Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Guidelines for the Preparation of Administrative Leaders

Professional Standards and Indicators for Administrative Leadership

May 2012

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

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Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906 *Telephone: (781) 338-3000*
Mitchell D. Chester, Ed.D.*Commissioner* *TTY: N.E.T. Relay 1-800-439-2370*

MEMORANDUM

To: Higher Education Presidents, Chancellors, Provosts, Deans, Alternative Provider Executives, other Senior Organizational Leaders, Administrative Leadership Licensure Program and Education Faculty, School District Superintendents, Charter School Leaders, Candidates for Licenses as Administrative Leaders, Aspiring Leaders, and Other Interested Stakeholders
From: Mitchell D. Chester, Ed.D., Commissioner
Date: May 16, 2012
Subject: Guidelines for the Preparation of Administrative Leaders

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I am pleased to provide you with the *Guidelines for the Preparation of Administrative Leaders*. The amendments to the regulations for educator preparation and licensure passed by the Board in December 2011 supported the development of detailed indicators in *Guidelines*. The guidelines provide a framework for improving the depth of knowledge, skills, and experiences available to candidates who aspire to school and district leadership positions in Massachusetts.

Through the Board's leadership and Race to the Top funding, the Department has increased our attention in the area of educator effectiveness. In addition to the new Educator Evaluation Regulations that the Board adopted in June 2011, we are working on several other initiatives that will lead to a comprehensive system that supports educator development across the career continuum. The new administrative leadership standards approved in December 2011focus attention on preparation and licensure and are aligned to the new educator evaluation standards.

The new administrative leadership standards are identical to the four evaluation standards for administrators. This provides an unprecedented opportunity for a seamless plan of recruitment, preparation, licensing, hiring, and professional growth for all administrative leaders who serve in schools and districts throughout the Commonwealth. School and district administrators entering the profession (preparation and licensure – 603 CMR 7.00) are now held to the same standards as those by which school and district administrators are evaluated on the job (educator evaluation – 603 CMR 35.00), thus ensuring a comprehensive and coherent system of leadership development.

The detailed indicators for each administrative leadership standard are contained in these *Guidelines* and are not in regulations. This approach streamlines the regulations and enables the Department to update the indicators periodically based on research and best practices, in consultation with the field, and with state and national experts, including the Council of Chief

State School Officers' State Consortium on Educator Effectiveness (SCEE) in which we participate.

I urge all stakeholders engaged in the preparation of future administrative leaders to embrace this opportunity to create challenging and extensive experiences for leadership candidates to ensure the success of all P-12 students in the Commonwealth. These *Guidelines* are designed to enable the development of deep partnerships between administrative leadership program providers and P-12 school districts. This shared responsibility for candidate success increases the likelihood that effective, qualified, and dynamic individuals will seek leadership licensure and employment as school and district leaders in Massachusetts.

The Indicators for Administrative Leadership preparation (Appendix B) is intended to be a living document. Please share what you learn and discover with the Department, as your sponsoring organization uses the indicators as a roadmap for the design, development, and submission of a new leadership preparation program. The Department hopes that you will continue to provide feedback as future candidates demonstrate their ability to meet the standards and indicators. Feedback can be provided via e-mail to admleadership@doe.mass.edu.

Context and Purpose:

The central purpose of the new Professional Standards and Indicators for Administrative Leadership is to ensure that all schools in the Commonwealth provide effective learning environments for students. Effective school and district leadership is essential to achieving this purpose. These Guidelines provide the context for what future Massachusetts educational leaders must be capable of demonstrating and how their preparation must be strengthened to accomplish the central purpose.

The effectiveness of school and district leaders is a leading indicator of student success in PreK-12 schools, as is evident in contemporary research and literature on a national and international scale. Within the Commonwealth, the Massachusetts Department of Elementary and Secondary Education (Department) has invested in personnel and resources to facilitate and support innovative, exploratory, and entrepreneurial investigations in the development of more effective approaches to administrative leadership preparation and program design. The intent is to better meet the needs of the challenging and ever-changing landscape of public school education and the new knowledge, skills, and behaviors required of leaders to be successful in their roles in districts and schools across the Commonwealth.

The increased demands of federal and state accountability requirements have focused attention on the critical importance of employing highly effective administrative leaders to ensure the success of all students enrolled in Massachusetts schools in their pursuit of a career and/or college of their choosing. District and school leaders must forge strong collaborative leadership teams with faculty and staff who work directly with students as well as cultivate relevant and robust partnerships with community leaders, higher education institutions, providers of alternative educator preparation programs, social service agencies, and other community stakeholders.

Over the past several years, the Department has worked with state and national researchers, foundations, higher education and alternative program providers, and other key stakeholders (including advisory councils, professional associations, superintendents, principals, teachers) to develop new standards and indicators that would increase substantially the rigor and quality of the preparation programs for our district and school leaders.

On December 20, 2011 the Massachusetts Board of Elementary and Secondary Education (Board) approved the *Professional Standards for Administrative Leadership* to regulation (603 CMR 7.10 (1), (2) and (3), and directed the Department to develop the Indicator Guidelines. The purpose of these Guidelines is to provide performance indicators under each Professional Standard for which all future leadership preparation programs in Massachusetts must prepare administrative leaders in the Commonwealth. All aspiring leadership candidates must demonstrate these indicators through a performance assessment as a licensure requirement.

603 CMR 7.00 Educator Licensure and Preparation Program Approval

7.10: Professional Standards for Administrative Leadership

(1) Application. The Professional Standards for Administrative Leadership identify the knowledge and skills required for school administrators. These standards and indicators referred to in 603 CMR 7.10(3) are used by sponsoring organizations in designing their administrator preparation programs and by the Department in reviewing programs seeking state approval. The standards and indicators are also used by the Department as the basis of performance assessment of candidates for administrator licenses. Candidates shall demonstrate that they meet the standards and indicators by completing a Performance Assessment for Initial License.

(2) Professional Standards for Administrative Leadership.

a. Instructional Leadership: Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.

b. Management and Operations: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.

c. Family and Community Engagement: Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

d. Professional Culture: Promotes success for all students by nurturing a school culture of reflective practice, high expectations, and continuous learning for staff.

(3) Indicators. The Department shall publish detailed indicators for each standard set forth in 603 CMR 7.10(2).

The Board's adoption of the Professional Standards for Administrative Leadership serves to:

1. Align the licensure standards for administrative leadership with the standards for educator evaluation approved by the Board in June 2011;
2. Streamline the licensure regulations by including only the administrative leadership standards and publishing more detailed indicators in guidelines (see *Appendix E*); and
3. Enable the Department to review more effectively administrative leadership preparation programs seeking state approval.

This document comprises the Commissioner's Guidelines and addresses the new regulatory requirements contained in 603 CMR 7.10 (1), (2) and (3).

The Audience

These Guidelines have been developed with four audiences in mind. The Department expects these four key stakeholder groups to engage in deliberative and collaborative discussions when undertaking the challenge of developing a new model for administrative leadership preparation programs in the Commonwealth.

A. Higher Education Presidents, Chancellors, Provosts, Deans, Alternative Provider Executives, and other Senior Organizational Leaders

Determining Commitment and Capacity to Offer New Leadership Programs

An unprecedented opportunity presents itself, resulting from the Board's adoption of the *Professional Standards for Administrative Leadership*. A sponsoring organization's executive leadership must decide whether or not to accept the Board's challenge to envision a dramatically different approach to leadership preparation, as highlighted in contemporary leadership research. That approach includes embedding candidate learning in practice, e.g., extended field-based work rather than maintaining previous or current models primarily based on "seat time" learning.

When sponsoring organizations engage in this opportunity, the appropriate faculty and administration are charged with the responsibility to begin research to design and craft an innovative, creative, outcomes-based curriculum. Organizations can consider including case studies, action research projects or tasks that are project-based and meet a specific purpose, hours of focused job shadowing, self-assessment or reflection papers, and include significant, sustained practice-based or residency-type field experiences spanning the academic year to give experience in realistic settings aligned with employment goals.

When embracing this opportunity, senior leaders of a sponsoring organization (SO) need to consider the following:

- ❑ Determine the SO's commitment to the sustainability of an administrative leadership preparation program over time,
- ❑ Ensure that adequate resources are available for faculty/instructors/staff to engage in investigating contemporary research and other resources referenced in these *Guidelines (Appendices C and D),* and
- ❑ Provide time for faculty examination of recently identified effective practices and developments in the field of educational/executive leadership to assist them in program and curriculum development work.

When these factors are analyzed, a sponsoring organization can make a feasibility determination and acknowledge the level of commitment required to redesign existing programs. These factors also impact organizations who wish to introduce a new administrative leadership preparation program. This analysis and commitment needs to

occur before interested faculty members embark on new program design, develop a curriculum focused on continuous instructional improvement, problem-based learning and professional reflection. The SO must acknowledge and support faculty who need to engage in outreach to school districts and other entities if a dynamic and effective new program is the result. Outreach is necessary to form strong working partnerships that promote collaboration in new program development, implementation, delivery, and in the program evaluation process.

An SO's Chief Executive must submit an official Letter of Intent to the Department once a commitment is made to embark on the journey to develop effective leaders who are well prepared to ensure effective learning environments for PreK-12 students. The letter must indicate the SO's support for the redesign process for administrative leadership preparation with evidence of adequate resources to develop, implement, and sustain the new leadership program over time.

B. Administrative Leadership Licensure Program Faculty

Design and Development of New Administrative Leadership Preparation Programs

The *Professional Standards and Indicators for Administrative Leadership* articulate key practices for leadership development that candidates should be able to perform by the conclusion of their preparation. They were developed as a framework based on the premise articulated by Leithwood and Steinbach (2003) that *standards should specify effective leadership practices or performances only, not discrete skills, knowledge, or dispositions.*

Leadership preparation program faculty and administrators must determine how to effectively build a candidate's capacity to arrive at the outcomes embedded in the standards and indicators. They must also develop key assessments to be used throughout the program to assess a candidate's ability to successfully demonstrate the key practices embedded in the standards and indicators. The challenge for future providers of administrative leadership preparation programs is to back map from the standards and indicators to identify appropriate curricular content, projects, assignments, readings, and field experiences that will lead to the desired outcomes.

This approach to a complete redesign of existing preparation programs as demanded by the purpose and focus of the *Professional Standards and Indicators for Administrative Leadership* requires significant collaboration among faculty. This means that some programs will need to abandon the current practice of separate course-based delivery addressing discreet topics. Many current preparation programs for administrative leaders use a structure of traditional coursework, often theoretical with little connection to the realities and practicalities of functioning as a school or district leader in today's school environments. Most aspiring administrative leaders do not have sufficient in-depth, real-time field experiences working directly in schools and districts with a supervisor (and

occasionally with a mentor) to support and strengthen their development as highly effective leaders.

New models of administrative leadership preparation must demonstrate a redesigned program as described above in subsections A. and B. and reflect what has been learned from a review of contemporary research and documented best practices and that effectively address the Massachusetts *Professional Standards and Indicators for Administrative Leadership*.

C. School District Superintendents and Charter School Leaders

Determining Commitment and Capacity to Sustain Partnerships and Provide Field Experience Sites for Administrative Leadership Candidates

School districts and their individual school leadership teams are critical stakeholders in the Department's vision for the preparation of future administrative leaders in Massachusetts. While many school districts do not have the capacity to develop their own alternative administrative leadership preparation program, they must accept the role of equal partners with other entities (higher education or alternative providers) who accept the challenge in the development of new models of preparation for future school and district leaders. School district leaders must engage in the planning, design, and delivery of a program that effectively addresses the *Professional Standards and Indicators for Administrative Leadership.* School districts must participate in collaborative, interactive partnerships with approved programs to ensure that intensive and extensive practice-based or residency type field experiences are available to candidates seeking licensure as administrative leaders in the Commonwealth. Please refer to the information provided above to sponsoring organizations in subsection A. for additional guidance regarding the important role school district leaders have in the effort to provide more highly effective administrative leaders for Massachusetts schools and districts.

D. Candidates for Licenses as Administrative Leaders

Understanding the roles, responsibilities, and expectations for licensure as an administrative leader in Massachusetts

The *Professional Standards and Indicators for Administrative Leadership* provide aspiring administrative leaders with a more realistic overview of the expectations and responsibilities for those who seek to lead schools and/or districts in the Commonwealth. The new Indicators provide a sense of the depth of the knowledge, skills, and behaviors required of all administrative leaders in the public schools in Massachusetts. The career decision to commit to serving as a school or district leader by seeking an administrative leadership license is not for the faint-hearted in this era of challenge and accountability.

Future administrative leadership candidates must be committed to making a significant difference in the educational experiences of all students enrolled in the Commonwealth's public schools.

Context for Change in Leadership Preparation

The Department requests sponsoring organizations to assist in raising the level of expectations for candidates seeking administrative leadership licensure in Massachusetts by accepting the challenge to create rigorous, challenging, practice-based programs that reflect an outcome-based curriculum with key assessments that engage the candidates in real-world classroom-based experiences. These might include project-based learning, case studies, role-play, etc. as well as extended field-based experiences and practice that addresses the spirit and intent of the standards and indicators. The purpose is to enable candidates to demonstrate exceptional competence as they address all the 2011 *Professional Standards and Indicators for Administrative Licensure*. Sponsoring organizations must develop admissions criteria that are rigorous with more extensive criteria used in the selection process.

The Department expects sponsoring organizations who seek to offer administrative leadership preparation programs beginning July 1, 2013 to engage in the study of current literature and contemporary research focused on creating effective leadership preparation programs to ensure that highly competent and skilled program completers will be eligible for Massachusetts licensure. The Department expects that program completers can and will effectively lead the public schools and districts in the Commonwealth.

The Department, with the assistance of the UMass Amherst research team, conducted reviews and accessed many other resources in the development of the 2011 *Professional Standards and Indicators for Administrative Leadership*. Many of these resources are included in *Appendix C* as references.

Additionally, other rich resources continue to emerge on the national and international level, including research and case studies conducted by Stanford University, the Council of Chief State School Officers (CCSSO), ISLLC Standards 2008, Bank Street College of Education, The Wallace Foundation, Southern Regional Educational Board (SREB), McREL, National Association of State Boards of Education (NASBE), American Association of School Administrators (AASA), National Association of Elementary School Principals (NAESP), and National Association of Secondary School Principals (NASSP). See *Appendix D* for web links to these resources.

The Department expects sponsoring organizations and leadership preparation faculty to avail themselves of these resources and investigate other sources as they design and develop new leadership preparation programs reflecting contemporary research and documented best practices. As part of its development of new program approval requirements, the Department anticipates that all programs will engage in a process of outcomes-based, data-driven continuous improvement. This process will help contribute to the ongoing refreshing of leadership preparation program curricula and field experiences that result from the ongoing self-assessment process. It will also provide for further refinement of the performance indicators for administrative leadership as the Department undertakes the development and field-testing of a license-specific performance assessment for each leadership role.

Indicators for Administrative Leadership

When the Board first approved four overarching professional standards for education leaders in 2009, it charged the Commissioner to develop performance indicators that would provide the impetus for re-visioning and redesigning the preparation of administrative leaders, capturing essential learning from contemporary research and documented best practice. The Department now requires all administrator leadership preparation programs to make significant structural, content, and pedagogical changes. These changes are necessitated by the expectations articulated in the Indicators (*Appendix B)* that identify the knowledge, skills and behaviors all candidates must demonstrate prior to eligibility for licensure, and for the program to achieve approval status by the Department. New *Guidelines for Program Approval* will identify additional changes for approval of new educator preparation programs, including administrative leadership.

The Indicators for Administrative Leadership serve to:

- ❑ Provide guidance on the development of curricular content and learning experiences by leadership preparation programs as they assess, redesign and develop new leadership preparation programs
- ❑ Provide criteria for performance assessment of leadership candidates
- ❑ Enable the Department to authentically assess program effectiveness and quality, and
- ❑ Assess candidate competency.

While the standards approved by the Board in December 2011 are identical to the *Standards of Effective Administrative Leadership Practice* approved by the Board in June 2011 (http://www.doe.mass.edu/lawsregs/603cmr35.html), the distinction in purpose (preparation vs. evaluation) is addressed in the *Indicators for Administrative Leadership.* The intent of these indicators is to challenge all leadership preparation providers to engage in the re-visioning and redesign of preparation, thus contributing to the development of more highly effective district and school leaders in the Commonwealth.

Unlike the Evaluation Indicators, the *Indicators for Administrative Leadership* do not appear in regulations; rather, they are contained in these Guidelines. A complete set of the *Professional Standards and Indicators for Administrative Leadership* may be found in *Appendix B* of this document.

Overall, the Professional Standards and Indicators for Administrative Leadership also function as:

- ❑ a guide to clarify role expectations for individuals who aspire to seek administrative licensure and become district or school leaders
- ❑ a guide for licensure decisions regarding candidate qualifications for any administrative leadership license offered by the Department, and
- ❑ criteria to assist school district administrators responsible for hiring administrative leaders as they determine applicant preparedness and other qualifications needed for a specific district or school setting.

The Department will provide technical assistance to all sponsoring organizations who intend to offer an administrative leadership preparation program using the 2011 *Professional Standards and Indicators for Administrative Leadership*. Please contact the Office of Educator Policy, Preparation, and Leadership for further information about the program approval process that includes:

- ❑ Needs Assessment Template
- ❑ Matrix for Professional Standards and Indicators for Administrative Leadership
- ❑ Other technical assistance support regarding program submission requirements, timelines, and required templates.

Contact information is provided in *Appendix F*

Appendix A – Regulations for Educator Licensure and Preparation Program Approval, 603 CMR 7.00

As Most Recently Amended by the Board: December 19, 2011

7.10: Professional Standards for Administrative Leadership

(1) **Application**. The Professional Standards for Administrative Leadership identify the knowledge and skills required for school administrators. These standards and indicators referred to in 603 CMR 7.10(3) are used by sponsoring organizations in designing their administrator preparation programs and by the Department in reviewing programs seeking state approval. The standards and indicators are also used by the Department as the basis of performance assessment of candidates for administrator licenses. Candidates shall demonstrate that they meet the standards and indicators by completing a Performance Assessment for Initial License.

(2) **Professional Standards for Administrative Leadership**.

a. Instructional Leadership: Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
b. Management and Operations: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
c. Family and Community Engagement: Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
d. Professional Culture: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

(3) **Indicators.** The Department shall publish detailed indicators for each standard set forth in 603 CMR 7.10(2).

Appendix B – Professional Standards and Indicators for Administrative Leadership

Standard 1. Instructional Leadership: Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
Indicators:
a. Goals. Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives.
b. Aligned Curriculum. Ensures the implementation of an effective curriculum that is aligned to state curriculum frameworks.
c. Instruction. Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
d. Assessment. Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.
e. Evaluation. Provides effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions.
f. Data-Informed Decision-Making. Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.
g. Equity and Excellence. Promotes fairness, respect, high expectations, and support for all students through policies, programs, and practices, and addresses the impact of changes in student population on curriculum and instruction.
h. Accountability. Creates a culture in which both staff and students take responsibility for their performance and behavior.
i. Closing Proficiency Gaps. Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps.

j. Intervention Strategy. Ensures that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners.
k. Professional Development. Understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals.
l. Program Evaluation. Systematically monitors, evaluates and makes needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals.
m. Technology. Expects and supports effective use of technology to support instruction.
n. English Language Learners. Understands and appreciates the challenges that English language learners (ELL) face in the mastery of academic language and assures that educators are equipped to shelter content and scaffold instruction in order to promote ELLs' academic achievement.

Standard 2. Management and Operations: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
Indicators:
a. Safe, Orderly and Caring Environments. Has plans and procedures in place to address a full range of safety, health and student needs and establishes routines that give staff and students a sense of order, discipline and predictability within a caring environment.
b. Operational Systems. Ensures efficient and effective operational systems (e.g., maintenance, transportation, food service) and supports their continuous improvement.
c. Human Resources Management and Development. Implements a cohesive approach to human resource management that promotes high quality and effective staff and professional growth, consistent with state licensure, effective employment practices, and collective bargaining agreements.
d. Scheduling. Ensures a comprehensive scheduling system that provides sufficient time for instruction, teacher planning and collaboration.

e. Management Information Systems. Expects, models, and supports use of technology for management and communication purposes; develops a technology plan yearly that appropriately reflects new technological developments and needs and provides updates as needed.
f. Laws, Ethics and Policies. Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines**.**
g. Fiscal Systems. Allocates, manages and audits fiscal expenditures consistent with district and school goals and available resources, and develops a budget for the School Committee that supports the district's vision, mission and goals.
h. Improvement Planning. Develops, implements, and assesses the effectiveness of district and school improvement plans.
i. School Committee Relations. Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making.
j. Contract Negotiations. Advises the School Committee on union contracts that reflect best practices and support the district's vision, mission, and goals.

Standard 3. Family and Community Engagement: Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
Indicators:
a. Family Engagement. Ensures that family concerns are addressed in an equitable, effective, and efficient manner and creates opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning.
b. Effective Communication. Effectively executes a full range of communication strategies that generate public understanding and support for the district/school.
c. Advocacy. Advocates for, and collaborates with, families, community members, and other stakeholders.
d. Community Connections. Builds strong working relationships and connections with appropriate community providers to support students' academic progress, social and emotional well-being, and civic participation.

e. Cultural Awareness. Recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes.

Standard 4. Professional Culture: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.
Indicators:
a. Mission and Core Values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
b. Shared Vision. Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers.
c. Personal Vision. Articulates a vision for schooling characterized by respect for children and families and democratic values of excellence, equity, and pluralism.
d. Transformational and Collaborative Leadership. Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges.
e. Cultural Proficiency. Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' background, identities, strengths and challenges are respected.
f. Ethical Behavior. Consistently maintains and promotes ethical and professional conduct and appropriately addresses any unethical and/or unprofessional behavior.
g. Continuous Learning. Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.
h. Communications. Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies.

i. Managing Conflict. Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.
j. Team Building. Builds high quality and effective teams and fosters collaborative decision-making and responsibility.
k. Time Management. Effectively manages time, prioritizes tasks, meets important deadlines to maximize the attainment of personal and professional goals. Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful, productive series of conversations and deliberations about important school matters.

Appendix C – Resources and References

Documents that Informed the Development of the Massachusetts Guidelines for the Preparation of Administrative Leaders

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Appendix D – Web Links

Massachusetts Department of Elementary and Secondary Education

Licensure Regulations:
http://www.doe.mass.edu/lawsregs/603cmr7.html

Professional Standards and Indicators for Administrative Leadership:
http://www.doe.mass.edu/edprep/pd.html
http://www.doe.mass.edu/lawsregs/603cmr7.html?section=10

Evaluation of Educators:
http://www.doe.mass.edu/lawsregs/603cmr35.html
http://www.doe.mass.edu/edeval/

Leadership Resource Sites

The Council of Chief State School Officers (CCSSO)
http://www.ccsso.org/

http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html

http://www.ccsso.org/Resources/Publications/Performance_Expectations_and_Indicators.html

The Wallace Foundation
http://www.wallacefoundation.org/knowledge-center/school-leadership/Pages/default.aspx

Stanford University – Stanford Center for Opportunity Policy in Education (SCOPE) – Leadership Development and Practice
http://edpolicy.stanford.edu/category/topics/28/0?type=scope_publications

Southern Regional Education Board (SREB)
http://www.sreb.org/

American Association of School Administrators
http://www.aasa.org/

National Association of Elementary School Principals
http://www.naesp.org/

National Association of Secondary School Principals
http://www.nassp.org/

National Association of State Boards of Education
http://nasbe.org/

National Board for Professional Teaching Standards (NBPTS)

http://www.nbpts.org/

National Board Certification for Educational Leaders (NBCEL)
http://www.nbpts.org/products_and_services/national_board_certifica

McREL: Mid-continent Research for Education and Learning
http://www.mcrel.org/

National Policy Board for Educational Administration (NPBEA)
http://www.npbea.org/index.php

University Council for Educational Administration (UCEA)
http://www.ucea.org/

Other Education Related Resource Sites

American Association for Colleges of Teacher Education
http://aacte.org/

National Council for Accreditation of Teacher Education (NCATE)
http://www.ncate.org

Council for the Accreditation of Educator Preparation (CAEP)
http://caepsite.org/

Teacher Education Accreditation Council (TEAC)
http://www.teac.org/

Regional Educational Laboratory – Northeast & Islands
http://www.relnei.org/home.php

Appendix E – Board Memo from Commissioner

The Massachusetts Board of Elementary and Secondary Education

Final Amendments to Regulations for Educator Licensure and Preparation Program Approval, 603 CMR 7.00

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: December 9, 2011

At the October 24, 2011 meeting, the Board of Elementary and Secondary Education voted to solicit public comment on proposed amendments to 603 CMR 7.00, Regulations for Educator Licensure and Preparation Program Approval. The proposed amendments would:

1. Align the licensure standards for administrative leadership with the standards for educator evaluation that the Board approved in June 2011;
2. Streamline the licensure regulations by including only the administrative leadership standards and publishing more detailed indicators in guidelines;
3. Include American Sign Language as a Foreign Language license; and
4. Create an option for a school nurse to earn a Supervisor/Director license.

The Department received 22 comments during the comment period. All comments received were in support for the proposed changes. The written comments are enclosed for your information, along with a table summarizing the comments and the Department's responses.

Since all the comments were in support of the proposed revisions, I am not proposing any changes from the amendments that I presented to you at the October Board meeting.

Claudia Bach, Director of the Office of Educator Preparation, Policy and Leadership; Liz Losee, Assistant Director of the Office of Educator Preparation, Policy and Leadership; Brian Devine, Director of the Licensure Office; and Debra Comfort, Associate General Counsel will be available at the Board meeting to answer any questions.

Attachments:

Proposed Final Regulations (clean copy)
Proposed Final Regulations (with changes tracked)
Summary of Comments from the Public

Public Comments Received
Motion to Adopt Regulations

Appendix F – ESE Contact Information

For more information, contact:

Massachusetts Department of Elementary and Secondary Education (ESE)
75 Pleasant Street
Malden, MA 02148-4906

Attn: State Coordinators for Educator Preparation – Administrative Leadership
e-mail: admleadership@doe.mass.edu
phone: 781-338-3269