

Guidelines For Administrator Routes to Initial Licensure 603 CMR 7.00

*as amended by the Board of Education
January, 2003 and Implemented
on June 20, 2003*

- SUPERINTENDENT/ASSISTANT SUPERINTENDENT
- PRINCIPAL/ASSISTANT PRINCIPAL
- SUPERVISOR/DIRECTOR
- SPECIAL EDUCATION ADMINISTRATOR
- SCHOOL BUSINESS ADMINISTRATOR

Massachusetts Department of Education

This document was prepared by the Massachusetts Department of Education

David P. Driscoll, Commissioner of Education

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Publication Number [Publication Number]

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Introduction

Routes to administrator licensure have been significantly restructured in the 2003 Proposed Amendments to the *Educator Licensure and Preparation Program Approval Regulations*. As a result, there are a variety of means for licensed educators, non-traditional educators, and career-changing candidates from other professions to pursue licensure as an administrator in the Commonwealth of Massachusetts.

Individuals interested in school leadership may choose to prepare for one of five administrator roles requiring licensure in this state. They are superintendent/assistant superintendent, principal/assistant principal, supervisor/director (four categories), special education administrator, and school business administrator. Candidates are encouraged to investigate the Department's online licensure help (licensurehelp@doe.mass.edu) as well as the information provided in these guidelines and other guideline documents referenced in the text to assist them in determining the best means to obtain administrator licensure.

The October 2001 *Educator Licensure and Program Approval Regulations* introduced professional standards applicable to all administrator licenses. These Professional Standards for Administrators replace the Common Administrator Competencies and the license-specific competencies, with the exception of school business administrator, that existed in the 1994 *Certification Regulations*. Candidates must demonstrate successful application of the Professional Standards for Administrators through an approved program, an administrative apprenticeship/internship, or the panel review, culminating in the Department's Performance Assessment for Initial License, using Department guidelines. In addition, candidates applying for an administrator license must receive a passing score on the MTEL Communication and Literacy Skills Test. Specific requirements for each license regarding prerequisite licenses and experience, degrees, subject matter coursework, additional or out-of-state licenses, may be found in the *Educator Licensure Regulations [603 CMR 7.02, 7.09, 7.10, 7.14, and 7.05(5)]* or by accessing the online licensure help referenced above.

A master's degree is no longer required for licensure as an administrator, with one exception. Secondary level (5-12) core academic subject directors, department heads, or curriculum specialists covered by the Supervisor/Director license have additional master's or advanced graduate studies requirements. See 603 CMR 7.09 (3) for more specifics.

The purpose of each licensure route is to prepare candidates who can successfully demonstrate the Professional Standards for Administrators. This will enable them to develop into dynamic school leaders, capable of facilitating the development of a district/school learning community that promotes student achievement. The Professional Standards for Administrators serve as the basis for assessing candidate eligibility for licensure by the Department of Education. Each preparation route includes an Administrator Performance Assessment for Initial license. Refer to Appendix E for more information.

This document focuses on the **Administrative Apprenticeship/ Internship** route to licensure. Brief references and resources are provided about the other routes as general information. The routes are:

■ **Approved Program of Studies**

The Department of Education approves educator preparation programs sponsored by higher education, professional associations, collaboratives, school districts, charter schools, and other organizations. Approved programs are designed to meet the requirements for a specific administrator license. Candidates interested in enrolling in an approved program should refer to the Department's website: www.doe.mass.edu/edprep for a list of approved administrator preparation programs. Candidates wishing to pursue a master's or other advanced graduate program may investigate approved programs that are degree granting or offer graduate credit transferable to a graduate program. Additional information regarding approved programs can be found on the Department's website and in the *Guidelines for Approval of PreK-12 Educator Preparation Programs*.

■ **Administrative Apprenticeship/Internship**

This route to licensure, detailed later in the document, is primarily a field-based experience requiring a minimum of 300 hours in the role of the license sought. Candidates interested in an apprenticeship or internship must find a school district that is willing to provide the structure and support needed, including an administrator who holds a valid license in the same role, has been trained as a mentor and who is willing to supervise the candidate. The district must also provide appropriate seminars or workshops to assist the candidate in adequately addressing the Professional Standards for Administrators. Additional information is provided throughout this document for both candidates and interested school districts.

■ **Panel Review**

The Panel Review is only available for administrator licensure candidates who have specific prerequisite experiences and for **all** superintendent candidates. Candidates should refer to the charts in Appendix F of this document or the licensure regulations for those specifics. Appendix G of this document contains the Guidelines for the Administrator Panel Review, which provide needed information to pursue this route.



The following are brief scenarios of how two candidates may pursue administrator licensure. Many choices are available and candidates should explore the licensure help feature on the Department's website (licensurehelp@doe.mass.edu).

Educator Candidate Scenario

Bill has been a middle school math teacher for six years and is interested in becoming a math department head at that level. He has a bachelor's degree in mathematics and a master's degree in mathematics education. Bill has served as the sixth grade team leader for the past four years and has been an active participant on the district's curriculum alignment committee. Bill's current department head, who plans to retire next year, has urged him to seek the supervisor/director license.

Since Math is a core academic subject, Bill must meet additional content requirements to be eligible for this license. He needs at least 18 graduate credits in math course work in the arts and sciences if he did not take them as part of his M.Ed. program, or he can earn another masters (M.S.) in mathematics. He should refer to Appendix F charts or the Licensure Regulations for more specifics on these academic requirements.

Bill has two preparation routes available to obtain a supervisor/director license. His route choice may depend on whether or not he already meets the core academic subject requirements or needs to take graduate courses in the arts and sciences first. He can choose to participate in an approved program of studies for the supervisor/director license. The DOE website lists all approved programs in this state.

The other route he can pursue is to request his current school district to support him in an apprenticeship. He can work directly with his department head to document the 300 hours of field-based experiences that focus on the Professional Standards for Administrators. The district needs to provide the seminars or workshops required as part of the apprenticeship. Bill will need to successfully complete the Performance Assessment for Initial license to fulfill the licensure requirements.



Career Changer Candidate Scenario

Sue has been a successful lawyer in a prestigious firm in San Francisco. She has decided to return to family roots in Massachusetts and is considering a career change as well. A number of members of Sue's family are educators and they are encouraging him/her to consider a career as a public school administrator to capitalize on her varied work experiences and interest in youth.

Sue is considering pursuing a principalship at the middle or secondary level for his/her first venture into the world of school leadership. He/She should network with educators in various school districts and/or with the professional administrator associations to "test the waters" and refine his/her career goals and choose a level e.g., 9-12. Sue has several preparation routes available to him/her.

She can be hired by a district on a waiver as an acting assistant principal and complete an administrative internship during his/her first year of employment. She can also do an administrative apprenticeship with a high school principal who meets the Department's trained mentor requirements. Sue will need to successfully complete the Performance Assessment for Initial license to fulfill the licensure requirements.

Sue can also enroll in an approved program of studies and work for his/her Principal/Assistant Principal 9-12 license. The Performance Assessment for Initial license will be one part of her program. Another route is the Department's Panel Review process for Administrators. If Sue feels her experiences to date address the Professional Standards for Administrators, she can apply for the Panel Review and complete the Performance Assessment to obtain her administrator license.



Understanding the Administrative Apprenticeship and the Administrative Internship

Definition for Administrative Apprenticeship/Internship

A comprehensive field-based learning experience of at least 300 hours in the role and at the level of the license sought, guided by a trained mentor who holds a Professional license in the same role. It shall provide seminars, workshops, and other opportunities for candidates to address the Professional Standards for Administrators set forth in 603 CMR 7.10 and prepare candidates for a Performance Assessment for Initial License. Such experience should be regularly spaced over the course of an academic year and may be completed as a paid or unpaid apprenticeship or as an internship while the candidate is employed as an acting administrator (603 CMR 7.02: Definitions).

Distinguishing Features of these These Field-Based Experiences

A candidate with either traditional or non-traditional educational experiences or a candidate with a non-educational background may pursue either an administrative apprenticeship or an administrative internship in a school district as the route to a specific administrator license. Both require a commitment from the district, including the assignment of a trained mentor to work closely with the candidate. See Appendix D for more on mentors. It is expected that the candidate will work at least half time over the course of an academic year in the apprentice/intern role. The apprenticeship can be a paid or unpaid experience that will be determined by the candidate and the school district.

The distinct feature of the administrative internship is that the licensure candidate is hired by the school district as an acting administrator (administrator of record). If the candidate is hired as an administrator of record, the district must document that an application for a waiver has been submitted to the Department.

Other features of the two routes are similar, so districts can support both types of candidates as the current or anticipated administrator employment needs of the district warrant. Staff members from the Department are available to provide assistance to school districts willing to support apprenticeship/internship candidates.

The School District's Role

A school district may choose to support an applicant for whom the administrative apprenticeship/ internship is the best route to licensure. The district may also sponsor or collaborate in an approved district-based administrator preparation program for other candidates who prefer that route to administrator licensure. The Department encourages school districts to partner with others in order to provide more choices and alternatives for candidates interested in becoming school leaders.

For the Administrative Apprenticeship/Internship, the district should:

- Determine with the candidate if the apprenticeship is a paid or unpaid position and articulate any other district policies/procedures that might impact the candidate's apprentice experience, **or**
- Hire the candidate of choice as an acting administrator (administrator of record) if *one* of the following occurs:
 - District applies to the Department for a waiver,
 - Superintendent/Assistant Superintendent candidate possesses a Preliminary Superintendent/Assistant Superintendent license.
- Provide a trained mentor for the apprenticeship/internship candidate with the understanding that the mentor also serves in the role of supervising practitioner for the candidate.
- Structure and monitor the candidate's apprenticeship/internship experience and provide seminars and other learning experiences that will give the candidate proficiency in demonstrating the Professional Standards for Administrators and support his/her development as an effective school leader.
- Facilitate the candidate's completion of the required Performance Assessment for Initial License.
- Assist the candidate in compiling the required documentation for application for licensure, upon completion of the apprenticeship/internship.

Planning the Experience: The Candidate and the District

The Administrative Apprenticeship/Internship should be planned using the following guidelines:

- Assignment of a Trained Mentor
 - Mentors assigned to work with the apprentice/acting administrator must receive mentor training made available through the district, partner districts, educational collaboratives, professional associations, professional development providers, or higher education partners.
 - Mentor Role and Responsibilities
- Districts and educators interested in the mentoring of aspiring administrators should refer to Appendix D of this document for



additional resource information. The Department's publication, *Guidelines for Induction Programs*, is a major resource. Please refer to that document for specifics.

■ Development of a Learning Plan

- A candidate should develop a plan with the trained mentor and any other school leaders deemed appropriate contributors in the planning process. The purpose is to structure a comprehensive and relevant field experience. The candidate and mentor should assess the candidate's strengths from prior coursework and experiences and the areas for which there is no prior experience (areas of need).
 - ◆ For the apprentice, the purpose of the mentored apprenticeship is to gain experience in all the Professional Standards with specific focus on the areas of need identified during planning. The plan and objectives should ensure candidate success in addressing all of the Professional Standards for Administrators during the field experience and the Performance Assessment for Initial License.
 - ◆ For the acting administrator, the purpose of the mentored internship is to analyze and reflect on the daily experiences encountered "on the job." The candidate needs to successfully address all the Professional Standards for Administrators and ensure that areas of need identified during planning receive specific attention, in order to successfully complete the Performance Assessment for Initial License.
- Consider opportunities for the candidate to pursue experiences in areas identified as critical for success as a school leader in the sponsoring school district in the public schools of the Commonwealth.
- Planning should include candidate participation in seminars, workshops, case study seminars, or other appropriate professional growth experiences that address the knowledge, skills, and responsibilities identified in the Professional Standards for Administrators. The district can offer these experiences, or may collaborate with other districts or organizations committed to improving the preparation of future school leaders.
- The mentor should work with the apprentice/intern to assure that the plan is being followed and adapted as needed. The candidate should engage in reflective activities to enhance learning and improve skills during the experience. The mentor should provide ongoing feedback to the candidate on his/her progress in addressing the standards and preparing for the performance assessment.

■ Network of Support

Mentors should help candidates are guided to develop a network of support among colleagues (and to form a cohort if possible) that may facilitate:

- Informal sessions with other apprenticeship/internship participants,
- Opportunities to meet with other administrators in the district, and
- Full or aspiring membership in the professional administrator association for their role and level.

- Verification of Completion of a Field-based Experience (minimum of 300 hours)

The Licensure Office will evaluate a candidate's application when the candidate provides the documentation listed in Appendix C (Candidate Checklist). The cooperating or hiring school district supporting the candidate's apprenticeship/ internship must provide assistance to the candidate in compiling the documentation. A sample Verification/ Endorsement Form can be found in Appendix B.

- Successful Completion of the Performance Assessment for the Initial License Refer to Appendix E for more specific information.

Additional School District Responsibilities

The sponsoring/cooperating/hiring school district is required to maintain the following on file for review/audit by the Department of Education for a period of five years after the candidate has been licensed.

- Mentor information including mentor name, qualifications, license(s) held, and verification of participation in mentor training (refer to mentor requirements in the Licensure Regulations 603 CMR 7:02 Definitions and Appendix D of this document).
- Documentation of seminars, workshops, and other professional growth experiences the candidate participated in during the apprenticeship/internship.
- Endorsement statement recommending the candidate for licensure in a specific administrator role/level signed by the superintendent/designee (see Appendix B).
- Evidence of the candidate's successful completion of the Performance Assessment for Initial License if the district is involved with the process.

Waiver Policy for Administrator Licensure

The Commissioner may waive the requirements listed in 603 CMR 7.09 (1) through (5), with the exception of a passing score on the communication and literacy skills test, for candidates with significant managerial experience who meet the standards through both their experience and their formal education. [603 CMR 7.09 (7)]





Appendix A

Professional Standards for Administrators

Appendix B

Verification/Endorsement Form

Appendix C

Candidate Checklist

Appendix D

Mentor Role and Training Resources

Appendix E

Administrator Performance Assessment for the Initial License

Appendix F

Charts for Administrator Licenses

Superintendent/Assistant Superintendent

Principal/Assistant Principal

Supervisor/Director

Pupil Personnel Director

School Guidance Director

Core Academic Subjects (5-12)

**Non-Core Academic Subjects (5-12) or
Elementary Level/Subject**

Special Education Administrator

School Business Administrator

Appendix G

School Administrator Licensure Panel Review Process





Professional Standards for Administrators (revised)

Leadership

1. Articulates the purposes of education and the place of public schools in the United States.
2. Articulates vision and mission.
3. Reviews, evaluates, and revises instructional programs on the basis of sound information and relevant data.
4. Knows and encourages appropriate uses of instructional technologies.
5. Promotes activities that honor academic excellence.
6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.
7. Helps staff align their curriculum with the state's curriculum frameworks.
8. Understands principles of mentoring and provides new teachers with mentors.
9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.

Administration

1. Demonstrates effective oral and written communication skills.
2. Uses effective methods of personnel selection, supervision, and evaluation.
3. Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.
4. Practices relevant fiscal management policies and procedures.
5. Uses technology appropriately for his or her professional position.
6. Acts with integrity, fairness, and professionalism.
7. Understands plant facilities and equipment management.

Equity

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.

Community Relationships

1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district.
2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.

Professional Responsibilities

1. Meets his or her legal and moral responsibilities.
2. Maintains interest in current developments in the professional discipline.
3. Knows educational principles and research that promote sound practices.
4. Studies educational research of relevance to professional responsibilities.
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.
6. Is familiar with the range of student support services.
7. Is familiar with the range of professional training programs and providers for prospective teachers.
8. Knows multiple strategies to assess student performance.
9. Understands approaches to organizational change, school-based management, and school restructuring.
10. Understands federal, state, and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.
11. Demonstrates understanding of current issues in American education.



Appendix B



Verification/Endorsement Form for Administrator Licensure

To be used by candidates completing the Administrative Apprenticeship/Internship

PART I. (to be completed by the applicant)

NAME _____

SOCIAL SECURITY NO. _____

PERMANENT ADDRESS _____

PART II. (to be completed by the candidate and the trained mentor)

SCHOOL DISTRICT _____

FIELD-EXPERIENCE SITE LOCATION _____

GRADE LEVELS OF SITE _____

BEGINNING/ENDING DATES OF FIELD EXPERIENCE _____

NAME OF TRAINED MENTOR _____

TITLE/# OF MENTOR'S LICENSE _____

PART III. Completion of 300 hour Field Experience (signatures of candidate and trained mentor required)

Verification of candidate completion of *minimum 300 hour field experience* working with the trained mentor and engaged in projects and professional activities that address the Professional Standards for Administrators during one of the following (please check one):

Administrative Apprenticeship

Administrative Internship

CANDIDATE SIGNATURE DATE

TRAINED MENTOR SIGNATURE DATE

PART IV. Licensure Endorsement Statement (required on this document for candidates completing an Administrative Apprenticeship or an Administrative Internship).

I verify to the Massachusetts Department of Education that the *above named candidate* for the following administrator license

(fill in title/level of license sought)

has successfully demonstrated application of the Professional Standards for Administrators detailed in 603 CMR 7.10 through the following field experience (check one):

Successful completion of an Administrative Apprenticeship in accordance with Department guidelines

Successful completion of an Administrative Internship while working as an acting administrator in accordance with Department Guidelines

with the trained mentor listed above, in accordance with Department Guidelines.

SUPERINTENDENT/DESIGNEE SIGNATURE DATE

PART V. Performance Assessment

The candidate must also complete a Performance Assessment that demonstrates successful application of the Professional Standards for Administrators, using Department Guidelines to be eligible for licensure as an administrator. Documentation *must be submitted to the Department*. See Appendix A or the Licensure Regulations 603 CMR 7.10 to review the Professional Standards and Appendix E for Performance Assessment specifics.

Candidate Checklist — Administrator Licensure

The following checklist is provided to assist a candidate in completing the application process and assembling the documents required by the Department:

- Pass the MTEL Communication and Literacy Skills Test (the testing company electronically submits scores to the Department).
- Complete the licensure requirements for the administrator role sought through one of the available routes.
- Apply for licensure and make payment using the online process (www.doe.mass.edu/educators).
- Submit **one** of the following:
 - Approved Program Endorsement
 - Administrative Apprenticeship/Internship Endorsement Form
- Submit a letter written on official letterhead by the superintendent/designee, principal, or previous employer that documents the candidate has completed three years employment in the role of the current license or other required experience.
- Submit evidence of successful completion of the Performance Assessment or Interim Performance Assessment, if candidate has done the administrative apprenticeship/internship (refer to the website: [www.doe.mass.edu/educators/...](http://www.doe.mass.edu/educators/)), following Department Guidelines.
- Submit official transcripts of undergraduate/graduate studies if required for specific license.

Note: A candidate seeking licensure through the Panel Review should refer to Appendix G for specific information on that route's submission requirements.

All supporting documents should be submitted in one mailing to the Department in order to expedite the processing of a candidate's application. Documentation should be submitted to:

**Office of Educator Licensure
Massachusetts Department of Education
350 Main Street
Malden, MA 02148**

Mentor Role and Training Resources

The trained mentor is crucial in the preparation and development of competent school leaders. School districts are encouraged to partner with other districts, collaboratives, administrator associations, higher education institutions and other qualified providers to present mentor training for exemplary administrators who are willing to support the development of new school leaders. Retired administrators may be good resources for mentors.

The individual who serves as the mentor for an apprentice or intern has all the mentor responsibilities identified by the Department and articulated in the publication ***Guidelines for Induction Programs*** (available at www.doe.mass.edu/eq/mentor). A section of that document focuses on the administrator roles.

Please also refer to the section in this document entitled “Planning the Experience: The Candidate and the District,” beginning on page 7, for specifics on the role of the trained mentor. One major difference between an induction program mentor and a apprenticeship/internship mentor for licensure is that the licensure mentor also serves in an evaluative role. At the conclusion of the candidate’s field experience of at least 300 hours, the mentor must verify that the candidate has engaged in projects and professional activities that reflect a depth as well as breadth of understanding of the expectations for school leaders articulated in the **Professional Standards for Administrators**.

The ***Guidelines for Induction Programs*** identify the following topics as areas in which the mentor should have expertise. These topics may be used for consideration in selection of mentors and the planning of a mentor-training program. These topics may be used as a guide for the role of the mentor; the mentor may review these with the candidate and may provide opportunities and experiences for the candidate to learn more about:

- Adult development;
- Analysis of teaching strategies;
- Developing observation skills;
- Strategies for conferencing and feedback;
- Diagnosing and analyzing classroom management skills;
- Broad problem-solving skills;
- Designing portfolios and preparing for the performance assessment;
- Reflective practice;
- Using student work to evaluate and inform practice;
- Standards-based curriculum, instruction, and assessment.





It is important to include additional elements specific to the work of school leaders as well as licensure role-specific elements in the training. This ensures that mentors will be able to help direct the candidate's field experiences to focus on expanding his/her knowledge base and skills development. If successful, the candidate should be prepared to document experiences addressing the Professional Standards for Administrators and complete the Performance Assessment requirement for administrator licensure.

Administrator Performance Assessment for the Initial License

All routes to administrator Initial licensure will require a Performance Assessment that is based on Department guidelines to assure that all candidates for licensure have adequately addressed the Professional Standards for Administrators (and any license specific subject knowledge).

The Department's Administrator Performance Assessment reflects the minimum requirements for licensure eligibility. Approved Programs may add (but not substitute) other criteria of their choosing to better fit their program models. Approved Programs will be responsible for training assessors and administering the Performance Assessment for their own candidates, using Department guidelines.

Candidates who pursue licensure through an Administrative Apprenticeship/Internship or through the Panel Review will be required to complete the Department's Performance Assessment. Like the educator tests for licensure, the Performance Assessment will be developed and administered by a Department approved contractor, and will be license specific. The cost of completing the Performance Assessment will be the responsibility of individual candidates.

The Administrator Performance Assessment may involve portfolio reviews, case analyses, observations, and/or interviews performed by trained observers and assessors. The Performance Assessment will provide candidates with the opportunity to demonstrate successful application of the Professional Standards for Administrators under the headings of Leadership, Administration, Equity, Community Relationships, and Professional Responsibilities (see 603 CMR 7.10). It will also document license specific skills reflected in the Professional Standards and any required subject matter knowledge.

The Department plans to approve a contractor who will develop and pilot the Administrator Performance Assessment and rubrics, along with the assessor selection and training program. The contractor will be responsible for the administration of the Performance Assessment for Initial License. The first Administrator Performance Assessment will be available for Principal/Assistant Principal license candidates by the fall of 2004. Performance Assessments for other administrator licenses will follow.

Until each license-specific performance assessment is in place, candidates for administrator licenses may be required to complete an Interim Administrator Performance Assessment for the Initial License. Please refer to the Department's website (http://www.doe.mass.edu/educators/e_becoming.html) for more specific information on performance assessments.



Routes to Administrator Licensure Charts January 2003 Amended Licensure Regulations

Superintendent/Assistant Superintendent

Principal/Assistant Principal

Supervisor/Director

Pupil Personnel Director

School Guidance Director

Core Academic Subject Supervisor/Director for 5-12

**Non Core Academic (5-12) or Elementary Level/Subject
Supervisor/Director**

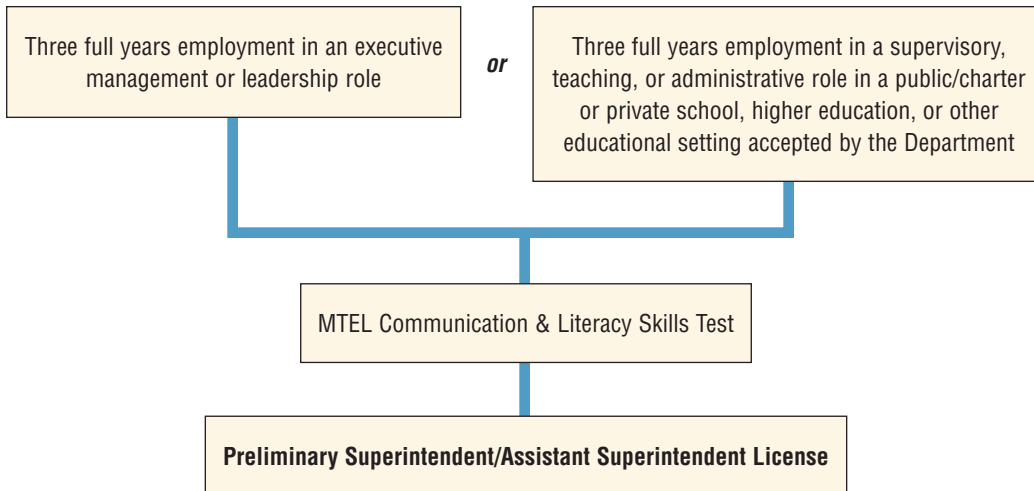
Special Education Administrator

School Business Administrator

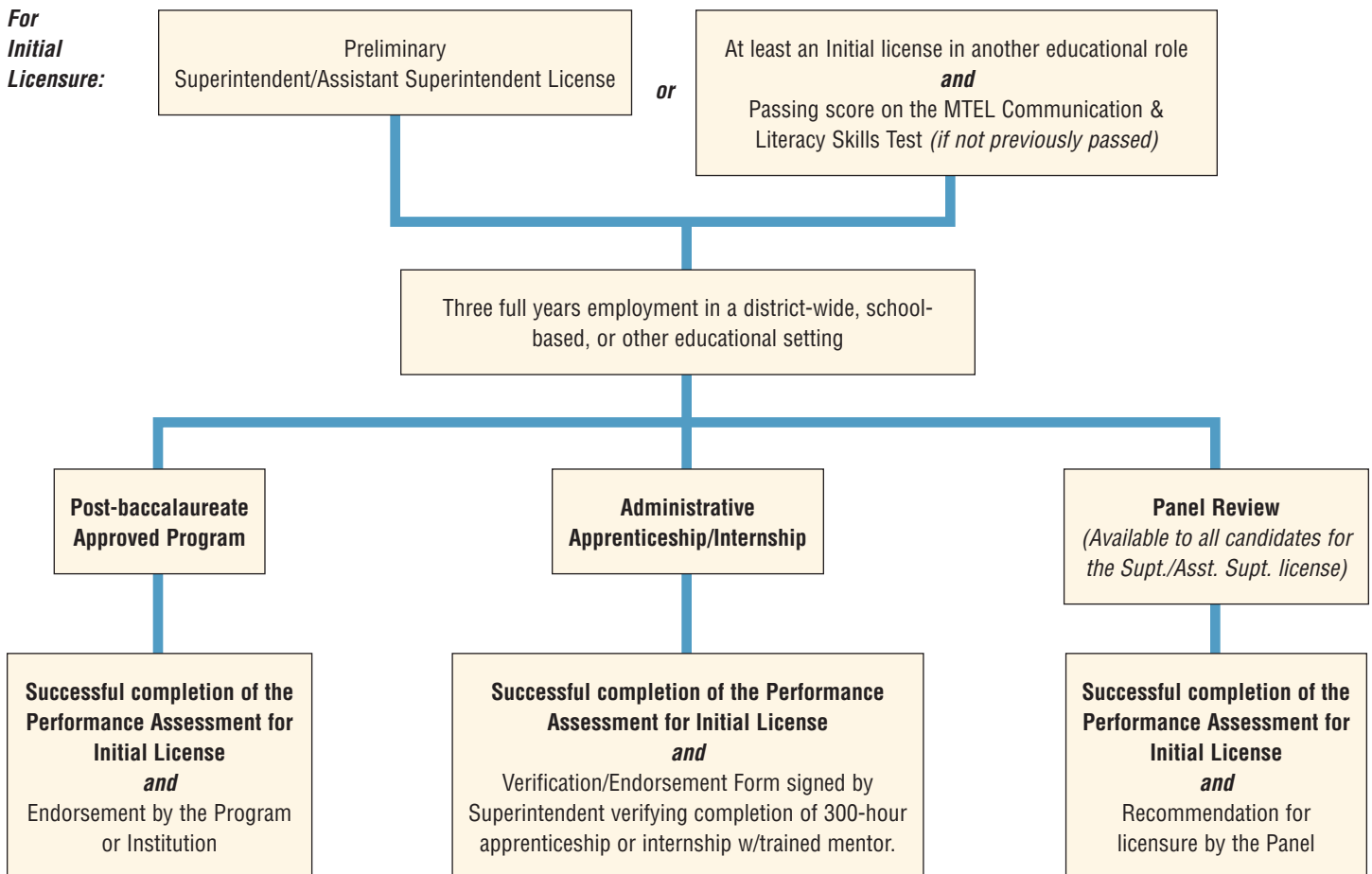
Superintendent/Assistant Superintendent

Candidates with one or a combination of the following prerequisite backgrounds may pursue licensure as follows.

For Preliminary Licensure:



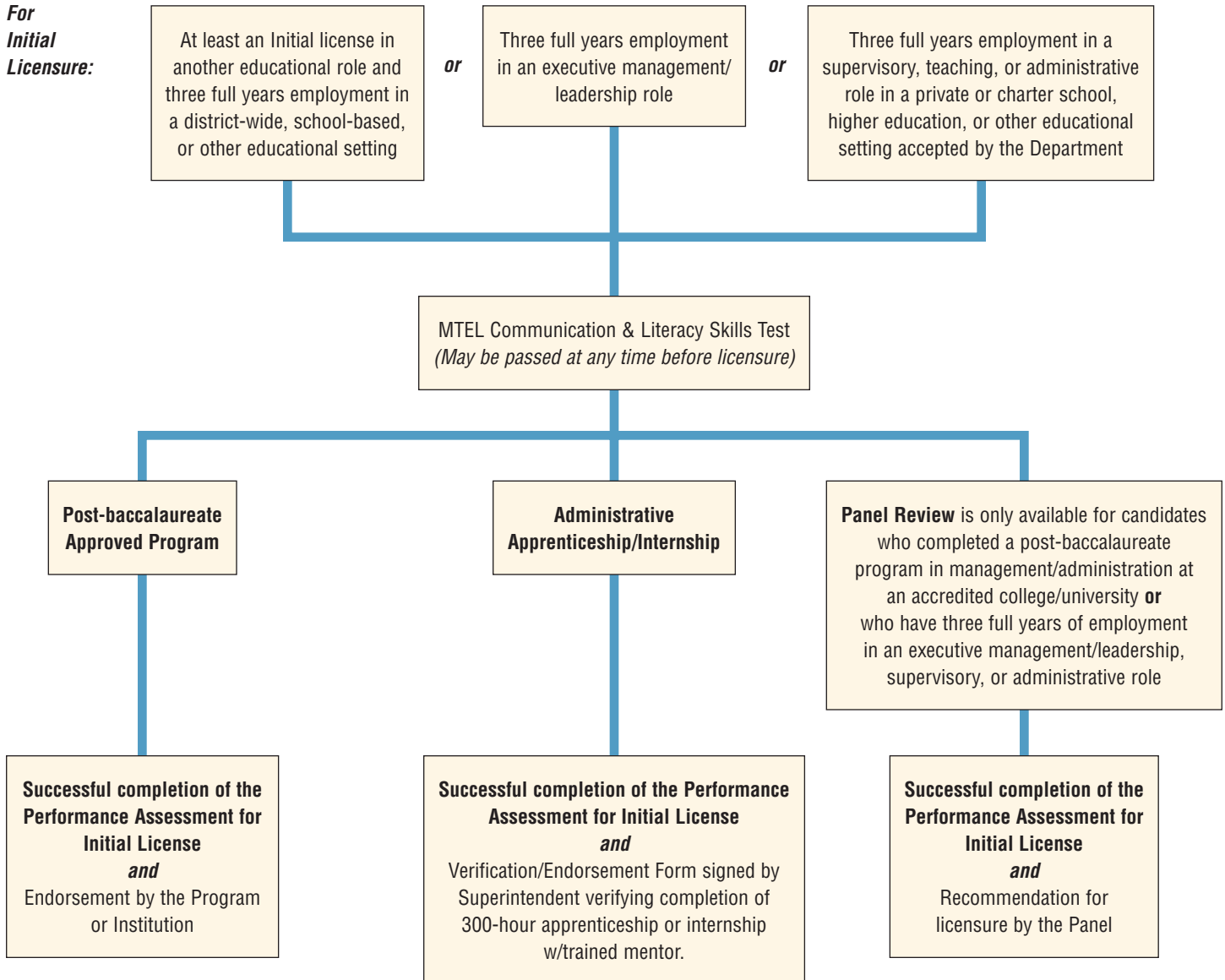
For Initial Licensure:



Principal/Assistant Principal

Candidates with one or a combination of the following prerequisite backgrounds may pursue licensure as follows.

For Initial Licensure:

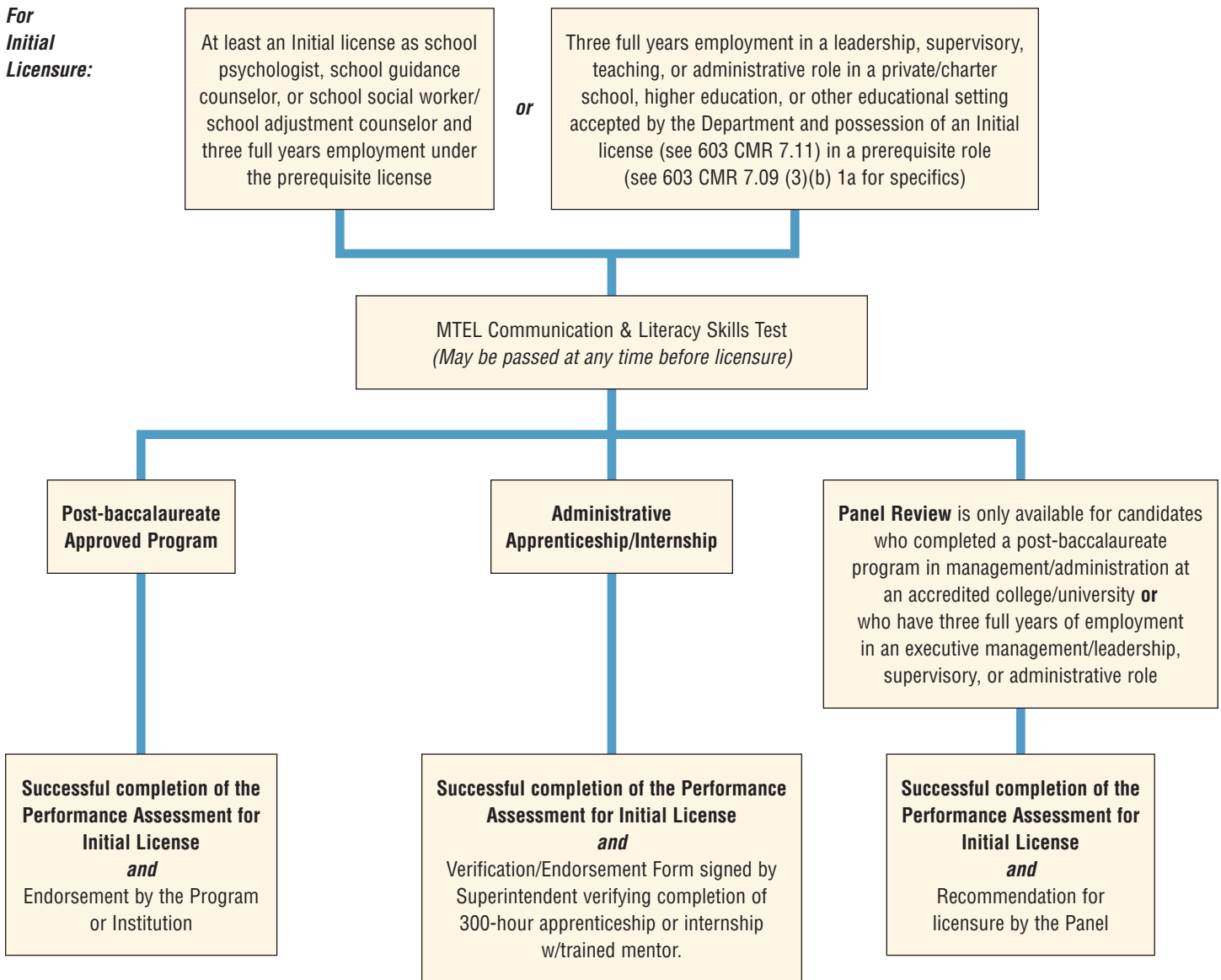


Supervisor/Director — Pupil Personnel Director

Validity: *This license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field of the prerequisite license(s).*

Candidates with one or a combination of the following prerequisite backgrounds may pursue licensure as follows.

**For
Initial
Licensure:**

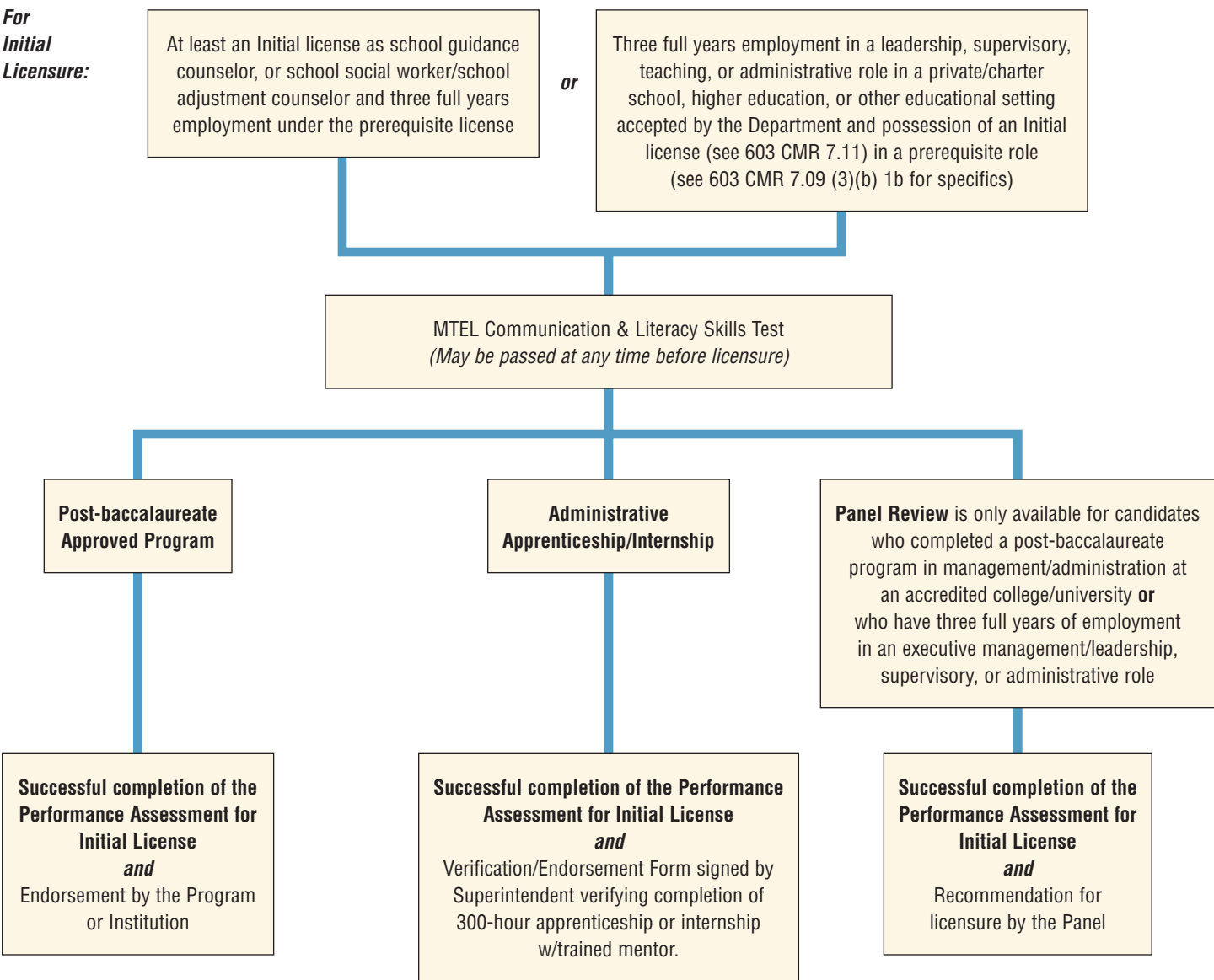


Supervisor/Director — School Guidance Director

Validity: *This license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field of the prerequisite license(s).*

Candidates with one or a combination of the following prerequisite backgrounds may pursue licensure as follows.

For Initial Licensure:

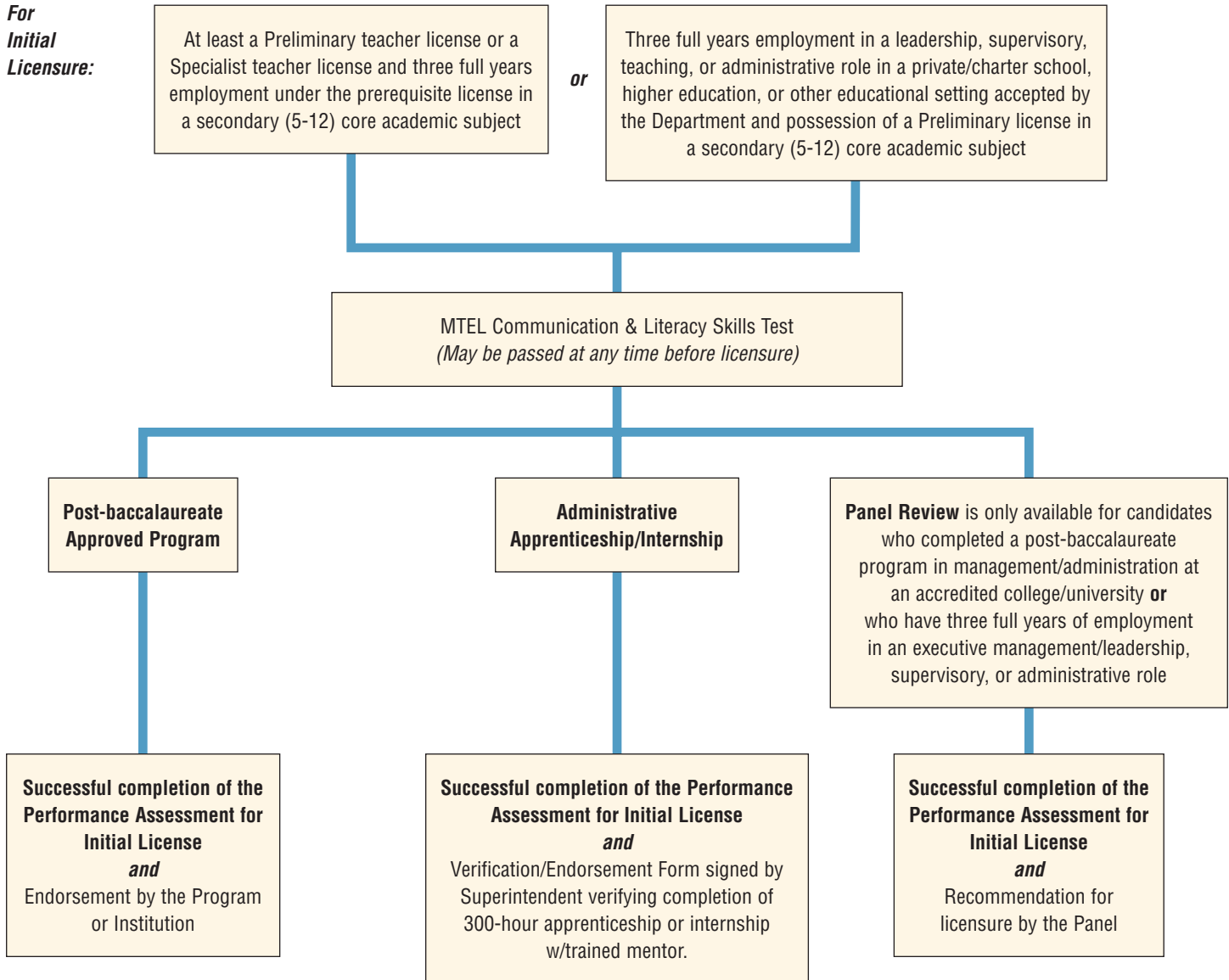


Supervisor/Director — Directors, Department Heads, or Curriculum Specialists in the Core Academic Subjects for Grades 5-12

Validity: *This license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field of the prerequisite license(s).*

Candidates with one or a combination of the following prerequisite backgrounds may pursue licensure as follows.

For Initial Licensure:

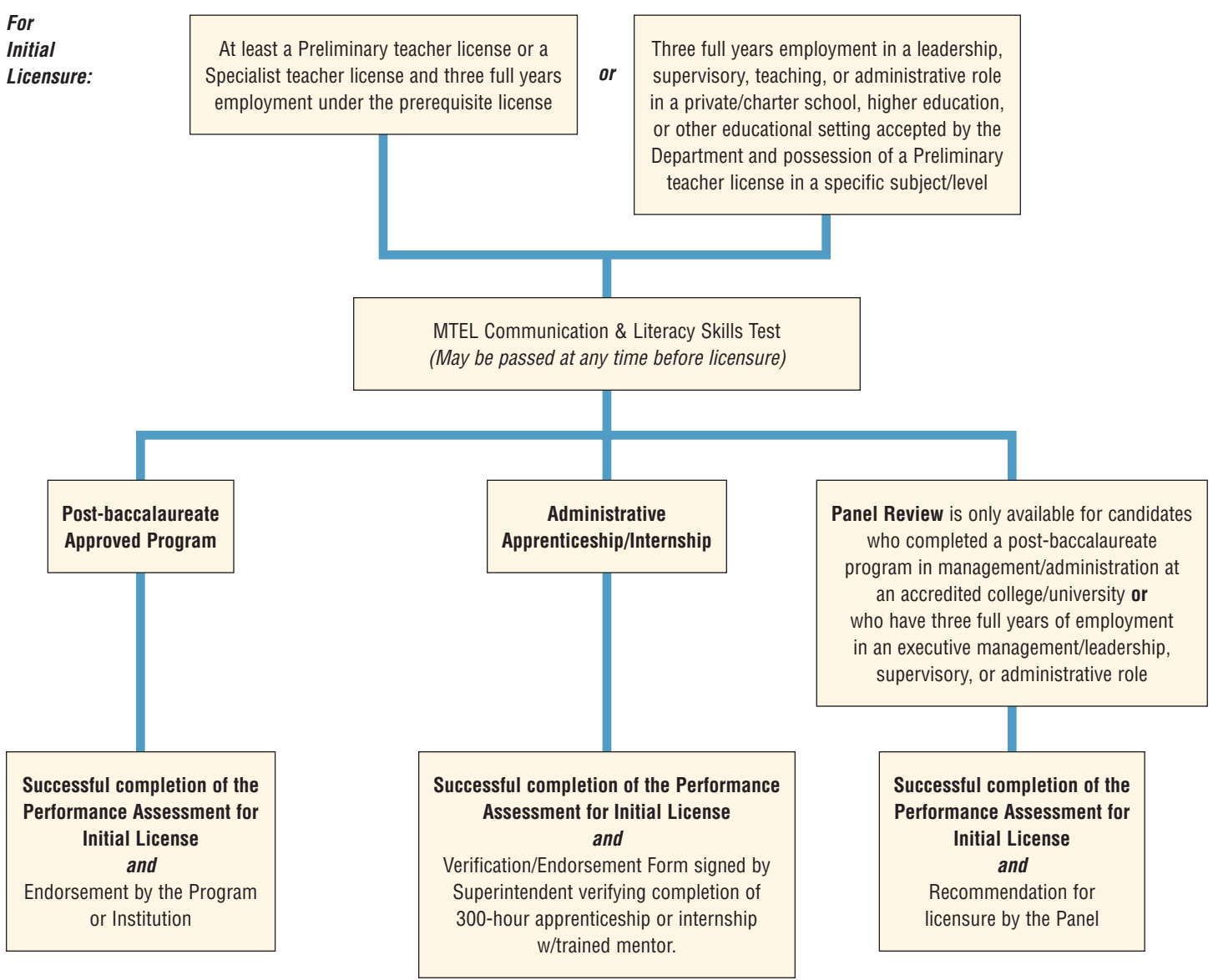


Additional Requirement: *Completion of a master's degree in the arts or sciences in the core academic subject(s) of the prerequisite license(s) or completion of at least 18 credits of advanced graduate studies in the core academic subject(s) of the prerequisite license(s).*

Supervisor/Director — Directors, Department Heads, or Curriculum Specialists in the Non-Core Academic Subjects for 5-12 or Elementary Level/Subject

Validity: *This license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field of the prerequisite license(s).*

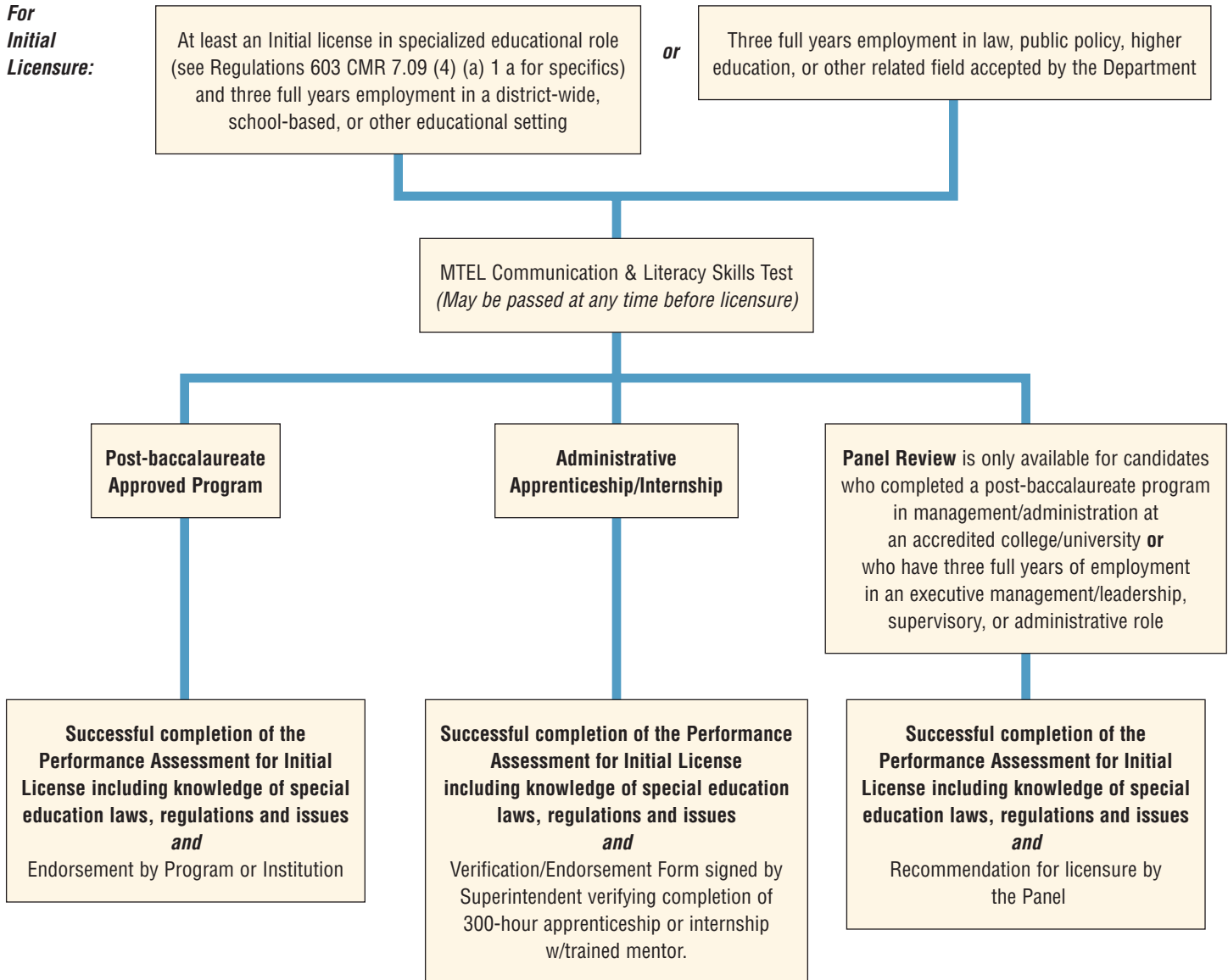
Candidates with one or a combination of the following prerequisite backgrounds may pursue licensure as follows.



Special Education Administrator

Candidates with one or a combination of the following prerequisite backgrounds may pursue licensure as follows.

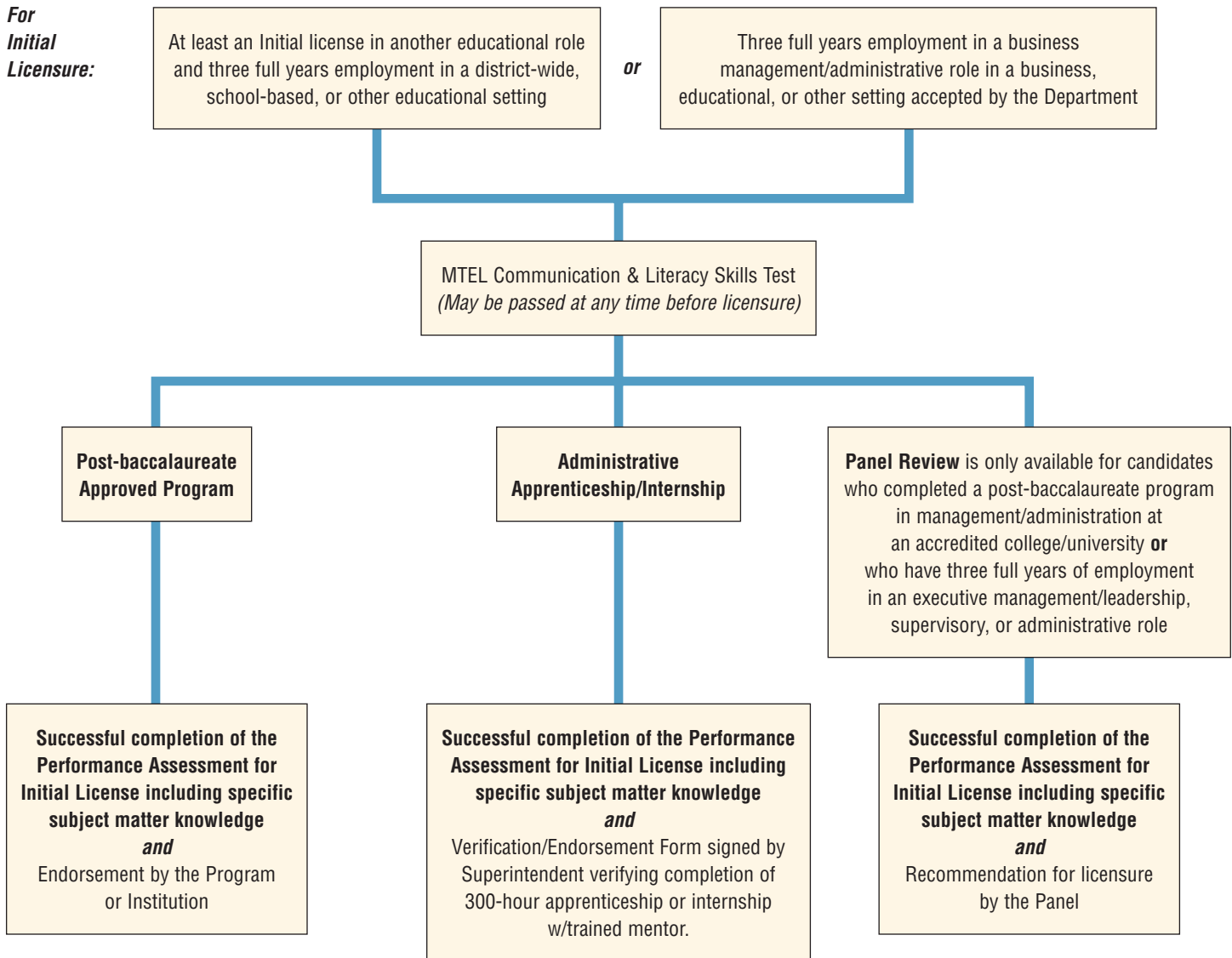
**For
Initial
Licensure:**



School Business Administrator

Candidates with one or a combination of the following prerequisite backgrounds may pursue licensure as follows.

**For
Initial
Licensure:**



School Administrator Licensure Panel Review Process

The Regulations

In accordance with 603 CMR 7.09 of the *Regulations for Educator Licensure and Preparation Program Approval*, applicants for school administrator licensure in Massachusetts must demonstrate the successful application of the Professional Standards for Administrators set forth in 603 CMR 7.10 of the regulations through completion of a Performance Assessment for Initial Licensure and one of the following:

- Completion of an approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the role of the licensure area;
- An administrative apprenticeship/internship (300 hours) in the role of the licensure area with a trained mentor, using Department of Education guidelines; or
- The Panel Review Process.

Purpose

These guidelines are for candidates who have chosen the Panel Review Process for meeting the requirement of demonstrating the successful application of the knowledge and skills expected of school administrators. The Department of Education administers the Panel Review Process, and it is available for eligible candidates applying for the following licensure areas:

- A. Superintendent/Assistant Superintendent (levels: all)
- B. School Principal/Assistant School Principal (levels: PreK-6; 5-8; 9-12)
- C. Supervisor/Director (levels: dependent on prerequisite license)
- D. Special Education Administrator (levels: all)
- E. School Business Administrator (levels: all)

Eligibility

Except for candidates for the Superintendent/Assistant Superintendent licensure area, eligibility for the Panel Review Process is limited to candidates who have met other specific requirements, depending upon the licensure area. The Office of Educator Licensure confirms eligibility after other requirements for the licenses sought have been met. These requirements include but may not be limited to the following:

- A. Documentation of the possession of the degree required for the license sought or another advanced degree in an appropriate field;
- B. A passing score on the Communications and Literacy Skills test for educator licensure in Massachusetts;

- C. Possession of at least an Initial license in another role and completion of at least three years of employment in the role or completion of three years of full-time employment in a specific leadership role (depending upon the license sought);
- D. Completion of a post-baccalaureate program in management/administration at an accredited institution or three full years of employment in an executive management/leadership, supervisory or administrative role.

Process Components

I. Portfolio Compilation and Review

- A. A Candidate whose eligibility for the Panel Review Process has been confirmed by the Department of Education must submit the following to the Office of Educator Licensure:
 - 1. all relevant official transcripts not already filed, documenting possession of the required degree;
 - 2. verification of licensure in required areas;
 - 3. letters of recommendation, support, and employment verification from employers;
 - 4. a written statement by the candidate addressing his or her knowledge of and skills for applying the Massachusetts Professional Standards for Administrators; and
 - 5. copies of products demonstrating the candidate's knowledge of and skills for applying the Massachusetts Professional Standards for Administrators.
- B. After the portfolio has been compiled and evaluated by Office of Educator Licensure staff, one of the following steps will be taken:
 - 1. the candidate will be issued the license;
 - 2. the candidate will be scheduled to meet with the review panel for an interview.

II. Review Panel Interview and Recommendations

- A. *The Office of Educator Licensure may request an interview with candidates for any of the following reasons:*
 - 1. The portfolio review by panel members warrants an interview; or
 - 2. The candidate needs to clarify information and concerns raised by the portfolio review.
- B. If an interview is required, the Office of Educator Licensure will schedule the interview.
- C. A candidate may be asked to address specific issues or the Massachusetts Professional Standards for Administrators in general.
- D. The Panel interview will be held at the Department of Education, or any other location agreed upon by the Panel Interview team members.

III. Review Panel Recommendations and Advice

- A. Upon completion of the Panel Review Process, the Panel may recommend to the Commissioner of Education one of the following:
 - 1. that the candidate be licensed;
 - 2. that the candidate be licensed only after meeting certain conditions;
 - 3. that the candidate not be licensed at this time.
- B. The Department of Education will notify the applicants in writing of the outcome of the process.



