

Missouri Educator Gateway Assessments

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

December 2020

DRAFT

| Content Domain | Range of Competencies | Approximate Percentage of Test Score |
|--|------------------------------|---|
| I. Vision, Mission, and Goals | 0001 | 10% |
| II. Teaching and Learning | 0002–0004 | 30% |
| III. Management of Organizational Systems | 0005–0006 | 20% |
| IV. Educational Contexts and Collaboration | 0007 | 10% |
| V. Professional Responsibilities, Ethics, and Growth | 0008 | 10% |
| VI. Data Analysis and District Planning | 0009 | 20% |

Missouri Educator Gateway Assessments
TEST FRAMEWORK
FIELD 084: SUPERINTENDENT

VISION, MISSION, AND GOALS

0001 Demonstrate the knowledge and ability required to facilitate the development, articulation, implementation, and stewardship of a district vision of learning that promotes success for each student and that is shared and supported by the school community.

For example:

- 1.1 Demonstrate knowledge of the characteristics and importance of a district vision and mission that reflects core values (e.g., student-centered education, high expectations and student support, equity, technology integration, continuous improvement, academic success and well-being for each student).
- 1.2 Apply knowledge of processes and procedures for collaboratively developing and implementing an actionable district vision and mission that are informed by current knowledge and research, align with existing improvement plans, and reflect high levels of student learning and effective instructional practice.
- 1.3 Apply knowledge of the role of the superintendent in the development, articulation, and implementation of the district vision and mission and understand how the vision and mission drive district planning and inform district decision making.
- 1.4 Apply knowledge of strategies for engaging district staff, the school board, students, parents/guardians, community members, and other stakeholders in developing and implementing a district vision and mission, including incorporating diverse perspectives and building a shared sense of ownership of the vision and mission.
- 1.5 Apply knowledge of processes and procedures for identifying goals aligned with the district vision and mission; leading collaborative, research-based strategic planning; and implementing plans and initiatives to achieve defined district goals, realize the vision and mission, and promote continuous improvement.
- 1.6 Apply knowledge of processes and procedures for leading district-wide improvement processes, including data collection; diagnosis; and the design, implementation, and evaluation of a district comprehensive school improvement plan.
- 1.7 Apply knowledge of processes and procedures for collaboratively monitoring and evaluating plans and initiatives, including collecting and analyzing relevant data, modifying plans and initiatives as needed to achieve goals, employing situationally appropriate strategies, and assessing the effectiveness of the district vision and mission in promoting success for each student.

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

- 1.8 Apply knowledge of procedures for communicating the district vision and mission to multiple stakeholders, including developing comprehensive communication plans, and practices for modeling the district's core values, vision, mission, and goals in all aspects of leadership.
- 1.9 Apply knowledge of strategies for developing a shared understanding of, commitment to, and accountability for the district vision and mission in the school community and motivating staff, students, parents/guardians, and other stakeholders to achieve the district's vision, mission, and goals.

TEACHING AND LEARNING

0002 Demonstrate the knowledge and ability required to create, promote, and sustain a positive and inclusive district culture of student learning that promote academic excellence, equity, success, and well-being for each student.

For example:

- 2.1 Demonstrate knowledge of the importance of district culture, including the dimensions of a positive, inclusive culture (e.g., safety and well-being for all members of the school community, equity, cultural responsiveness, respect, a shared commitment to high expectations for each student).
- 2.2 Apply knowledge of strategies for establishing, cultivating, and sustaining a district-wide culture of safety, equity, positive relationships, and high levels of learning in which each student is valued and the academic, social, emotional, and physical needs of each student are met.
- 2.3 Apply knowledge of context-appropriate strategies for establishing rigorous academic goals and priorities, including ensuring that school and district staff set high expectations for each student, ensuring that students are consistently engaged in learning, and fostering a shared commitment to closing achievement and opportunity gaps.
- 2.4 Apply knowledge of how to foster and advocate for personalized, motivating, safe, supportive, equitable, and culturally responsive learning environments throughout the district that are infused with diversity and that recognize the strengths, diversity, and cultures of each student as assets for teaching and learning.
- 2.5 Apply knowledge of practices and procedures for ensuring that each student has equitable access to meaningful learning opportunities, effective teachers, academic and social supports, positive adult relationships, technologies, and other resources for academic success and well-being.

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

- 2.6 Apply knowledge of processes and procedures for establishing, monitoring, and evaluating equitable behavior management practices, including student codes of conduct; and demonstrate knowledge of bullying, harassment, intimidation, and other safety concerns, including privacy and cyberbullying.
- 2.7 Demonstrate knowledge of institutional biases associated with race, socioeconomic status, culture and language, gender and sexual orientation, and disability or special status (e.g., student marginalization, deficit-based schooling, low expectations) and apply knowledge of approaches to evaluating and confronting the root causes of inequity.
- 2.8 Apply knowledge of processes and procedures for evaluating district culture and learning environments and for using the results to foster cultural change and guide continuous improvement throughout the district.
- 2.9 Demonstrate knowledge of change processes in education, including the role of emerging research and trends in education, policy, culture, economics, and technology as catalysts for change.
- 2.10 Apply knowledge of strategies for leading change processes, including practices for managing the uncertainty, risk, competing initiatives, and politics of change with transparency and perseverance.

0003 Demonstrate the knowledge and ability required to implement and support effective instructional programs that apply research-supported best practices in curriculum, instruction, and assessment to foster academic success for each student.

For example:

- 3.1 Demonstrate knowledge of research-based curricula, technologies, and other supports for instructional programs; factors to consider in developing programs; and the role of the superintendent in supervising and allocating resources for instructional programs.
- 3.2 Apply knowledge of processes and procedures for collaboratively planning, organizing, implementing, monitoring, and evaluating a rigorous, coherent, equitable, standards-based, and data-driven instructional program based on research-supported best practices for curriculum, instruction, and assessment.
- 3.3 Apply knowledge of processes and procedures for evaluating existing district curricula and leading the development of standards-aligned, culturally responsive, and technology-rich curricula.
- 3.4 Apply knowledge of equitable, culturally responsive curricular materials and instructional practices, including data-driven differentiation and intervention, that are consistent with knowledge of child development and learning, meet students' needs, and promote success for each student at all levels in the district.

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

- 3.5 Demonstrate knowledge of research, theories, and best practices regarding assessment systems (e.g., standardized and classroom-based assessments, formative and summative assessments, formal and informal assessments) and valid, culturally responsive, accessible, and equitable assessment practices.
- 3.6 Apply knowledge of strategies for facilitating collaborative efforts at the district and school levels to analyze assessment results and formulate plans for improved learning and achievement, including promoting staff use of data to evaluate student performance, analyze differences between individuals and groups of students, and inform instructional planning.
- 3.7 Apply knowledge of approaches and strategies for developing, implementing, and coordinating coherent, equitable systems of academic and social resources and supports, technologies, extracurricular activities, and accommodations to foster academic success and well-being for each student.
- 3.8 Analyze implications of student diversity for teaching and learning and apply knowledge of equitable, 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, language, and socioeconomic backgrounds).
- 3.9 Apply knowledge of processes and procedures for integrating technology and information systems to enhance curriculum, instruction, assessment, and student learning and to monitor instructional effectiveness across the district.
- 3.10 Apply knowledge of processes and procedures for using relevant quantitative and qualitative data to identify instructional strengths and needs, define gaps between current outcomes and goals, formulate action steps, and modify instructional programs to improve learning for each student.

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

0004 Demonstrate the knowledge and ability required to establish, promote, and maintain a culture of continuous learning among faculty and staff and lead the development of comprehensive professional growth plans.

For example:

- 4.1 Apply knowledge of strategies for establishing and maintaining a strong professional culture that cultivates mutual accountability, continuous staff learning, and shared commitment to the district's vision, mission, and goals.
- 4.2 Apply knowledge of strategies and approaches for promoting professional learning communities in which collaboration, reflection, and problem solving are focused on authentic problems and student learning and align with district goals and priorities.
- 4.3 Demonstrate knowledge of the importance of classroom observations and their role in evaluating the quality of instruction, and apply knowledge of practices for supporting building-level administrators in improving student learning and maximizing the effective use of instructional time.
- 4.4 Apply knowledge of skills and strategies for collaboratively evaluating, designing, and cultivating systems of professional support, coaching, and growth that promote reflection, digital and data literacy, distributed leadership, equity, continuous improvement, and student success.
- 4.5 Apply knowledge of practices and procedures for promoting equitable, inclusive, and culturally responsive instructional and behavior support practices among faculty and school and district staff, including empowering and entrusting faculty and staff with collective responsibility for the academic success and well-being of each student.
- 4.6 Apply knowledge of processes and procedures for developing district-wide professional development opportunities focused on student outcomes, including integrating opportunities for continuous professional learning and growth into school and district environments.
- 4.7 Apply knowledge of processes and procedures for developing comprehensive professional growth plans that are aligned to district and building improvement plans, address individual needs, and promote professional excellence.
- 4.8 Apply knowledge of strategies and practices for encouraging initiative, innovation, self-reflection, action research, and leadership among faculty and school and district staff, including encouraging faculty- and staff-initiated improvement of programs and practices.

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

MANAGEMENT OF ORGANIZATIONAL SYSTEMS

0005 Demonstrate the knowledge and ability required to manage the organizational structures, operations, and resources of the school district to promote safe, efficient, effective, and equitable learning environments and success for each student.

For example:

- 5.1 Demonstrate knowledge of current research, theories, and best practices concerning the management of educational operations, technology, data, communications, and governance systems.
- 5.2 Apply knowledge of processes and procedures for developing, implementing, and maintaining structures, administrative systems, policies, and procedures to foster collective commitment to the district's vision, mission and goals; promote collaborative processes and relationships; and ensure equity and continuous improvement.
- 5.3 Apply knowledge of skills and practices for effective management (e.g., group process, trust building, team building, consensus building, conflict resolution, distributed leadership) and their use in making decisions, solving problems, promoting collaboration, achieving goals, and achieving success for each student.
- 5.4 Apply knowledge of how to use technological tools and systems to support effective management of the organization (e.g., managing information, facilitating communication and collaboration) and approaches for monitoring and evaluating district operations, technology, data, communications, and governance systems.
- 5.5 Demonstrate knowledge of public school financing in Missouri, including revenue sources, distribution, expenditures, and restrictions on the use of funds.
- 5.6 Apply knowledge of how to plan, manage, and monitor district budgets effectively, legally, and equitably, including using data to evaluate district resource needs; allocating, aligning, and utilizing fiscal and material resources; and developing a budget implementation plan.
- 5.7 Apply knowledge of processes and procedures for managing fiscal and material resources, including obtaining new resources (e.g., grants, partnerships), financial record keeping and reporting, legal requirements, and internal controls to safeguard district financial operations.
- 5.8 Apply knowledge of procedures, practices, and legal requirements for the safe, efficient, and effective operation of district facilities and equipment, including allocating and using facility space and equipment equitably to meet program needs and achieve district goals.
- 5.9 Apply knowledge of processes and procedures for ensuring student and staff safety and building security, including crisis planning and emergency management in schools and districts.

**FIELD 084: SUPERINTENDENT
TEST FRAMEWORK**

- 5.10 Apply knowledge of processes and procedures for ensuring the equitable use of educational resources, collecting and using relevant data to make decisions about organizational needs and priorities, and strategically addressing organizational barriers to achieving district goals.
- 5.11 Apply knowledge of systems and practices for communicating with stakeholders in the school community about district operations, management, resources and budget, and facilities.

0006 Demonstrate the knowledge and ability required for effective, legal, and equitable management of district human resources that builds positive relationships with district leadership and staff and supports attainment of the district's vision, mission, and goals.

For example:

- 6.1 Demonstrate knowledge of research-based, data-informed practices for recruiting, hiring, assigning, developing, and retaining school and district staff based on student, school, and district needs.
- 6.2 Apply knowledge of effective, legal, collaborative, and equitable processes and procedures for recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing staff to support district goals and maximize achievement for each student.
- 6.3 Apply knowledge of how to work collaboratively with school and district leaders and staff to manage staff turnover and procedures for developing, implementing, monitoring, and evaluating induction and mentoring plans that support the formation of an educationally effective faculty.
- 6.4 Demonstrate knowledge of various supervisory models and techniques (e.g., clinical supervision, coaching, mentoring, conferencing) and their use in improving performance and outcomes for school and district staff.
- 6.5 Apply knowledge of staff evaluation procedures; the use of staff evaluation systems that differentiate the performance of staff functioning at different levels; and approaches for delivering actionable feedback to support faculty and staff in developing knowledge, skills, and practice.
- 6.6 Apply knowledge of collaborative processes and procedures for allocating, aligning, and utilizing human resources and developing the capacity for distributed leadership, including strategies for cultivating leadership among staff and systems for leadership supervision, evaluation, feedback, and support.
- 6.7 Analyze issues related to equity and inclusion in human resources management and demonstrate knowledge of the impact of staffing patterns, schedules, and other structural factors on student achievement.

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

- 6.8 Apply knowledge of approaches for developing and supporting collaborative, productive, and trusting working relationships between district and school leaders, faculty, and staff to promote professional capacity and achieve the district's vision, mission, and goals.
- 6.9 Apply knowledge of policies, procedures, and contractual obligations related to human resources administration, including collective bargaining agreements and relevant state and federal laws and regulations (e.g., ADA, FERPA, FMLA).

EDUCATIONAL CONTEXTS AND COLLABORATION

0007 Demonstrate the knowledge and ability required to understand, respond to, and influence larger political, social, economic, legal, and cultural contexts of education in order to achieve the district's vision, mission, and goals and promote learning for each student.

For example:

- 7.1 Demonstrate knowledge of public school governance in Missouri and of policies, laws, and rules at local, state, and federal levels that impact public education.
- 7.2 Demonstrate knowledge of the role of the school board in public education in Missouri, including the importance for the superintendent to establish and maintain a productive relationship with the school board.
- 7.3 Demonstrate knowledge of how political, social, economic, legal, and cultural issues at the local, state, and federal levels affect Missouri public schools, including ways in which these issues affect communities, parents/guardians, and learning opportunities for students.
- 7.4 Demonstrate knowledge of how current and emerging issues; initiatives; and social, cultural, and economic trends influence teaching and learning.
- 7.5 Apply knowledge of strategies and approaches for remaining current regarding the political, social, economic, legal, and cultural contexts of education; responding to and influencing those contexts to achieve district goals; and adapting leadership strategies in response to changing contexts.
- 7.6 Apply knowledge of strategies for working with the school board and other decision makers at the local and state levels and for communicating effectively with the school board and the community concerning trends, issues, and changes that affect district schools.
- 7.7 Apply knowledge of how to build and sustain collaborative, productive relationships with school board members, school and district staff, advisory councils, parents/guardians, local businesses and other organizations, and community partners.

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

- 7.8 Apply knowledge of practices for maintaining high visibility and involvement throughout the district and the community; building understanding and appreciation of the community's diverse cultural, social, and intellectual resources; mobilizing community resources in support of district priorities and goals, including leading tax initiatives; and responding to diverse community interests and needs.
- 7.9 Demonstrate knowledge of the benefits of parent/guardian participation in their children's education, in and out of school; and apply knowledge of strategies for increasing parent/guardian involvement in the district, including guiding staff to build productive, collaborative relationships with parents/guardians.
- 7.10 Apply knowledge of strategies for providing different types of information to district stakeholders; establishing and maintaining two-way communication with stakeholders; developing and implementing public information and media relations strategies; and using interpersonal communication skills, consensus building, collaboration, and negotiation effectively in various contexts.
- 7.11 Apply knowledge of how to serve as an effective advocate at the local, state, and federal levels for policies, laws, programs, practices, and resources that support public education, student learning, community interests, and district priorities and needs, including policies and programs that ensure educational equity for each student.

PROFESSIONAL RESPONSIBILITIES, ETHICS, AND GROWTH

0008 Demonstrate the knowledge and ability required to fulfill the professional responsibilities of superintendents, including legal and ethical principles and practices, and to remain current on best practices in educational administration and leadership.

For example:

- 8.1 Apply knowledge of professional responsibilities, dispositions, and norms expected of superintendents in Missouri (e.g., ensuring accountability for the success of each student; modeling integrity, collaboration, fairness, transparency, and ethics; safeguarding the values of democracy, equity, and inclusion; considering potential moral and legal consequences of decisions; ensuring that student needs inform all aspects of schooling).
- 8.2 Apply knowledge of laws, policies, and regulations related to school and district administration in Missouri (e.g., reporting requirements, student supervision, liability, security of digital information), including legal principles and practices for promoting equity in Missouri schools.

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

- 8.3 Apply knowledge of student, staff, and parent/guardian rights, protections, and responsibilities (e.g., due process, confidentiality, free speech, sexual harassment) and legal requirements for educating students with disabilities (e.g., IDEA, Section 504) and English language learners.
- 8.4 Apply knowledge of personal and professional ethics, including principles and guidelines for professional, fair, and ethical behavior and leading with integrity in all aspects of district responsibilities.
- 8.5 Apply knowledge of processes, procedures, and guidelines for evaluating the legal and ethical dimensions of district leadership, including relationships, decision-making, and stewardship of district resources, and demonstrate the capacity to advocate for ethical and legal decisions.
- 8.6 Apply knowledge of how to use interpersonal and communication skills to develop an understanding of each student's and staff members' backgrounds and cultures.
- 8.7 Apply knowledge of strategies for modeling professional norms, adherence to legal principles and practices, and personal and professional ethics and for cultivating an organizational culture rooted in ethics, equity, perseverance, continuous improvement, and responsibility for each student's academic success and well-being.
- 8.8 Apply knowledge of processes and procedures for engaging in reflective practice, developing one's own annual professional development plan, and promoting one's own ongoing professional development and learning.
- 8.9 Apply knowledge of resources and activities for remaining current on knowledge, skills, and best practices in educational leadership that positively impact staff development and student learning.

FIELD 084: SUPERINTENDENT TEST FRAMEWORK

DATA ANALYSIS AND DISTRICT PLANNING

0009 Demonstrate the knowledge and ability required to analyze and assess school district data, identify areas of strength and need in the district, and develop and explain plans to address needs while building on district strengths.

For example:

- 9.1 Apply knowledge of how to analyze and assess quantitative and qualitative school district data (e.g., student achievement data, formative assessment data, demographic data, enrollment projections, budget data, stakeholder survey results, policy documents, district communications).
- 9.2 Apply knowledge of how to evaluate areas of strength and need in a school district based on analysis of relevant data, including identifying data-based evidence.
- 9.3 Apply knowledge of strategies for building on areas of strength in a school district and addressing areas of need, including developing and explaining actionable plans.
- 9.4 Apply knowledge of strategies for communicating about district plans, including explaining how plans address district needs and promote improvements in teaching and success for each student.