

PROCEDURES AND CRITERIA FOR PREPARATION OF ADMINISTRATIVE LEADERS

Educators are encouraged to pursue activities that lead to professional licensure as Principal/Assistant Principal and either initial or professional licensure as a Supervisor and/or Director. The purpose of Lowell Public Schools' Procedures and Criteria is to establish a comprehensive understanding of an administrator's work, support the professional development of aspiring administrators, and assure accountability. Developing educational leadership begins with the recognition that administrative leadership is an extremely complex process, certain aspects of which can be studied, understood, described, and assessed in terms of standards, indicators, and attributes of elements.



Introduction

The licensure of Administrative Leaders through Lowell Public Schools' internship program involves a clearly defined set of professional standards; in-depth, real-time field experiences working in schools with a licensed supervisor and/or mentor, who works in the role of the administrative license being sought; and documented best practices and artifacts that provide evidence of performance of the standards.

Procedures

Candidates seeking to further or add licensure in an area of Administrative Leadership, depending on the license sought, must complete at least **300 or 500 hours of documented fieldwork** under the guidance of a supervisor/mentor currently engaged in practices identified within the Professional Performance Standards for Administrative Leadership.

1. Aspiring administrative leaders must meet with their supervisor/ mentor and identify at least one focus Indicator for each of the four Performance Standards.
2. A detailed **Focused Evaluation Plan** must be developed for each Performance Standard.
3. Once this plan is agreed upon and signed by the supervisor/mentor, it will be submitted to the Office of Personnel & Recruitment for review and approval prior to beginning any actions. Once the approved forms are returned to the candidate, work on the plans and log of hours may begin.
4. Complete the **Log** of hours and actions throughout the internship experience.
5. Complete the **Final Reflection** and **Performance Assessment**.
6. Once the required hours of documented fieldwork have been completed, **submit a copy of your Log, Final Reflection, Performance Assessment, Summary of Performance Assessment, Supervisor/Mentor Endorsement & Recommendation Form, and Appendix B** to the Office of Personnel & Recruitment for review and final signature.
*Once signed and returned to the candidate, **Appendix B** must subsequently be sent to the **Department of Elementary and Secondary Education by the candidate.**

Required Hours

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

Application: Endorsement of Administrative Leadership License

To be used by candidates applying for and completing requirements of Administrative Apprenticeship/Internship for an administrative license.

Part I. Candidate Information *(To be completed by candidate)*

Name: _____

Address: _____

Social Security Number: _____ License Number: _____

Part II. License Information *(To be completed by candidate and supervisor/mentor)*

Field Experience Site Location: _____

License Being Sought: _____

Start Date of Field Experience _____ End Date of Field Experience _____

Name of Supervisor/Mentor: _____

(Mentor must be practicing under the license being sought)

Title of Supervisor/Mentor's License: _____ License Number: _____

(License must be a Professional license in field and level being sought)

Part III: Focused Evaluation Plan for Teacher Internship

See attached *Focused Evaluation Plan* for one Indicator from each of the four Performance Standards.

Part IV: Approval

See attached *Pre-Approval Form*, which requires a supervisor/mentor's signature and the approval of the Office of Personnel & Recruitment before the Teacher Internship commences.

Part V: Administrative Internship Log

See attached *Administrative Internship Log Template*.

Part VI: Final Reflection

See attached *Final Reflection Form*.

Part VII: Performance Assessment

See attached *Performance Assessment Form*.

Part VIII: Summary of Performance Assessment

See attached *Summary of Performance Assessment Form*.

Part IX: Supervisor/Mentor Endorsement & Recommendation

See attached *Supervisor/Mentor Endorsement & Recommendation Form*.

PART III: Focused Evaluation Plan for Administrative Leadership

STANDARD I: Instructional Leadership *(To be completed by candidate)*

Instructions: Review **Standard I**, and select ***at least one*** Indicator of focus. Thoroughly complete the following questions. You may use a separate sheet to record your responses.

1. **Focus:** Which Indicator(s) of Administrative Leadership will be the focus of this plan? Explain why you chose this Indicator.

2. **S.M.A.R.T Goal Development:**

S: Specific and Strategic- What is your specific, targeted goal for this Indicator?

M: Measurable- How will you know you have achieved your goal for this Indicator? What sources of evidence will you provide to measure and demonstrate your progress on this Indicator?

A: Action-Oriented- What action steps will you implement to achieve your goal for this Indicator?

R: Rigorous, Realistic, Results Focused, and Resources- What resources are available and will you utilize to assist you with achieving your goal for this Indicator?

T: Timed- What is your timeline, including progress monitoring for each action step identified for this Indicator?

3. **Rationale:** How will your work on this Indicator help to support and build capacity in adults, and improve student performance?

PART III: Focused Evaluation Plan for Administrative Leadership

STANDARD II: Management and Operations *(To be completed by candidate)*

Instructions: Review **Standard II**, and select ***at least one*** Indicator of focus. Thoroughly complete the following questions. You may use a separate sheet to record your responses.

1. **Focus:** Which Indicator of Administrative Leadership will be the focus of this plan?
Explain why you chose this Indicator.

2. **S.M.A.R.T Goal Development:**

S: Specific and Strategic- What is your specific, targeted goal for this Indicator?

M: Measurable- How will you know you have achieved your goal for this Indicator?
What sources of evidence will you provide to measure and demonstrate your progress on this Indicator?

A: Action-Oriented- What action steps will you implement to achieve your goal for this Indicator?

R: Rigorous, Realistic, Results Focused, and Resources- What resources are available and will you utilize to assist you with achieving your goal for this Indicator?

T: Timed- What is your timeline, including progress monitoring for each action step identified for this Indicator?

3. **Rationale:** How will your work on this Indicator help to support and build capacity in adults, and improve student performance?

PART III: Focused Evaluation Plan for Administrative Leadership

STANDARD III: Family and Community Engagement *(To be completed by candidate)*

Instructions: Review **Standard III**, and select *at least one* Indicator of focus. Thoroughly complete the following questions. You may use a separate sheet to record your responses.

1. **Focus:** Which Indicator of Administrative Leadership will be the focus of this plan? Explain why you chose this Indicator.

2. **S.M.A.R.T Goal Development:**

S: Specific and Strategic- What is your specific, targeted goal for this Indicator?

M: Measurable- How will you know you have achieved your goal for this Indicator? What sources of evidence will you provide to measure and demonstrate your progress on this Indicator?

A: Action-Oriented- What action steps will you implement to achieve your goal for this Indicator?

R: Rigorous, Realistic, Results Focused, and Resources- What resources are available and will you utilize to assist you with achieving your goal for this Indicator?

T: Timed- What is your timeline, including progress monitoring for each action step identified for this Indicator?

3. **Rationale:** How will your work on this Indicator help to support and build capacity in adults, and improve student performance?

PART III: Focused Evaluation Plan for Administrative Leadership

STANDARD IV: Professional Culture *(To be completed by candidate)*

Instructions: Review **Standard IV**, and select *at least one* Indicator of focus. Thoroughly complete the following questions. You may use a separate sheet to record your responses.

1. **Focus:** Which Indicator of Administrative Leadership will be the focus of this plan? Explain why you chose this Indicator.

2. **S.M.A.R.T Goal Development:**

S: Specific and Strategic- What is your specific, targeted goal for this Indicator?

M: Measurable- How will you know you have achieved your goal for this Indicator? What sources of evidence will you provide to measure and demonstrate your progress on this Indicator?

A: Action-Oriented- What action steps will you implement to achieve your goal for this Indicator?

R: Rigorous, Realistic, Results Focused, and Resources- What resources are available and will you utilize to assist you with achieving your goal for this Indicator?

T: Timed- What is your timeline, including progress monitoring for each action step identified for this Indicator?

3. **Rationale:** How will your work on this Indicator help to support and build capacity in adults, and improve student performance?

PART IV: Administrative Internship Approval Form *(To be completed by mentor/supervisor)*

Note to Supervisor/Mentor:

Signing this Administrative Internship Approval Form means that you were involved in the development of the Focused Evaluation Plan for Teacher Internship, approve its content, and will provide support to the candidate in your role as supervisor/mentor to complete the Focused Evaluation Plan as detailed.

Candidate: _____
Supervisor/Mentor: _____
Location: _____

Supervisor's/Mentor's Signature: _____ **Date:** _____

Note to Supervisor/Mentor and Candidate:

Once the Supervisor/Mentor has signed this form and the **Focused Evaluation Plan for Administrative Leadership** must be submitted to the Office of Personnel & Recruitment. The internship may **NOT** begin until approved, signed, and returned to the candidate by the Office of Personnel & Recruitment.

Superintendent/Designee's Signature: _____ **Date:** _____

PART V: Administrative Internship Log Template *(To be completed by candidate)*

Candidate: _____
Supervisor/Mentor: _____
Location: _____

Instructions: Use this log to document your hours and daily internship experiences. Your log will also serve as evidence towards attaining your goals for each Indicator identified in your Focused Evaluation Plan. Submit a copy of this log to the Office of Personnel & Recruitment upon completion of your internship.*You may modify the format of this log template to suit your needs, but the **content** of the template **must not be changed**.

Date	Total Amount of Time	Describe the Activity and how it relates to a specific Performance Standard(s).	Describe your Role (Indicate if it was as a Leader (L), Observer (O), or Participant (P))	How did your role connect to your leadership learning goal(s)?	Anything especially noteworthy?

Reflections: Select one activity/experience during a two-week period that stood out as interesting or thought provoking for you, and use the following prompts to write about them:

1- Fully describe what took place, and your role.

AND

2- Reflect on why this experience stood out for you, answering the questions, "So what"? "Now what"? How can you connect this experience to your vision of what leaders do to create and sustain quality schools, and your own development as a leader---- especially focusing on the areas you are working on in your own leadership development?

Candidate: _____
Supervisor/Mentor: _____
Location: _____

(You may use a separate sheet to record your responses)

1. In what areas was I challenged by this internship experience? In what areas was I not challenged by this internship experience?
2. What are my strengths and assets as an administrator? How will I ensure that I leverage my strengths and assets as an educator to support stakeholders?
3. In what areas (refer back to the Performance Standards) do I still need to develop and grow as an administrator? How will I hold myself accountable to make progress in these areas moving forward?
4. Was I successful in achieving my established goals for each Performance Standard? How do I know?

PART VII: Performance Assessment *(To be completed by the candidate)*

Instructions: Document your evidence for each Performance Standard. You may use a separate sheet to record your evidence.

Professional Standards for Administrative Leadership (603 CMR 7.10)	Your Evidence
<p>Standard I. 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.</p>	
<p>Standard II. Management and Operations: Promotes the learning and growth of all students and the success of all staff by ensuring safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.</p>	
<p>Standard III. 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.</p>	
<p>Standard IV. Professional Culture: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.</p>	

PART VIII: Summary Assessment of Performance *(To be completed by supervisor/mentor)*

STANDARD	RATING
Standard I-Instructional Leadership	
Standard II-Management and Operations	
Standard III-Family and Community Engagement	
Standard IV-Professional Culture	

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 ☐

PART IX: Supervisor/Mentor Endorsement & Recommendation

(To be completed by supervisor/mentor)

Note to Supervisor/Mentor: Signing this form means that you provided mentored support to the candidate in the fulfillment of the Focused Evaluation Plan for Administrative Leadership, and in the completion of the required documented hours for the administrative license sought. As such, you confirm that the candidate has met the Professional Standards for Administrative Leadership, and you endorse and recommend the candidate for the administrative license sought. You may attach a formal letter on letterhead attesting to your endorsement and recommendation.

Candidate: _____

Supervisor/Mentor: _____

Location: _____

Supervisor's/Mentor's Signature: _____ **Date:** _____

Note to Supervisor/Mentor and Candidate:

Once the Supervisor/Mentor has signed--- this form, a copy of your **Log, Final Reflection, Performance Assessment, Summary Assessment of Performance, and Appendix B**, must all be submitted to the Office of Personnel & Recruitment for final signature.

Superintendent/Designee's Signature: _____ **Date:** _____

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: <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Superintendent/Assistant Superintendent (500 hours) <input type="checkbox"/> Principal/Assistant Principal (500 hours) <input type="checkbox"/> Supervisor/Director (300 hours) </div> <div style="width: 48%;"> <input type="checkbox"/> Special Education Administrator (500 hours) <input type="checkbox"/> School Business Administrator (300 hours) </div> </div>	
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/edleadership/pal/>.

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 (www.doe.mass.edu/educators).
- ☐ 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.
- ☐ 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
Licensure Office
75 Pleasant Street
Malden, MA 02148