

# Missouri Educator Gateway Assessments

## FIELD 080: BUILDING-LEVEL ADMINISTRATOR TEST FRAMEWORK

April 2020

<b>Content Domain</b>	<b>Range of Competencies</b>	<b>Approximate Percentage of Test Score</b>
I. Visionary Leadership	0001	10%
II. Instructional Leadership	0002–0004	30%
III. Managerial Leadership	0005–0007	30%
IV. Relational Leadership	0008–0009	20%
V. Innovative Leadership	0010	10%

Copyright © 2020 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Evaluation Systems, Pearson, 300 Venture Way, Hadley, MA 01035

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

This document may not be reproduced for commercial use but may be copied for educational purposes.

**Missouri Educator Gateway Assessments**  
**TEST FRAMEWORK**  
**FIELD 080: BUILDING-LEVEL ADMINISTRATOR**

**VISIONARY LEADERSHIP**

**0001 Understand how to develop and implement a vision for the school to guide the learning of all students and promote continuous school improvement.**

For example:

- 1.1 Demonstrate knowledge of the purposes of a school vision, including how it relates to the core values and culture of the school community.
- 1.2 Demonstrate knowledge of how to collaboratively develop and implement a shared school mission and vision that reflect priorities, including high levels of student learning, effective instructional practice, data use, equity, diversity, and digital citizenship.
- 1.3 Demonstrate knowledge of how to engage stakeholders (e.g., staff, students, parents/guardians) in developing and implementing the school mission and vision, incorporate diverse perspectives, and build shared commitment to the school mission and vision.
- 1.4 Demonstrate knowledge of strategies for identifying actionable goals that are aligned with the school mission and vision and reflect the core values of the school community, including collecting and using relevant data to set goals.
- 1.5 Demonstrate knowledge of how to ensure that all stakeholders have knowledge of the school's mission, vision, core values, and goals.
- 1.6 Apply knowledge of skills and strategies for communicating the school's mission, vision, core values, and goals using a variety of means (e.g., oral, written, digital communications), including demonstrating awareness of relevant organizational, community, political, and cultural contexts.
- 1.7 Demonstrate knowledge of processes and procedures for developing plans and initiatives to achieve school goals and promote continuous improvement.
- 1.8 Apply knowledge of skills and strategies for collecting and using multiple sources of data connected to the school's mission, vision, and goals to design, implement, and evaluate improvement processes.
- 1.9 Demonstrate knowledge of how to monitor and assess the progress and effectiveness of school improvement plans and initiatives as well as how to modify plans and initiatives as needed to achieve goals.

## FIELD 080: BUILDING-LEVEL ADMINISTRATOR TEST FRAMEWORK

### INSTRUCTIONAL LEADERSHIP

#### **0002 Understand how to ensure a guaranteed and viable curriculum, recognize effective instructional practice, and coordinate the use of effective assessments.**

For example:

- 2.1 Demonstrate knowledge of state learning standards, including their role in the horizontal and vertical alignment of curricula and content areas.
- 2.2 Demonstrate knowledge of how to lead development of standards-aligned, technology-rich curricula.
- 2.3 Demonstrate knowledge of how to plan, supervise, monitor, evaluate, and support a standards-based, coherent, and data-driven instructional program that supports equity, high levels of student learning, and digital literacy.
- 2.4 Demonstrate knowledge of a variety of research-based instructional practices, including evidence-based practices and curricular materials to meet the learning needs of all students, promote achievement for different student populations (e.g., English language learners, students with exceptionalities), and close achievement gaps.
- 2.5 Demonstrate knowledge of how to assess student learning using a variety of formal and informal assessment practices (e.g., formative and summative assessments, use of multiple measures, cultural responsiveness, accessibility) that support data-informed instruction.
- 2.6 Demonstrate knowledge of strategies for facilitating collaborative efforts to analyze assessment results in order to inform the instructional process and support improvement in student learning.
- 2.7 Apply knowledge of multiple strategies for analyzing data to identify instructional strengths and needs, formulate new action plans, and design curricula and instruction to improve learning for all students.
- 2.8 Demonstrate knowledge of how to observe and evaluate the school's curricula, instructional and assessment practices, and use of instructional technology.
- 2.9 Demonstrate knowledge of how structural factors (e.g., staffing patterns, schedules, student grouping practices) affect student learning.

**FIELD 080: BUILDING-LEVEL ADMINISTRATOR  
TEST FRAMEWORK**

**0003 Understand how to promote ongoing professional learning for school faculty and staff.**

For example:

- 3.1 Demonstrate knowledge of the principles of adult learning, including the role of adult learning in developing faculty professional capacity.
- 3.2 Identify effective strategies and practices for providing meaningful feedback to faculty and staff.
- 3.3 Demonstrate knowledge of how to plan, implement, and evaluate professional learning opportunities for faculty and staff that promote reflection, cultural responsiveness, digital literacy, school improvement, and success for all students.
- 3.4 Demonstrate knowledge of how to create a collaborative professional culture in which teamwork, reflection, conversation, and problem solving about student learning and achievement support improvement, retention, learning, and well-being.
- 3.5 Apply knowledge of skills and strategies for guiding teachers' use of data to evaluate student performance, analyze differences in performance, and inform planning for improved teaching and learning.
- 3.6 Demonstrate knowledge of how to recognize faculty and staff capacity and integrate opportunities for continuous professional learning and growth into the school environment, provide professional support focused on student outcomes, and engage staff in ongoing self-assessment.
- 3.7 Apply knowledge of strategies for allocating adequate time and other resources to support staff's professional learning and collaboration.
- 3.8 Apply knowledge of how to use technology in ethical, appropriate ways to foster professional learning for all faculty and staff.

**FIELD 080: BUILDING-LEVEL ADMINISTRATOR  
TEST FRAMEWORK**

**0004 Understand how to create and sustain a positive school culture and equitable learning environment that promote success for all students, including legal requirements related to school administration.**

For example:

- 4.1 Demonstrate knowledge of how to establish academic goals and priorities, ensure that teachers set high academic and behavior expectations for all students, and ensure that all students are consistently engaged in learning.
- 4.2 Demonstrate knowledge of practices and procedures for creating a positive, collaborative, and inclusive school culture in which all students are safe and supported, including strategies for analyzing student information (e.g., demographic, economic, geographic).
- 4.3 Demonstrate knowledge of how to create personalized, motivating, and equitable learning environments that are responsive to and respectful of student diversity and that support achievement for all students.
- 4.4 Demonstrate knowledge of strategies and processes for evaluating and improving school culture and learning environments.
- 4.5 Demonstrate knowledge of how to promote and support equitable, inclusive, and culturally responsive practices among faculty and staff.
- 4.6 Demonstrate knowledge of effective and equitable behavior management strategies; student codes of conduct; and practices and procedures for preventing bullying, harassment, and intimidation.
- 4.7 Apply knowledge of laws and regulations related to school administration (e.g., reporting requirements, student supervision, security of digital information), including legal principles and practices for promoting equity.
- 4.8 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 English language learners.

## FIELD 080: BUILDING-LEVEL ADMINISTRATOR TEST FRAMEWORK

### MANAGERIAL LEADERSHIP

#### 0005 Understand how to implement operational systems, including policies and procedures for ensuring a safe, functional school environment.

For example:

- 5.1 Demonstrate knowledge of how safe, functional school facilities and grounds support instruction and student learning.
- 5.2 Demonstrate knowledge of principles for managing the school organization, including strategies for promoting collaboration, collective commitment to the vision and goals, equitable outcomes for all students, and continuous improvement.
- 5.3 Demonstrate knowledge of how to use relevant data to make decisions about organizational needs and priorities and to address organizational barriers to equity and the achievement of school goals.
- 5.4 Demonstrate knowledge of how to develop and implement management, operations, communications, governance, and technology systems within the school organization.
- 5.5 Apply knowledge of management skills and practices (e.g., group process skills, consensus building, conflict resolution) and their use in making decisions, solving problems, and supporting equitable outcomes for all students.
- 5.6 Demonstrate knowledge of how to use schedules and allocate school facility space effectively to achieve equitable outcomes, meet program needs, and achieve school goals.
- 5.7 Apply knowledge of how to use technological tools and systems to enhance organizational management (e.g., managing information, facilitating communication and collaboration).
- 5.8 Demonstrate knowledge of how to monitor and evaluate school management systems, routines, procedures, schedules, and technology to ensure support for the school environment, equitable processes and operations, effective instruction, and student learning.
- 5.9 Apply knowledge of procedures, practices, and legal requirements for ensuring the safe, efficient, and effective operation of school facilities and equipment; student and staff safety; and building security, including crisis planning and emergency management.

## FIELD 080: BUILDING-LEVEL ADMINISTRATOR TEST FRAMEWORK

### 0006 Understand how to oversee personnel, including strategies for supervising, observing, and coaching teachers.

For example:

- 6.1 Demonstrate knowledge of how to develop the school's professional capacity through recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing faculty and staff, including legal and equitable procedures and the use of data in recruitment and selection.
- 6.2 Demonstrate knowledge of how to promote teacher retention by developing, implementing, and monitoring induction and mentoring for new teachers.
- 6.3 Demonstrate knowledge of the attributes of effective faculty and staff, the principles of staff evaluation, and procedures and systems for evaluating the performance of faculty and staff.
- 6.4 Demonstrate knowledge of supervision processes (e.g., clinical supervision, coaching, mentoring, conferencing) and their use in improving teaching and learning.
- 6.5 Apply knowledge of how to conduct teacher observations in a variety of classrooms; use observation results and student data to evaluate the teaching; and provide teachers with specific, actionable feedback to support improvement of instruction and student learning.
- 6.6 Demonstrate knowledge of how to work collaboratively with staff to develop professional growth plans that address teachers' individual needs, promote teaching excellence and professional capacity, and are aligned to school and district goals.
- 6.7 Demonstrate knowledge of how to allocate and utilize personnel based on student, school, and staff needs, including issues related to equity, diversity, and fairness in human resource management.
- 6.8 Apply knowledge of policies, procedures, and contractual obligations related to personnel, 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]).
- 6.9 Apply knowledge of strategies for communicating clear expectations, guidelines, and procedures to ensure that the rights of all staff and students are respected.

**FIELD 080: BUILDING-LEVEL ADMINISTRATOR  
TEST FRAMEWORK**

**0007 Understand how to ensure equitable and strategic use of fiscal and non-fiscal school resources.**

For example:

- 7.1 Demonstrate knowledge of public school financing, including major sources of revenue to support school goals and priorities, equity issues, and statutory requirements that affect the use of funds.
- 7.2 Demonstrate knowledge of procedures for evaluating school resource needs and developing equitable resourcing plans aligned to school goals and priorities.
- 7.3 Demonstrate knowledge of how to plan, manage, and monitor school budgets effectively, legally, and equitably according to student needs.
- 7.4 Demonstrate knowledge of processes for aligning, allocating, and efficiently and equitably utilizing fiscal and material resources according to school priorities and student needs.
- 7.5 Demonstrate knowledge of methods and procedures for managing fiscal and material resources as well as strategies for advocating for and obtaining new resources (e.g., grants, business and community partnerships) to support school programs and improve student learning.
- 7.6 Demonstrate knowledge of procedures and statutory requirements for financial record keeping and reporting and for ensuring effective internal controls in school financial operations.
- 7.7 Demonstrate knowledge of the statutory requirements that affect how non-fiscal resources support school goals and priorities.

## FIELD 080: BUILDING-LEVEL ADMINISTRATOR TEST FRAMEWORK

### RELATIONAL LEADERSHIP

#### **0008 Understand how to interact professionally and develop positive, supportive relationships with students and school staff.**

For example:

- 8.1 Demonstrate knowledge of the contexts for education (e.g., cultural, demographic, economic, geographic) and their effect on teaching and learning for all students.
- 8.2 Demonstrate knowledge of how to build positive relationships and create a safe, supportive, ethical, and equitable school environment that is responsive to student diversity and supports learning and well-being for all students.
- 8.3 Apply knowledge of strategies and school and community resources for supporting the success and well-being of all students.
- 8.4 Apply knowledge of strategies and skills for building positive relationships with staff members, including the importance of cultivating ethical behavior and professional norms.
- 8.5 Demonstrate knowledge of how to establish a professional culture of support, respect, collaboration among staff, and shared commitment to the school's mission, vision, core values, and goals.
- 8.6 Demonstrate knowledge of the importance of teacher leadership and of strategies for encouraging and promoting teacher leadership (e.g., team building, shared leadership, supporting initiative and innovation, action research).
- 8.7 Apply knowledge of students' and staff's rights, protections, and responsibilities (e.g., due process, confidentiality, free speech, protection from sexual harassment).
- 8.8 Apply knowledge of personal and professional ethics, including principles and guidelines for acting fairly, ethically, and with integrity in various school leadership contexts.

## FIELD 080: BUILDING-LEVEL ADMINISTRATOR TEST FRAMEWORK

### **0009 Understand how to interact professionally and build positive relationships with parents/guardians and other stakeholders in the community.**

For example:

- 9.1 Demonstrate knowledge of the benefits of parent/guardian participation in the school, including how students' families can be a resource in support of student learning.
- 9.2 Apply knowledge of strategies for increasing the involvement of parents/guardians in their children's education, including guiding faculty and staff to engage, collaborate, and build productive relationships with parents/guardians.
- 9.3 Apply knowledge of parents'/guardians' rights, protections, and responsibilities (e.g., due process, privacy, access to educational records).
- 9.4 Demonstrate knowledge of the importance of building positive relationships with stakeholders throughout the community, including understanding diverse school and community conditions and building support for the school's mission, vision, core values, and goals.
- 9.5 Demonstrate knowledge of the community's diverse cultural, social, and intellectual resources and how to mobilize community resources to support student achievement and achieve school goals.
- 9.6 Demonstrate knowledge of how to recognize, build, and sustain collaborative relationships with formal and informal leaders within the school and community.
- 9.7 Apply knowledge of strategies and skills for communication, consensus building, community relations, and collaboration in various contexts involving parents/guardians, community members, and other stakeholders, including responding to diverse interests and working effectively with stakeholders who have different perspectives.
- 9.8 Demonstrate knowledge of how to advocate effectively for school and community needs in various contexts.

## FIELD 080: BUILDING-LEVEL ADMINISTRATOR TEST FRAMEWORK

### INNOVATIVE LEADERSHIP

#### **0010 Understand how to continue personal professional growth, actively engage in reflective practice, and apply new knowledge and understanding to drive appropriate change.**

For example:

- 10.1 Demonstrate knowledge of priorities and behaviors expected of school administrators (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; ensuring that student needs inform all aspects of schooling).
- 10.2 Demonstrate knowledge of practices, processes, and procedures that support continuous professional growth for school administrators.
- 10.3 Recognize the importance of reflection, feedback, and a commitment to ongoing learning for supporting professional growth and improving leadership performance.
- 10.4 Demonstrate knowledge of the importance of professional learning networks and publications for staying current on best practices in educational leadership that positively impact student learning and staff development.
- 10.5 Demonstrate knowledge of time management and strategies for maintaining professional focus on school priorities and goals.
- 10.6 Apply knowledge of resources and activities for promoting one's own ongoing professional learning and growth, including reflection and developing cultural responsiveness and digital literacy.
- 10.7 Demonstrate knowledge of change processes in education, including the importance of flexibility and the role of new knowledge, understandings, and technologies as catalysts for change.
- 10.8 Demonstrate knowledge of strategies and procedures for initiating, managing, monitoring, and evaluating change processes in the school environment in order to improve student learning and achieve school goals.