

**Minutes of the Regular Meeting  
of the Massachusetts Board of Elementary and Secondary Education  
June 23, 2009**

**Excerpt: Educational Leadership: Proposed Policy Standards for Principals,  
Superintendents, and Other Leadership Roles**

VOTED: that the Board of Elementary and Secondary Education, in accordance with Chapter 69, Section 1B and Chapter 71, Section 38G of the Massachusetts General Laws, hereby approve the Policy Standards for Principals, Superintendents, and Other Leadership Roles, as presented by the Commissioner. These policy standards establish the core areas that are applicable to all educational leadership roles and at all stages:

1. Learning and Instruction: The education leader promotes the success of all students and staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
2. Management and Operations: The education leader promotes the success of all students and staff by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
3. Family and Community Partnerships: The education leader promotes the success of all students and staff through partnerships with families, community members, and other external stakeholders that support the mission of the school and district.
4. Ethical and Reflective Leadership: The education leader promotes the success of all students and staff by providing ethical, culturally proficient, skilled, and reflective leadership.

Further, that the Board of Elementary and Secondary Education direct the Commissioner to use the policy standards as the foundation for developing:

- Amendments to the regulations on educator licensure and preparation program approval (603 CMR 7.00)
- Role- and stage-specific performance indicators that would be used to approve leadership preparation programs and to license novice and experienced educational leaders
- Performance assessments for novice and experienced leaders, based on the performance indicators
- Guidelines to be used to strengthen the preparation, recruitment, evaluation, and ongoing professional development of education leaders and their selection as mentors, coaches, and turnaround leaders.

The commissioner shall ensure that the regulatory amendments and performance indicators reflect the intent of the Board's mission statement: "To strengthen the Commonwealth's public education system so that every student is prepared to succeed

in postsecondary education, complete in the global economy, and understand the rights and responsibilities of American citizens."

Further, the Commissioner shall ensure that the regulatory amendments and performance indicators include, for each educational leadership role, as appropriate, the equity standards for administrators that are currently included in 603 CMR 7.10 (2) (c) 1–6:

1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.
2. Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.
3. Fosters understanding that effort is a key factor in achievement.
4. Helps all students see themselves as unique individuals responsible for their own actions.
5. Assures high academic expectations for all students.
6. Holds teachers, students, and self to high standards of performance and behavior.

The Commissioner will present proposed amendments to the regulations to the Board for review and approval (following a public comment period) in accordance with the Administrative Procedure Act. The Commissioner further will report to the Board on the completed draft performance indicators and professional dispositions as they are developed for each role and stage, and will include an appropriate process of public review and comment period for them.

The vote was unanimous.