and collaboration).
- 5.7 Apply knowledge of procedures, practices, and legal requirements for ensuring the safe, efficient, and effective operation of school facilities and equipment.
- 5.8 Demonstrate knowledge of how to develop and implement plans and procedures for ensuring student and staff safety and building security.
- 5.9 Demonstrate knowledge of crisis planning and emergency management in the school setting.
- 5.10 Apply knowledge of how to allocate and use school facility space effectively and efficiently to meet program needs and achieve school goals.

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**0006 Understand human, fiscal, and material resource management that is effective, legal, equitable, and aligned and that supports attainment of the school's vision and goals.**

For example:

- 6.1 Demonstrate knowledge of effective, legal, and equitable procedures for recruiting, hiring (e.g., screening, interviewing), assigning, retaining, evaluating, disciplining, and dismissing teachers and other staff to support school goals and maximize achievement for all students.
- 6.2 Apply knowledge of how to develop, implement, monitor, and evaluate effective induction and mentoring plans for new teachers.
- 6.3 Analyze issues related to equity, diversity, and fairness in human resource management.
- 6.4 Apply knowledge of staff evaluation procedures and the use of staff evaluation systems that differentiate the performance of staff functioning at different levels.
- 6.5 Demonstrate knowledge of how to allocate, align, and efficiently utilize human resources and develop the capacity for distributed leadership.
- 6.6 Demonstrate knowledge of policies, procedures, and contractual obligations related to human resource administration, including relevant state and federal laws and regulations (e.g., Americans with Disabilities Act [ADA], Family Educational Rights and Privacy Act [FERPA], Family and Medical Leave Act [FMLA]).
- 6.7 Apply knowledge of how to plan, manage, and monitor school budgets effectively, legally, and equitably according to student needs and how to allocate, align, and efficiently utilize fiscal and material resources.
- 6.8 Demonstrate knowledge of how to manage fiscal and material resources and obtain new resources (e.g., grants, partnerships) to support school programs and improve student achievement.
- 6.9 Demonstrate knowledge of procedures for financial record keeping and reporting, including legal requirements, and for ensuring effective internal controls to safeguard school financial operations.
- 6.10 Demonstrate knowledge of public school financing in Missouri, including related equity issues, sources of funding, and restrictions on the use of funds.

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**0007 Understand how to communicate and collaborate with parents/guardians and other stakeholders inside and outside the school, respond to diverse community interests and needs, and mobilize community resources to support and positively affect learning.**

For example:

- 7.1 Analyze the role of high visibility and active involvement across the school community in accommodating diverse school and community conditions and supporting achievement of the school vision and goals.
- 7.2 Apply knowledge of community and media relations, public information strategies for communicating different types of information to various audiences (e.g., parents/guardians, community partners), and technological tools and interpersonal communication skills appropriate in various educational contexts.
- 7.3 Apply knowledge of public school governance in Missouri and how to build and sustain collaborative, productive relationships with school and district staff, advisory councils, parents/guardians, local businesses and other organizations, and community partners.
- 7.4 Demonstrate knowledge of how to promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources and how to mobilize community resources to support student achievement, solve school problems, and achieve school goals.
- 7.5 Demonstrate knowledge of the benefits of parent/guardian participation in the school and strategies for increasing the involvement of parents/guardians in their children's education.
- 7.6 Demonstrate knowledge of how to guide school staff to build productive relationships with parents/guardians and engage them in their children's learning.
- 7.7 Apply knowledge of skills and strategies for consensus building, collaboration, and negotiation in various contexts involving parents/guardians and other stakeholders.
- 7.8 Apply knowledge of how to respond to diverse community interests and needs and work effectively with stakeholders who have competing or conflicting perspectives.

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**0008 Understand the personal and professional responsibilities of principals/directors, including legal and ethical principles and practices.**

For example:

- 8.1 Apply knowledge of student, staff, and parent/guardian rights, protections, and responsibilities (e.g., due process, confidentiality, free speech, protection from sexual harassment).
- 8.2 Apply knowledge of laws and regulations related to school administration in Missouri (e.g., reporting requirements, student supervision, liability, security of digital information).
- 8.3 Apply knowledge of legal principles and practices for promoting equity in Missouri schools.
- 8.4 Apply knowledge of legal requirements for educating students with disabilities (e.g., Individuals with Disabilities Education Act [IDEA], Section 504 of the Rehabilitation Act) and students who are English language learners.
- 8.5 Apply knowledge of personal and professional ethics, including principles and guidelines for acting fairly, ethically, and with integrity in various school leadership contexts.
- 8.6 Apply knowledge of personal priorities and behaviors expected of principals/directors in Missouri (e.g., demonstrating respect for others; ensuring accountability for the success of every student; modeling principles of reflective practice, transparency, and ethical behavior; safeguarding the values of democracy, equity, and diversity; considering potential moral and legal consequences in decision making; ensuring that individual student needs inform all aspects of schooling).