



## **Overview of Administrator Routes to Initial Licensure 603 CMR 7.00 & Guidelines for the Administrative Apprenticeship/Internship and Panel Review Routes**

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January 2016



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, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)



## Table of Contents

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Introduction and Context.....	2
License Requirements .....	3
Overview: Routes to Licensure .....	4
A. Approved Program of Studies.....	4
B. Administrative Apprenticeship/Internship .....	4
C. Panel Review .....	4
Understanding the Administrative Apprenticeship and the Administrative Internship ..	6
A. Definition .....	6
B. Purpose .....	6
C. Required Hours .....	6
D. Distinguishing Features of the Apprenticeship and Internship.....	6
E. The School District's Role.....	7
F. Planning the Experience: The Candidate and the District .....	8
G. Additional School District Responsibilities .....	9
Understanding the Licensure Panel Review Process.....	10
A. Definition .....	10
B. Purpose .....	10
C. Eligibility .....	10
D. Process Components.....	10
Appendix A – Professional Standards and Indicators for Administrative Leadership .	12
Appendix B – Verification/Endorsement Form for Administrator Licensure .....	16
Performance Assessment for Initial Licensure Verification Form .....	17
Appendix C – Candidate Checklist.....	19
Appendix D – Mentor Role and Training Resources .....	20
Appendix E – Administrator Performance Assessment for Initial License.....	21
Appendix F – Selected Definitions .....	22



# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.  
Commissioner

## MEMORANDUM

**To:** School District Superintendents, Charter School Leaders, Candidates for Licenses as Administrative Leaders, Aspiring Administrative Leaders, and Other Interested Stakeholders

**From:** Mitchell D. Chester, Ed.D. Commissioner

**Date:** April 22, 2014

**Subject:** Overview of Routes to Administrator Licensure and Guidelines for the Administrative Apprenticeship/Internship and Panel Review Routes

I am pleased to provide you with the *Overview of Routes to Administrator Licensure and Guidelines for the Administrative Apprenticeship/Internship and Panel Review Routes*. The amendments to the regulations for Educator Preparation and Licensure (603 CMR 7.00) passed by the Board in December 2011 and June 2012 required updating the *Guidelines to Administrator Routes to Licensure (2003)*. This new document, which provides both an overview and guidelines, replaces that document.

The regulation changes included new Professional Standards for Administrative Leadership (603 CMR 7.10) as well as increased minimum hours for the field experience for some administrator licenses (603 CMR 7.09). The Professional Standards for Administrative Leadership are now aligned to the Standards for Effective Administrative Leadership Practice, creating a seamless connection and ensuring a coherent system of leadership development from preparation to evaluation and professional growth.

The overview of the routes to Administrator Licensure is intended to provide basic information on the three routes to licensure. The Overview section will be useful to aspiring leaders and those contemplating pursuing an administrative leadership role. The guidelines related to the administrative apprenticeship/internship and the panel review provide detailed process information for individuals and districts pursuing licensure through either of these routes.

The Department also is developing performance assessments for initial licensure for all administrator licenses. Leadership candidates must demonstrate their ability to do the authentic work of school and district leaders. The first administrator performance assessment will be for principals, and it will be available in fall 2015. Appendix E of this *Overview* provides updated information on the Department's expectations related to candidate performance assessment for initial licensure.

Preparing future administrative leaders who are ready to take on the challenges of leading the Commonwealth's schools and districts is a shared responsibility between administrative leadership preparation programs and P-12 Districts. I urge all stakeholders engaged in the preparation of these leaders to embrace these new standards and higher expectations.

## Introduction and Context

In 2011 and 2012, the Massachusetts Board of Elementary and Secondary Education (Board) approved changes to the Regulations for Educator Licensure and Preparation Program Approval that impact licensure for administrators and these changes took effect on January 1, 2014. The December 2011 Educator Licensure and Program Approval Regulations introduced new professional standards applicable to all administrator licenses. These Professional Standards for Administrative Leadership replace the Professional Standards for Administrators. The Department subsequently published the [Guidelines for the Preparation of Administrative Leaders](#), in May 2012, which contains detailed indicators for each of the four standards. Please refer to Appendix A of this document for the complete set of Standards and Indicators.

On June 20, 2012, the Board approved further changes to the Regulations for Educator Licensure and Preparation Program Approval, including revisions to Licenses and Routes for Administrators [603 CMR 7.09 (1-2 and 4)]. The June 2012 regulations contain increased required hours for the practicum/practicum equivalent and the apprenticeship/internship for some administrator licenses. Please refer to the chart on page 7 of this document for the complete list of required hours.

The central purpose of these changes is to ensure that all schools in the Commonwealth have well-prepared school and district administrators; these leaders are essential to achieving the goal of providing an effective learning environment for students. While there are new standards and higher expectations related to the routes to administrator licensure, there continues to be a variety of means for licensed educators, non-traditional educators, and career-changers from other professions to pursue licensure as an administrator in the Commonwealth. Individuals interested in school or district leadership may choose to prepare for one of five administrator roles requiring licensure in this state:

- superintendent/assistant superintendent,
- principal/assistant principal,
- supervisor/director,
- special education administrator, and
- school business administrator

The purpose of this document is to provide an overview of the three routes to administrator licensure, which are the approved program, the administrative apprenticeship/internship, and panel review. Additionally, the purpose is to provide guidelines containing more in-depth information for the administrative apprenticeship/internship route and the panel review route.

## License Requirements

To obtain an administrator license, candidates must demonstrate successful application of the Professional Standards for Administrative Leadership through an approved program, an administrative apprenticeship/internship, or panel review culminating in the Department's Performance Assessment for Initial License.

Candidates applying for an administrator license, other than a Temporary, must receive a passing score on the MTEL Communication and Literacy Skills Test.

As of July 1, 2014, candidates who are applying for their first administrator's license, other than a Temporary, as either a principal or as a supervisor/director of a core academic<sup>1</sup> teacher will be required to have a Sheltered English Immersion (SEI) Administrator Endorsement. It is highly recommended that applicants for other administrator licenses consider carefully whether to obtain a SEI endorsement. If an administrator will be supervising and/or evaluating core academic teachers (as defined above) with ELL students, then he/she will be required to have a SEI endorsement. As a newly licensed administrator, you will not know your precise job responsibilities in advance; therefore, it is wise to consider obtaining a SEI endorsement so that you are not limited in the administrator positions you can assume. For the most updated information on SEI requirements, please visit the Department's RETELL [webpage](#).

Specific requirements for each administrator 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 7.00). In addition to this document, candidates are encouraged to review the Department's Licensure [webpage](#) as well as other guidance documents referenced in this document in order to assist them in determining the best means to obtain an administrator licensure.

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<sup>1</sup> "Core academic teachers" are defined by 603 CMR 7.02 for purposes of sheltered English immersion instruction as early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with severe disabilities, and teachers of the following academic subjects: English, reading and language arts, mathematics, science, civics and government, economics, history, and geography.

## Overview: Routes to Licensure

The purpose of each licensure route is to prepare candidates who can successfully demonstrate the Professional Standards and Indicators for Administrative Leadership. This will enable them to be dynamic and effective school and district leaders, capable of facilitating the development of a district and/or school learning community that promotes student achievement. The Professional Standards and Indicators for Administrative Leadership serve as the basis for assessing candidate eligibility for licensure by the Department. Each preparation route includes an Administrator Performance Assessment for Initial License (refer to Appendix E for more information).

This document focuses on two of the three routes to licensure: the Administrative Apprenticeship/Internship route and the Panel Review route. Brief references and resources are provided about obtaining licensure through an approved program. The routes are:

### A. Approved Program

The Department approves educator preparation programs sponsored by higher education institutions, 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](http://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 this route can be found in the [\*Guidelines for the Preparation of Administrative Leaders\*](#).

### B. Administrative Apprenticeship/Internship

This route to licensure, detailed further in the document, is primarily a field-based experience in the role of the license sought. With the regulation changes of June 2012, new minimum hours were introduced for several administrator roles. 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 professional license in the same role and level, has been rated as proficient in his/her most recent summative evaluation, 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 and Indicators for Administrative Leadership. Additional information is provided throughout these Guidelines for both candidates and interested school districts.

### C. Panel Review

The Panel Review, detailed further in this document, is a route to licensure that allows candidates to use a combination of their education (formal schooling and coursework) and their professional experience as a means to demonstrate that they have the qualifications for an

administrative license. The Panel Review route is only available for administrator licensure candidates who have the specific prerequisite experiences and is available for **all** superintendent candidates. The process is typically a two-step process: (1) Compilation of requisite materials by the candidate, and (2) An interview with a panel of experienced administrators and educators. Additional information is provided in these Guidelines for candidates.



## Understanding the Administrative Apprenticeship and the Administrative Internship

### A. Definition

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).

### B. Purpose

These guidelines are for candidates and school districts that have chosen the Administrative Apprenticeship/Internship pathway for meeting the requirement of demonstrating the successful application of the knowledge and skills expected of school administrators. This route is available for eligible candidates applying for the following administrative licensure areas:

- A. Superintendent/Assistant Superintendent (levels: all)
- B. Principal/Assistant 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)

### C. Required Hours

Superintendent/Assistant Superintendent	500 hours
Principal/Assistant Principal	500 hours
Supervisor/Director	300 hours
Special Education Administrator	500 hours
School Business Administrator	300 hours

### D. Distinguishing Features of the Apprenticeship and Internship

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. (Please refer to Appendix D for more detailed information on

mentors.) It is expected that the candidate will work in the apprentice/intern role over the course of an academic year; experiences should cover a range of time periods within the school year and cover the span of the full school day.

An administrative internship is one that typically has the licensure candidate employed by the school district as an acting administrator (administrator of record). The administrative apprenticeship can be a paid or unpaid experience and has the candidate functioning in the role of the license sought under the guidance of the mentor for at least the minimum hours required.

### **E. 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. Alternatively, the district may sponsor or collaborate with another organization with an approved administrator preparation program to support aspiring administrators.

For the Administrative Apprenticeship/Internship, the district should:

- Determine with the candidate if the apprenticeship/internship is a paid or unpaid position and articulate any other district policies/procedures that might impact the candidate's apprentice experience, or
- Decide whether to hire the candidate of choice as an acting administrator (administrator of record).
  - If the person is employed in a capacity for which a license would be required for legal employment, the district should apply to the Department for a waiver.
- Provide a trained mentor for the apprenticeship/internship candidate with the understanding that the mentor also serves in the role of the Supervising Practitioner for the candidate. The mentor must have a professional license in the same field and level the candidate seeks, and he/she must have earned a rating of proficient or higher on his/her most recent summative evaluation.
- 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 and Indicators for Administrative Leadership (see Appendix A) and support his/her development as an effective leader.
- Facilitate and verify the candidate's completion of the required Performance Assessment for Initial License.
- Assist the candidate in compiling the required documentation for licensure upon completion of the apprenticeship/internship (see Appendix B for the Verification/Endorsement Form).

## F. Planning the Experience: The Candidate and the District

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

- **Assignment of a Trained Mentor**
  - District administrators will assign a mentor who the school district recommends and who is both interested and qualified (working under the appropriate professional license and rated proficient or higher in most recent summative evaluation) to act in the role of mentor. The mentor must have at least three full years of experience under an Initial or Professional license in the same field and level of the license the candidate seeks.
  - Mentors assigned to work with the apprentice/acting administrator must receive mentor training made available through the district, partner districts, educational collaborative, 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. Please refer to the [Guidelines for Induction Programs](#) for additional information.
- **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 and Indicators for Administrative Leadership 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 and Indicators for Administrators during the field experience and the Performance Assessment for Initial License.
    - For the intern (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 and Indicators for Administrative Leadership and ensure that areas of need identified during planning receive specific attention, in order to successfully complete the Performance Assessment for Initial License.
  - Provide 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. NOTE: For the purpose of achieving licensure, the apprenticeship/internship is not intended for use in a non-public setting or outside of Massachusetts.
  - 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

- Administrative Leadership. 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 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 Field-based Experience** (minimum of 300 or 500 hours depending on license)
    - 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. The 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.

## **G. Additional School District Responsibilities**

The cooperating or hiring school district is required to maintain the following on file for review/audit by the Department for a period of five years after the candidate has completed their apprenticeship/internship:

- 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.
- Copy of the completed Verification/Endorsement Form for Administrator Licensure (see Appendix B).
- Evidence of the candidate's successful completion of the Performance Assessment for Initial License.

## Understanding the Licensure Panel Review Process

### A. Definition

The process used by the Department for reviewing and recommending candidates for Initial licensure who have substantial experience and formal education relevant to the license sought but have not met the specific license requirements (603 CMR 7.02: Definitions).

### B. 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 administers the Panel Review Process, and it is available for eligible candidates applying for the following administrative licensure areas:

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

### C. Eligibility

Except for candidates for the Superintendent/Assistant Superintendent licensure area, eligibility for the Panel Review is limited to candidates who have met other specific requirements, depending on the licensure area. These requirements include but may not be limited to the following:

- Documentation of the possession of the degree required for the license sought or another advanced degree in an appropriate field;
- A passing score on the Communications and Literacy Skills test for educator licensure in Massachusetts;
- Possession of at least an Initial license (Preliminary license for Supervisor/Director) 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 on the license sought);
- 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.

### D. Process Components

- **Portfolio Compilation and Review**
  - A Candidate whose eligibility for the Panel Review has been confirmed by the Department must submit the following to the Office of Educator Licensure:
    - An updated resume;

- All relevant official transcripts not already on file, documenting possession of the required degree;
  - Verification of licensure in required areas;
  - Letters of recommendation, support, and employment verification from employers;
  - A written statement by the candidate addressing his or her knowledge of and skills for applying the Massachusetts Professional Standards and Indicators for Administrative Leadership
  - After the portfolio has been compiled and submitted for review via the Panel Review process, the candidate could be recommended for the Performance Assessment for Initial Licensure or scheduled for an interview to meet with Panel Review members for further consideration.
- **Panel Review Interview**
    - During the interview, a candidate may be asked to address specific issues or the Professional Standards and Indicators for Administrative Leadership in general.
    - The Panel Review interview will be held at the Department.
- **Panel Review Recommendations**
    - Upon completion of the Panel Review process, the Panel may recommend to the Commissioner of Elementary & Secondary Education one of the following:
      - That the candidate be licensed;
      - That the candidate be licensed only after meeting certain conditions;
      - That the candidate not be licensed at this time via the Panel Review and is able to pursue licensure via an approved program or the apprenticeship/internship route.
    - The Department will notify the applicant in writing of the outcome of the process.

## Appendix A – 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 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 (print)

Name:	MEPID:	
Street Address:		
City/Town:	State:	Zip:
License Field and Level Sought:		
Field Experience Site Location:		
Site Location District:	Grade Levels of Site:	
Beginning Date of Field Experience:	End Date of Field Experience:	

### Part II. To be completed by the trained Mentor (print)

Mentor Name:	
Mentor Title:	Mentor License #:

### Part III. Completion of Field Experiences (signatures of candidate and trained mentor required)

Verification of candidate completion of required minimum field experience working with the trained mentor and engaged in professional activities that address the Professional Standards for Administrative Leadership.	
Please select one administrator role:	
<input type="checkbox"/> Superintendent/Assistant Superintendent (500 hours)	<input type="checkbox"/> Special Education Administrator (500 hours)
<input type="checkbox"/> Principal/Assistant Principal (500 hours)	<input type="checkbox"/> School Business Administrator (300 hours)
<input type="checkbox"/> Supervisor/Director (300 hours)	
Candidate Signature:	Date:
Mentor Signature:	Date:

### Part IV. Licensure Endorsement Statement (signature of superintendent required on this document for candidates completing an Administrative Apprenticeship or Internship)

I verify to the Massachusetts Department of Elementary and Secondary Education that the above named candidate for the above named administrator license has successfully demonstrated application of the Professional Standards for Administrative Leadership detailed in 603 CMR 7.10 through an administrative apprenticeship/internship with the trained mentor listed above, in accordance with Department Guidelines.	
Superintendent Signature:	Date:
Superintendent Name (print):	License #:

### Part V. Performance Assessment (Please see Appendix E of these Guidelines)

Please Note: Principal/Assistant Principal candidates seeking licensure through any licensure path will be required to participate in the Field Trial of the PAL beginning in September 2014. Additional guidance re: the Field Trial will be posted to the following on the Department website: <http://www.doe.mass.edu/pal/>. **\*Beginning in fall 2015, the Performance Assessment for Leaders (PAL) will be required for earning a Principal/Assistant Principal license.**

The candidate must also complete a performance assessment that demonstrates successful application of the Professional Standards for Administrative Leadership to be eligible for licensure as an administrator. Please complete the **Performance Assessment for Licensure Verification Form**. Supporting documents must be maintained by the candidate and the district for a period of five years.

## Performance Assessment for Initial Licensure Verification Form

### Part I. To be completed by candidate

Professional Standards for Administrative Leadership (603 CMR 7.10)	Evidence
<b>Standard 1. Instructional Leadership:</b> 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>Standard 2. Management and Operations:</b> 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	
<b>Standard 3. Family and Community Engagement:</b> 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.	
<b>Standard 4. Professional Culture:</b> Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.	

### Part II. To be completed by the trained mentor

Standard	Rating
<b>Standard 1 – Instructional Leadership</b>	
<b>Standard 2 – Management and Operations</b>	
<b>Standard 3 – Family and Community Engagement</b>	
<b>Standard 4 – Professional Culture</b>	

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

### Summary Assessment of Performance:

Administrator candidate’s *Performance Assessment for Initial Licensure* in the administrative apprenticeship/internship meets the Professional Standards for Administrative Leadership: ☐ Yes ☐ No

Trained Mentor (sign):	Date:
Superintendent (sign):	Date:

## Appendix C – Candidate Checklist

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

- ☐ Pass the Communication and Literacy Skills MTEL (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 (<http://www.mass.gov/ese/licensure>).
- ☐ Submit one of the following:
  - Approved Program Endorsement
  - Administrative Apprenticeship/Internship Verification 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 license sought or other required experience.
- ☐ Administrative Apprenticeship/Internship candidates only: Submit Performance Assessment for Initial Licensure Verification Form (pgs. 17 + 18).
- ☐ Submit official transcripts of undergraduate/graduate studies if required for specific license.
- ☐ Submit evidence of SEI Administrator or Teacher endorsement (if applicable).

All supporting documents should be submitted to the:

- ☐ MA Department of Elementary and Secondary Education  
Office of Educator Licensure  
75 Pleasant Street  
Malden, MA 02148

**Please note:** Most supporting documents, such as the forms included in this guide, can be uploaded directly into your ELAR account. For directions on how to upload these and other documents, please visit [www.mass.gov/ese/licensure](http://www.mass.gov/ese/licensure) and select the *How to Use the ELAR Portal* link in the left navigational bar.

## Appendix D – Mentor Role and Training Resources

The trained mentor is crucial in the preparation and development of effective district and 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.

The individual who serves as the mentor for an apprentice or intern has all the mentor responsibilities identified and articulated in the publication [\*Guidelines for Induction Programs\*](#). Mentors should be trained in licensure role-specific elements relevant to the role he/she is mentoring. This ensures that mentors will be able to help direct the candidate's field experiences to focus on expanding his/her knowledge base and skill development.

One major difference between an induction program mentor and an 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 300 or 500 hours, the apprenticeship/internship mentor must ensure that the candidate has engaged in projects and professional activities that reflect a depth as well as a breadth of understanding of the expectations for district and school leaders articulated in the Professional Standards for Administrative Leadership. The candidate should also be prepared to complete the Performance Assessment requirement for initial administrator licensure.

## Appendix E – Administrator Performance Assessment for Initial License

All routes to administrator initial licensure will require a Performance Assessment to assure that all candidates for licensure have adequately addressed the Professional Standards and Indicators for Administrative Leadership (as well as any license specific subject knowledge). The Administrative Leadership Performance Assessments reflect the Department’s vision for what beginning administrative leaders should know and be able to do. The assessments are intended to reflect the authentic work of an administrative leader and are aligned to the standards and indicators. Candidates who pursue administrator licensure through any of the three routes will be required to complete the Department’s Performance Assessment. Like the educator tests for licensure, the Performance Assessment will be license-specific. The cost of completing the Performance Assessment will be the responsibility of individual candidates. Please note, candidates pursuing licensure by meeting the Additional Licenses for Administrators regulatory requirements who successfully completed a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial License.

The first administrative leadership Performance Assessment will be available for Principal/Assistant Principal license candidates in the fall of 2015. This assessment, the MA Performance Assessment for Leaders (PAL) is currently in development in partnership with a vendor. At the time of publishing these Guidelines, the Department anticipates that candidates will complete PAL as part of their preparation pathway. Candidates in the panel review route to licensure will complete PAL after they have been endorsed by the panel.

Once the performance assessment is in place, those candidates that have previously applied for administrative licensure and have not yet satisfied the requirements will be required to complete it to be eligible for licensure.

Performance assessments for Initial Licensure for other administrative leadership roles will be developed subsequently.

Until each license-specific performance assessment is in place, candidates for administrative leadership licenses should engage in performance assessments embedded in their preparation pathway. Candidates in preparations programs will complete these as part of their approved program. Candidates in the administrative apprenticeship/internship route should engage in these as part of their field experience and related seminars; the candidate’s mentor as well as district leadership will support and verify completion of the embedded performance assessments.

**Please Note:** Principal/Assistant Principal candidates seeking licensure through any licensure path will be required to participate in the Field Trial of the PAL beginning in **September 2014**. Additional guidance re: the Field Trial will be posted to the following on the Department website: <http://www.doe.mass.edu/pal/>.



## Appendix F – Selected Definitions

*Regulations: 7.02.* As used in 603 CMR 7.00, the following terms shall have the following meanings:

**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 Administrative Leadership 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.

**Apprenticeship:** A paid or unpaid field-based experience of at least one semester in the role and at the level of the license sought, in a classroom with a supervising classroom teacher who holds a Professional license.

**Board:** The Massachusetts Board of Elementary and Secondary Education.

**Commissioner:** The Commissioner of Elementary and Secondary Education or his or her designee.

**Communication and Literacy Skills Test:** The test of communication and literacy skills included in the Massachusetts Tests for Educator Licensure.

**Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

**Department:** The Massachusetts Department of Elementary and Secondary Education.

**Educator:** Any person employed by a school or school district in a position requiring a license.

**Field:** The subject, population, or professional role specified in the title of a license issued by the Department.

**Field-Based Experience:** Experiences such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators. Field-based experiences shall include experiences that cover the full academic year.

**Induction Program:** A planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings. An induction program should be an integral part of a school district's professional development plan.

**Initial License:** An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator preparation program approved by the Commissioner, and met other eligibility requirements established by the Board. The Initial license is valid for five years of employment and may be renewed at the discretion of the Commissioner for an additional five

years. This license is equivalent to a provisional educator certificate with advanced standing as defined in M. G. L. c. 71, § 38G.

**Internship:** A paid or unpaid, supervised, and mentored field-based experience, outside of an approved program, in the role and at the level of the license sought. Interns must be evaluated through a Performance Assessment for Initial License, using Department guidelines.

**Level:** The range of grades within which a given license is valid.

**License:** Any credential issued to an educator under 603 CMR 7.00. The terms "license" and "licensure" as used in 603 CMR 7.00 are equivalent to the terms "certificate" and "certification" as used in M. G. L. c. 71, § 38G.

**Massachusetts Tests for Educator Licensure (MTEL):** Examinations required of all candidates for Preliminary or Initial license. The MTEL examines communication and literacy skills, and subject matter knowledge appropriate to the license sought.

**Mentor:** An educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure.

**Panel Review:** The process used by the Department for reviewing and recommending candidates for Initial licensure who have substantial experience and formal education relevant to the license sought but have not met the specific license requirements.

**Performance Assessment for Initial License:** Assessment of educator performance for Initial licensure using Department guidelines.

**Practicum/Practicum Equivalent:** A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the sponsoring organization and the supervising practitioner and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04 (4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04 (4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Preliminary license, or others approved by the Department.

**Professional License:** An educator's license issued to a person who has met the requirements for an Initial license in that field and met requirements established by the Board set forth in 603 CMR 7.04 (c), 7.09, or 7.11. The Professional license is valid for five years and renewable for additional five-year terms as set forth in 603 CMR 44.00. This license is equivalent to a standard educator certificate as defined in M. G. L. c. 71, § 38G.

**Sponsoring Organization:** Institution of Higher Education or Alternative Preparation organization that provides, or seeks to provide, approved preparation programs.

**Subject Matter Knowledge Requirements:** Topics from the content of a discipline or field. These topics do not necessarily coincide with academic courses or imply a specific number of credit hours.

**Supervising Practitioner:** The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

***For a complete listing of definitions please refer to 603 CMR 7.02.***