**Professional Standards and Indicators for Administrative Leadership Matrix**

**Superintendent and Assistant Superintendent**

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| **Programs Covered** | * *Example: English, 5-12, Initial, Post-Baccalaureate* |

The [Guidelines for the Preparation of Administrative Leaders](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/leadership-guide.pdf) define role-specific expectations and differentiated skills, knowledge, and competencies required for each administrative licensure role (Principal/Assistant Principal, School Business Administrator, Special Education Administrator, Supervisor/Director, and Superintendent/Assistant Superintendent). The purpose of these Guidelines is to provide performance Indicators under each Professional Standard for which all approved administrative preparation programs in Massachusetts must prepare administrative leaders, and to identify the practices against which all aspiring leadership candidates must demonstrate proficiency through the performance assessment licensure requirement.

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| **Instructions:** Please list the numbers/abbreviations/titles of the **sponsoring organization’s required courses where each indicator is targeted, explicit, and coherently addressed**. Course identifiers should match the numbers/abbreviations/titles of submitted syllabi to support DESE’s review. Indicators should not be spread across too many courses.  The **grey boxes indicate the level of competency that candidates should demonstrate** by the time they complete the educator preparation program and are endorsed for licensure:   * Introduction Level: Candidates show understanding through coursework and/or in field-based experiences. * Practice Level: Candidates have opportunities to practice, be observed, and receive feedback through coursework and/or in field-based experiences. * Demonstrate Level: Candidates consistently demonstrate competency through coursework and in field-based experiences as measured by the performance assessment.   Then, **briefly describe where in the syllabus the content is covered** (i.e., unit name, week number, objective number).  Please reference the [Guidelines for the Preparation of Administrative Leaders](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/leadership-guide.pdf) for further information and resources. |

**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.

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| **Indicators** | **Introduction** | **Practice** | **Demonstrate** |
| *Example Row* |  |  | *EDU 101 – Weeks 5-7* |
| A. **Curriculum:**   1. Supports administrators to ensure that all educators skillfully implement standards-aligned, coherent, well-structured units and lessons based upon culturally responsive texts, tasks, and instructional practices that are inclusive of the diversity of students’ identities and lived experiences and that support students’ content knowledge and skill development, cultural competence, and sociopolitical awareness. Monitors and assesses progress, providing regular feedback to improve student experiences and outcomes. 2. Engages with the school/district community (including faculty, staff, students, families, and community members/organizations) to identify and interrupt racism and bias in curricular materials and ensure curricula and its implementation are culturally responsive and locally contextualized. |  |  |  |
| B. **Instruction:**   1. While observing administrator practice and artifacts, regularly provides feedback and support to administrators to ensure instructional practices across all settings and disciplines reflect high expectations aligned with grade level standards for each and every student, and are culturally responsive and personalized to accommodate and leverage diverse learning needs, interest, and levels of readiness. Believes and consistently communicates to the district community that standards-aligned, culturally responsive instruction is essential to ensure racial equity. |  |  |  |
| C. **Assessment for Student Learning:**   1. Ensures that all administrators employ a variety of formal and informal methods and assessments to measure each student’s learning, growth, and understanding, conduct close analyses of disaggregated data, and make necessary adjustments to maximize the development of students’ knowledge, skills, identities, intellect, and sociopolitical awareness. Monitors assessment use throughout the district for standards-alignment and coherence across subject areas and grade levels. 2. Ensures that all administrators recognize and account for bias that may be present in assessment methods and instruments and provides resources for planning time and effective support for administrators and/or school-based teams to work alongside teachers to account for the full learning profile of all students. |  |  |  |
| D. **Evaluation:**   1. Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:    1. Supports administrators to pursue meaningful, actionable, and measurable professional practice and student learning goals that advance equity for Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, and English learners.    2. Makes frequent unannounced visits to each school and provides each administrator with targeted and supportive and/or constructive feedback, including feedback aligned to district expectations for anti-racist practices.    3. Exercises sound judgment, including continuous self-reflection on and mitigation of biases that may contribute to evaluating and assigning ratings for performance. |  |  |  |
| E. **Data-Informed Decision Making:**   1. Uses multiple sources of evidence, including but not limited to state, district, and school measures of student learning, student and family experiences, and school and district culture and climate, through close analysis of disaggregated data, to inform school and district goals, interrupt historically systemic racial inequities, and improve organizational performance, educator effectiveness, and student learning. 2. Involves a variety of stakeholders in creating racial equity-oriented district improvement and annual action plans comprised of focused, measurable goals informed by evidence-based assessments of organizational performance, educator effectiveness, and student learning. Intentionally seeks out viewpoints from all communities represented in the district, particularly members of historically marginalized communities (e.g., Black, Hispanic/Latino, Indigenous, and Asian communities). Regularly monitors and shares progress with the district community. Supports principals to ensure school improvement goals are racial equity-oriented and aligned to district plans and goals. |  |  |  |
| F. **Student Success:**   1. Demonstrates positive impact on advancing racial equity and ensuring every student is prepared to succeed in postsecondary endeavors as critical, intellectual citizens and community members as measured by a variety of academic and non-academic outcomes that encompass student learning, students’ social-emotional well-being, and the development of students’ content knowledge and skill development, cultural competence, and socio-political awareness. |  |  |  |

**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.

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| **Indicators** | **Introduction** | **Practice** | **Demonstrate** |
| A. **School Culture & Climate:**   1. Ensures that effective plans, procedures, routines, and operational systems that honor students’ backgrounds, identities, and intellect, and address the full range of safety, health, and social-emotional needs of students are in place across the district, including:    1. Consistently examines policies, procedures, and systems to identify and eliminate bias, including policies and practices that reinforce white dominant culture and/or disproportionately impact Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students.    2. Supports administrators to ensure physical spaces in the district community welcome, honor, and celebrate the diversity and achievements of the district community.    3. Provides ongoing training and supports to assist staff in developing anti-racist skills that foster social-emotional well-being and honor and sustain educators’ and students’ unique identities, backgrounds, and lived experiences. 2. Implements operational systems and processes for the effective support and supervision of auxiliary staff (e.g., custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers) so that all school and district buildings are clean, welcoming, and safe. |  |  |  |
| B. **HR Management and Development:**   1. Implements a cohesive, district-wide approach to recruitment, hiring, induction, development, career growth, and retention that identifies and supports a diverse and effective educator workforce that shares the district’s mission to advance racial equity and ensure student success, including prioritizing practices that provide access and support to Black, Hispanic/Latino, Asian, Indigenous, and Multiracial educators. Supports principals to do the same. 2. Regularly examines HR policies and procedures to identify and eliminate bias. 3. Supports all educators to contribute to the development of an anti-racist school/district culture. |  |  |  |
| C. **Scheduling and Management Information Systems:**   1. Ensures that scheduling and school and district data systems provide equitable access to teaching, learning, and collaboration, including frequently examining disaggregated student data to ensure equitable access to effective educators and advanced coursework for Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students. Consistently monitors the extent to which these systems are effective. 2. Sets expectations for regular collaboration among administrators and promotes scheduling that ensures sufficient time for collaboration within and across schools. Supports principals to do the same for their teachers. |  |  |  |
| D. **Law, Ethics, and Policies:**   1. Understands and follows state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. b. Identifies and advocates for changes to laws, mandates, policies, and guidelines that inhibit racial equity. |  |  |  |
| E. **Fiscal Systems:**   1. Develops a budget that centers racial equity and is informed by input from a diverse range of students, families, staff, and community members, particularly those from historically marginalized communities (e.g., Black, Hispanic/Latino, Asian, Indigenous, and Multiracial communities). 2. Allocates and manages expenditures aligned with district/school goals and available resources to ensure equitable access to resources for each and every student. |  |  |  |

**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.

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| **Indicators** | **Introduction** | **Practice** | **Demonstrate** |
| A. **Engagement:**   1. Views families and members of the community as assets and partners in their child(ren)’s school community. 2. Builds trusting relationships and provides regular opportunities and resources for all families to be active partners in the district and school community, including but not limited to families with limited access to technology, families whose past experiences with the education system have been harmful, and families whose home language is not English. Supports all administrators to do the same. 3. Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in the district. |  |  |  |
| B. **Sharing Responsibility**   1. Provides resources, professional development, and support to enable administrators and educators to engage in meaningful and ongoing collaboration with families that informs student learning and academic decisions both at home and at school. 2. Works to ensure that all families understand and have opportunities to inform district and school-based policies and resources that support student learning and well-being, as well as their communication channels for voicing concerns or advocating for change. |  |  |  |
| C. **Communication:**   1. Ensures that communication with families and community leaders is regular, two-way, and culturally and linguistically responsive. |  |  |  |
| D. **Family Concerns:**   1. Ensures that all family and community member concerns are addressed in an equitable, effective, and culturally responsive manner. Supports administrators to do the same. |  |  |  |

**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.

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| **Indicators** | **Introduction** | **Practice** | **Demonstrate** |
| A. **Commitment to High Standards**:   1. Fosters and models a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:    1. Mission and Core Values: Participates in the development of core values that guide the development of a clear and actionable, racial equity-oriented mission statement and related decision-making.    2. Collaborative Decision-Making: Plans and executes engaging, ongoing opportunities for collaboration with educators, staff, students, and families, community members, and allies that focus on equity and other matters of consequence and engage participants in thoughtful and meaningful contributions to important district matters. Intentionally seeks out viewpoints from all communities represented in the district, particularly members of historically marginalized communities (e.g., Black, Hispanic/Latino, Asian, Indigenous, and Multiracial communities). |  |  |  |
| B. **Culturally Responsive Environment**:   1. Ensures that policies, practices, and professional development enable staff members and students to interact in a culturally responsive environment in which students’ and staff members’ backgrounds, identities, strengths, and challenges are honored. |  |  |  |
| C. **Communications:**   1. Communicates frequently with faculty, staff members, students, families, and community members with a student-centered, asset-based focus using two-way communications channels that support English learners. |  |  |  |
| D. **Self-Awareness and Continuous Learning:**   1. Develops and nurtures a culture in which staff members continuously reflect on how their identities, biases, and practices impact instructional practice and student well-being, and use school and district data, current research, best practices and theory to continuously adapt instruction to be increasingly anti-racist. Models these behaviors in the administrator’s own practice. |  |  |  |
| E. **Shared Vision**:   1. Continuously engages staff, students, families, and community members in developing and implementing a shared educational vision in which all students are prepared to succeed in postsecondary endeavors as engaged citizens and community contributors. |  |  |  |
| F. **Managing Conflict:**   1. Employs strategies when responding to disagreement and dissent that constructively resolve conflict and build consensus throughout the district/school community, while maintaining a commitment to decisions that are in the best interest of promoting racial equity and advancing student well-being. 2. Consistently examines and mitigates power inequities rooted in race and identity that may affect both parties in professional conflict. 3. Develops and nurtures a culture in which staff members continuously reflect on how their identities, biases, and practices can impact peer interactions. |  |  |  |