



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Guidelines for the Preparation of Administrative Leaders

*Professional Standards and Indicators for Administrative
Leadership*

September 2021

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



Table of Contents

ACKNOWLEDGMENTS	2
CONTEXT AND PURPOSE	3
THE AUDIENCE	6
A. Sponsoring Organizations	6
B. School Districts	6
C. Candidates for Licensure as an Administrative Leader	6
INDICATORS FOR ADMINISTRATIVE LEADERSHIP	7
A. Principal/Assistant Principal	13
B. School Business Administrators	19
C. Special Education Administrator and Supervisor/Director	26
D. Superintendent/Assistant Superintendent	32
APPENDIX A – REGULATIONS FOR EDUCATOR LICENSURE AND PREPARATION PROGRAM APPROVAL, 603 CMR 7.00	39
APPENDIX B – PERFORMANCE ASSESSMENTS	40
APPENDIX C – RESOURCES AND REFERENCES	41
APPENDIX D – WEB LINKS	43

Acknowledgments

Dear Educators,

Across the Commonwealth, educators strive to reach all students with effective instruction, to create safe and engaging classroom learning environments, and to ensure that all students have exceptional, culturally responsive learning experiences.

The revised *Guidelines for the Preparation of Administrative Leaders* are designed to support Sponsoring Organizations preparing novice administrators and administrator candidates as they serve richly diverse student bodies with diverse educational needs. Specifically, the Guidelines are designed to disrupt historical patterns of racial inequity by aligning expectations for aspiring district and school leaders with anti-racist leadership competencies and evidence-based practices. Because updated Indicators and competencies support existing educator leadership standards, rather than new expectations, they represent important tools to help educators attain even higher levels of professional growth and effectiveness.

Many educators across Massachusetts advised in the revision of the Guidelines. As members of the Principal Readiness Advisory Council (PRAC), we reviewed and collaborated on the revision of each of the Indicators for the *Professional Standards for Administrative Leadership* to ensure they were conducive to culturally responsive teaching and learning, and advised on the differentiation of expectations for aspiring administrative leaders within each licensure area. The revised expectations are designed to enhance mentoring, teaching and leadership; promote a professional and inclusive culture; and provide our students with the best possible education. The *Guidelines for the Preparation of Administrative Leaders* will create a positive impact on all of our schools, educators, and students in Massachusetts.

Sincerely,
PRAC Team

Carolina Brito
Principal, Boston Public Schools

Akosua Kelley
Leadership Coach, Lynch Leadership Academy

Aaliyah El-Amin
Lecturer, Harvard Graduate School of Education

Andrew Kelton
Assistant Principal, Wellesley Public Schools

Kimberlee Henry
*Director of Diversity, Equity, and Inclusion,
Watertown Public Schools*

Joretha Lewis
Principal, Baystate Academy Charter School

DESE would also like to acknowledge the following educators for their contributions to the Guidelines:

- **Jessica Ekhomu**, *Assistant Principal, Maurice J. Tobin K-8 School, Boston*
- **Farida Graham**, *Principal, KIPP Academy Lynn Middle School*
- **Paul Fleming**, *Senior Vice President, Standards, States, & Equity, Learning Forward*

DESE is also grateful to the generous support of the **Barr Foundation** and its commitment to strengthening school leadership in Massachusetts.

Context and Purpose

These revised *Guidelines for the Preparation of Administrative Leaders* are designed both to reflect recent research confirming the important role of school and district leaders, and to disrupt historical patterns of racial inequity and promote success for students by:

- Preparing program completers to become anti-racist leaders who understand and embody anti-racist competencies, strategies, and mindsets so that each and every student can thrive in rigorous and culturally responsive learning environments supported by high-quality curricular materials and evidence-based practices.
- Strengthening alignment between administrator preparation and practice in PreK-12 schools and districts.
- Differentiating the expected level of practice for each Indicator to allow preparation programs to have a deeper focus on the Indicators that will have the most impact on students when completers enter the workforce.
- Creating role-specific expectations to better reflect the differentiated skills, knowledge, and competencies required for each administrative licensure role.

Over the past decade, the Department of Elementary and Secondary Education (DESE) has prioritized educator effectiveness in an effort to close opportunity gaps and ensure all students are college and career ready. In support of this priority, the mission of DESE’s Office of Educator Effectiveness is to create the conditions that support the preparation, development, and retention of a diverse and effective educator workforce so that all students thrive. While our work over the past decade has resulted in continued achievement for students in Massachusetts overall, our current mission acknowledges continued disparities in opportunities and experiences for Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students (Massachusetts Educational Equity Partnership, [Number One For Some](#), 2018). To disrupt these patterns and provide an effective education for each and every student in the Commonwealth, DESE has committed to strengthening its expectations and support for educator preparation programs to ensure that all educators are prepared to honor and cultivate the knowledge and identity of every student.

Alongside and through this commitment to racial equity, contemporary research and literature continues to confirm the importance of school and district leaders to student success in PreK-12 schools. To achieve equity, school and district leaders must ensure that each and every student across the Commonwealth receives the high-quality curriculum¹ and evidence-based instruction they deserve. Research demonstrates that student learning is accelerated when administrative leaders ensure all students have access to high-quality, culturally responsive, and standards-aligned curricula and all educators are provided professional learning and support to implement those curricula (TNTP, [The Opportunity Myth](#), 2018). Administrative leaders further promote student achievement when they recognize and cultivate evidence-based, culturally responsive practices, such as evidence-based early literacy instruction that affords access to learning (Foorman, B. and Al-Otaiba, S., “Reading Remediation: State of the Art.” In *How Children Learn to Read*, Routledge, 2009).

¹ High-quality curricular materials are aligned to the Massachusetts standards and exhibit a coherent sequence of target skills, instructional practices, and understandings. These materials are accessible for all students, including students with disabilities, students above and below grade level, English learners, and Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students.

Additionally, a growing body of research indicates that school and district leaders that commit to work aligned with the anti-racist leadership competencies identified below provide benefits to all students, especially Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students (Banks, J.A., et al., Center for Multicultural Education, College of Education, University of Washington, 2001). In addition to a focus on culturally responsive teaching and curricula, this includes a commitment to recruiting, retaining, and supporting Black, Hispanic/Latino, Asian, Indigenous, and Multiracial teachers (Southern Poverty Law Center, 2017; Carver Thomas, Learning Policy Institute, 2018). Effective school and district leadership has been linked to reduced teacher turnover and positive effects on student achievement in math and literacy (Grissom, Egalite, and Lindsay. 2021. "[How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research](#)." New York: The Wallace Foundation.).

School and district leaders must also forge strong collaborative leadership teams with faculty and staff who work directly with students, as well as cultivate relevant and robust partnerships with families, community leaders, higher education institutions, providers of alternative educator preparation programs, social service agencies, and other community stakeholders, including those who have been historically left out of these partnerships. These partnerships allow our school and district leaders to better understand, respond to, and center their individual communities' successes and needs.

DESE accessed many resources in the revision of the Guidelines. Many of these resources are included in [Appendix C](#) as references. Other rich resources continue to emerge on the national and international level, including research and case studies conducted by the American Association of School Administrators (AASA), Bank Street College of Education, the Barr Foundation, the Council of Chief State School Officers (CCSSO), ISLLC Standards 2008, McREL, National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Association of State Boards of Education (NASBE), Southern Regional Educational Board (SREB), and The Wallace Foundation. See [Appendix D](#) for links to these resources.

DESE encourages sponsoring organizations and leadership preparation faculty to avail themselves of these resources and investigate other sources as they revise their leadership preparation programs to reflect contemporary research and documented best practices; and as part of its program approval requirements, the Department expects all programs to engage in an ongoing process of outcomes-based, data-driven continuous improvement.

Background

On December 20, 2011 the Massachusetts Board of Elementary and Secondary Education (Board) approved the *Professional Standards for Administrative Leadership* in regulation (603 CMR 7.10 (1), (2) and (3)), and directed the Department to develop the Indicator Guidelines.

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

1. Align the licensure standards for administrative leadership with the *Standards for Effective Administrative Leadership Practice* (603 CMR 35.04) for educator evaluation approved by the Board in June 2011;
2. Streamline the licensure regulations by including only the administrative leadership standards and publishing more detailed Indicators in guidelines (see [Appendix A](#)); and
3. Enable the Department to review more effectively administrative leadership preparation programs seeking state approval.

This document comprises the Commissioner's Guidelines and addresses the regulatory requirements contained in 603 CMR 7.10 (1), (2) and (3) (See [Appendix A](#)).

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 in the Commonwealth, and to identify the practices against which all aspiring leadership candidates must demonstrate proficiency through a performance assessment as a licensure requirement. (See [Appendix B](#) for additional information.)

The Audience

These Guidelines have been developed with three audiences in mind: sponsoring organizations, school districts, and candidates for licensure as an administrative leader. The Department expects these key stakeholder groups to engage in deliberative and collaborative discussions when strengthening administrative leadership preparation programs in the Commonwealth.

A. Sponsoring Organizations

The *Professional Standards and Indicators for Administrative Leadership* articulate key practices for leadership development that candidates should be introduced to, practice, or be able to demonstrate by the conclusion of their preparation.

During a candidate's preparation in accordance with these Standards and Indicators, administrative leadership preparation program faculty and administrators will be cultivating core anti-racist leadership competencies embedded in the Standards and Indicators. Throughout a candidate's preparation, faculty and administrators must also implement key assessments to assess a candidate's readiness.

The revisions to the *Professional Standards and Indicators for Administrative Leadership* and integration of the anti-racist competencies will require updates and changes to program design, curricular content, projects, assignments, readings, and field experiences in order to ensure the desired outcomes and strengthen candidates' commitment to and use of anti-racist and evidence-based practices. This work will benefit from significant collaboration among faculty to ensure alignment and coherence throughout the program.

B. School Districts

School districts and their individual school leadership teams are critical stakeholders in the effective preparation of future administrative leaders in Massachusetts. Collaborative, symbiotic partnerships between Sponsoring Organizations and school districts are essential to ensure programs effectively address the *Professional Standards and Indicators for Administrative Leadership* and will well support novice principals to complete DESE's aligned principal Induction & Mentoring supports.

During a candidate's preparation, school district leaders must engage in the planning, design, and delivery of effective programming in accordance with these revised Standards and Indicators. By providing intensive and extensive practice-based or residency type field experiences to candidates seeking licensure as administrative leaders in the Commonwealth, school district leaders play a critical role in ensuring that administrative leadership candidates are effectively prepared to meet the needs of their students.

C. Candidates for Licensure as an Administrative Leader

The *Professional Standards and Indicators for Administrative Leadership* provide aspiring administrative leaders with an overview of the expectations and responsibilities necessary to lead schools and/or districts in the Commonwealth. Future administrative leaders must be committed to developing their anti-racist competencies in order to honor and cultivate the identity, knowledge, and experiences of each and every educator and student in the Commonwealth's public schools, and to ensure that all students, in particular Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, have access to high quality curricular materials and evidence-based practices. The revised Indicators define the depth of the knowledge, skills, and behaviors required of all administrative leaders in the public schools in Massachusetts.

Indicators for Administrative Leadership

Background

The *Professional Standards for Administrative Leadership* approved by the Board in December 2011 (<https://www.doe.mass.edu/lawsregs/603cmr7.html?section=10>) are identical to the *Standards of Effective Administrative Leadership Practice* approved by the Board in June 2011 (<http://www.doe.mass.edu/lawsregs/603cmr35.html>). However, the two sets of Standards are distinct relative to their purpose and implementation.

Overall, the *Professional Standards for Administrative Leadership* function as:

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

Unlike the Indicators associated with the *Standards of Effective Administrative Leadership Practice* (used in the Educator Evaluation Framework for practicing administrators), which are defined in regulation, the Board charged the Commissioner to develop performance Indicators for administrative leadership preparation that would capture essential learning from contemporary research and document best practice, and thereby provide the impetus for re-visioning and redesigning the preparation of administrative leaders as needed. The Indicators for the *Professional Standards for Administrative Leadership* used in preparation are therefore contained in these Guidelines and as such, are specifically crafted to support the effective preparation of administrative leaders.

The expectations articulated in the Indicators for the *Professional Standards for Administrative Leadership* below incorporate recent research to identify the knowledge, skills, and behaviors all candidates must develop prior to eligibility for licensure, and for the program to achieve approval status by the Department. The Indicators for Administrative Leadership serve to:

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

Updated Indicators

The 2021 revisions to these Indicators reflect four priority areas:

1. Preparing program completers to become anti-racist leaders who understand and embody anti-racist competencies, strategies, and mindsets so that each and every student can thrive in rigorous and culturally responsive learning environments supported by high-quality curricular materials and evidence-based practices.
2. Strengthening alignment between administrator preparation and practice in PreK-12 schools and districts.

-
3. Differentiating the expected level of practice for each Indicator to allow preparation programs to have a deeper focus on the Indicators that will have the most impact on students when completers enter the workforce.
 4. Creating role-specific expectations to better reflect the differentiated skills, knowledge, and competencies required for each administrative licensure role.

Anti-Racist Leadership Competencies

In partnership with the Principal Readiness Advisory Committee (PRAC), DESE developed the competencies listed below to outline the guiding principles of anti-racist leadership. These competencies informed the revisions to the Indicators as well as DESE's Principal Induction & Mentoring Handbook. Collectively, these competencies provide a learning trajectory designed to support candidates throughout preparation and into administrative leaders' entry to the profession. Each of these competencies is well-aligned with the *Professional Standards for Administrative Leadership* and informed the revision of the Indicators within each Standard. While these competencies do not individually set expectations for preparation providers, they illustrate the guiding principles of anti-racist leadership that informed the 2021 revisions to the Indicators.

Key Definitions

As they relate to the work of preparing administrative leaders, DESE uses the following definitions to promote common understanding for key terms:

Anti-Racist Leader - Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism, and advance racial equity.

Bias – A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group.

Culturally Responsive – An approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. Culturally responsive instruction promotes academic achievement, cultural competence, and sociopolitical awareness for students. (Also see DESE's [Culturally Responsive and Teaching & Leading webpage](#)).

Racial Equity - Exists when one's racial identity (specifically Black, Hispanic/Latino, Asian, Indigenous, and Multiracial) can no longer be used to predict social, economic, and educational outcomes. Enacting steps towards racial equity means ensuring that opportunities and supports to eliminate bias and structural barriers are operationalized at every level of society.

Racism – A system of advantage and oppression based on race, involving one racial group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

Sociopolitical Awareness – Educators and students partner to identify, analyze, and work to solve systemic inequities in their communities and the world.

Anti-Racist Leadership Competencies and Alignment with the Professional Standards for Administrative Leadership

An anti-racist leader:

	Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family & Community Engagement	Standard IV: Professional Culture
1. Eliminates racial gaps within the school/district in student access, opportunities, and outcomes so that all children experience high quality, rigorous and culturally responsive, grade-level instruction.	X			
2. Acknowledges and reflects on the historical and social role of schools and schooling in perpetuating causal inequities due to individual and systemic racism.				X
3. Continually provides educators with access to current research, pedagogical content knowledge, and capacity to recognize, challenge, and actively eliminate racial bias in the classroom.				X
4. Continually uses current research, pedagogical content knowledge, and capacity building to recognize, challenge, and eliminate racial bias in the school/district and in one's own leadership practices.				X
5. Continually engages families and students to provide feedback on their experiences in school in order to recognize, challenge, and promote anti-racism in the school experience.			X	
6. Ensures curriculum is high-quality, standards-aligned, rigorous, and culturally responsive for all students, especially Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, and provides professional development to support educators to skillfully implement curriculum. High-quality curriculum exhibits a coherent sequence of target skills and understandings that is standards-aligned and culturally responsive.	X			

7. Ensures educators are held accountable to implementing evidence-based, culturally responsive instructional practices through observation and feedback.	X			
8. Continually commits to recruiting, developing, and retaining a greater percentage of Black, Hispanic/Latino, Asian, Indigenous, and Multiracial educators, while elevating their voices and perspectives in daily and critical decision-making; and supports all educators to contribute to the development of an anti-racist school/district culture. This includes actively dismantling barriers that prevent Black, Hispanic/Latino, Asian, Indigenous, and Multiracial educators from being supported and successful.		X		
9. Designs, implements, and monitors ongoing professional learning for all educators that builds educators' cultural competence and sociopolitical awareness and results in improved outcomes and experiences especially for Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students.				X
10. Holds all staff accountable to measurable outcomes that reflect anti-racist practice, and builds capacity for other school/district educators to lead aligned professional learning opportunities.				X
11. Allocates human and fiscal resources based on need to promote equity, recognizing that the "equal" distribution of resources is not enough within the context of historical and structural racism that is present in our education system.		X		
12. Actively acknowledges, develops, and sustains family partnerships in ensuring positive outcomes for students by analyzing current practices, while collaboratively monitoring existing outreach initiatives and redesigning structures that perpetuate racial inequities. Builds all			X	

staff's skills in meaningfully collaborating with families, students, and the broader community.				
13. Builds allyship with community organizations, educators, and other school/district leaders to collectively work toward antiracist goals and navigate political resistance.			X	

Differentiation of Indicators

Understanding that administrative leaders will progress in each Standard throughout their career, this guidance identifies the level of practice that candidates should achieve for each Indicator by the time they complete their preparation program and are endorsed for licensure, as well as expectations for all other routes that lead to administrator licensure. The diagram below defines each level of practice and what it means for candidates during their preparation:

Level of Practice	Expectations for Candidates
Introduction	Candidates <i>show understanding</i> through coursework and/or field-based experiences.
Practice	Candidates have <i>opportunities to practice, be observed, and receive feedback</i> through coursework and in field-based experiences.
Demonstrate	Candidates consistently <i>demonstrate competency</i> through coursework and in field-based experiences as measured by the preparation program's performance assessment.

The tables below outline the required level of practice corresponding to each Indicator. It is important to note that these levels of practice do not suggest a hierarchy or priority, but rather signal a developmental trajectory appropriate for novice administrator readiness. In their administrative leadership preparation programs, candidates should experience thoughtful exposure to every Indicator and have appropriate opportunities to practice or demonstrate the Indicators that are most critical for their success as a beginning administrative leader.

Role-Specific Indicators for Each Administrative Leadership License

Role-specific expectations for each administrative licensure role have been developed to better reflect the differentiated skills, knowledge, and competencies required. The Indicators for each license can be found on the subsequent pages.

- [Principal/Assistant Principal](#)
- [School Business Administrator](#)
- [Special Education Administrator](#)
- [Supervisor/Director](#)
- [Superintendent/Assistant Superintendent](#)

Responsibilities of Sponsoring Organizations

Each Sponsoring Organization is responsible for designing and consistently administering a performance assessment to measure each candidate's readiness for their licensure role. The primary focus of the performance assessment should be providing feedback to improve practice on those Indicators at the 'Demonstrate' level for the license being sought. (See [Appendix B](#) for additional information.)

All administrator leadership preparation programs are expected to make the structural, content, and pedagogical revisions necessary to reflect these updates by September 2023. DESE will provide technical assistance to all Sponsoring Organizations who offer an administrative leadership preparation program to support the programmatic changes necessitated by the revised Indicators.

A. Principal/Assistant Principal

	Introduction	Practice	Demonstrate
<p>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.</p> <p><i>(Note: The Standards are the same across all Administrator licenses. The Indicators for each Standard are differentiated to reflect role-specific responsibilities.)</i></p>			
<p>A. Curriculum:</p> <ul style="list-style-type: none"> a. Ensures 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 socio-political awareness. b. Engages with the school community (including faculty, staff, students, families, and community members/organizations) to identify and interrupt racism and bias in curricular materials, and to ensure curricula and its implementation are culturally responsive and locally contextualized. 			X
<p>B. Instruction:</p> <ul style="list-style-type: none"> a. Ensures that 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, interests, and levels of readiness. b. Believes and consistently communicates to the school community that standards-aligned, culturally responsive instruction is essential to ensure racial equity. 			X
<p>C. Assessment for Student Learning:</p> <ul style="list-style-type: none"> a. Ensures that all teachers use 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 their practice to maximize the development of students’ knowledge, skills, identities, intellect, and sociopolitical awareness. b. Recognizes and accounts for bias that may be present in assessment methods and instruments and works alongside teachers to account for the full learning profile of all students. 		X	

	Introduction	Practice	Demonstrate
<p>D. Evaluation</p> <p>a. Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:</p> <ul style="list-style-type: none"> i. Ensures that educators 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. ii. Makes frequent visits to classrooms and gives targeted and supportive and/or constructive feedback to teachers, including feedback aligned to school expectations for anti-racist practices. iii. Exercises sound judgment, including continuous self-reflection on and mitigation of biases that may contribute to evaluating and assigning ratings for performance. 			X
<p>E. Data-Informed Decision Making</p> <p>a. Uses multiple sources of evidence, including but not limited to measures of student learning, student and family experiences, and school culture and climate, through close analysis of disaggregated data, to inform school and district goals, interrupt historically systemic racial inequities, and improve educator effectiveness and student learning.</p>			X
<p>F. Student Success</p> <p>a. Demonstrates positive impact on advancing racial equity and ensuring every student is prepared to succeed in postsecondary endeavors as critical, engaged 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.</p>		X	
<p>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.</p>			

	Introduction	Practice	Demonstrate
<p>A. School Culture & Climate</p> <p>a. Develops and implements 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, including:</p> <p>i. 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.</p> <p>ii. Ensures physical spaces in the school community welcome, honor, and celebrate the diversity and achievements of the school community.</p> <p>iii. 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.</p>			X
<p>B. HR Management and Development</p> <p>a. Implements a cohesive approach to recruitment, hiring, induction, development, career growth, and retention that identifies and supports a diverse and effective educator workforce that shares the school'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.</p> <p>b. Regularly examines HR policies and procedures to identify and eliminate bias and promote thriving school communities.</p> <p>c. Supports all educators to contribute to the development of an anti-racist school/district culture.</p>		X	
<p>C. Scheduling and Management Information Systems</p> <p>a. Uses scheduling and school data systems to ensure 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.</p>		X	
<p>D. Law, Ethics, and Policies</p> <p>a. Understands and follows state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</p> <p>b. Identifies and advocates for changes to laws, mandates, policies, and guidelines that inhibit racial equity.</p>	X		

	Introduction	Practice	Demonstrate
<p>E. Fiscal Systems</p> <p>a. 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).</p> <p>b. Allocates and manages expenditures aligned with district/school goals and available resources to ensure equitable access to resources for each and every student.</p>		X	
<p>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.</p>			
<p>A. Engagement</p> <p>a. Views families and members of the community as assets and partners in their child(ren)'s school community.</p> <p>b. Builds trusting relationships and provides regular opportunities and supportive structures for all families to be active partners in the school and classroom 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.</p> <p>c. Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in the school.</p>		X	
<p>B. Sharing Responsibility</p> <p>a. Supports educators to engage in meaningful and ongoing collaboration with families that informs student learning and academic decisions both at home and at school.</p> <p>b. 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.</p>			X
<p>C. Communication</p> <p>a. Engages in regular, two-way, culturally and linguistically responsive communications with families about student learning, well-being, and performance.</p>		X	
<p>D. Family Concerns</p> <p>a. Identifies and addresses family concerns in an equitable, effective, and culturally responsive manner.</p>		X	
<p>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.</p>			

	Introduction	Practice	Demonstrate
<p>A. Commitment to High Standards</p> <p>a. Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <p>i. Mission and Core Values: Develops, promotes, and secures staff commitment to core values that guide the development of a clear and actionable, racial equity-oriented mission statement and related decision-making.</p> <p>ii. Collaborative Decision-Making: Plans and executes engaging, ongoing opportunities for collaboration with educators, staff, students, families, community members, and allies that focus on anti-racism and other matters of consequence, and engages participants in thoughtful and meaningful contributions to important school matters. Intentionally seeks out viewpoints from all communities represented in the school, particularly members of historically marginalized communities (e.g., Black, Hispanic/Latino, Asian, Indigenous, and Multiracial communities).</p>			X
<p>B. Culturally Responsive Environment</p> <p>a. 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.</p>		X	
<p>C. Communications</p> <p>a. 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.</p>			X
<p>D. Self-Awareness and Continuous Learning</p> <p>a. Develops and nurtures a culture in which staff members (i) continuously reflect on how their identities, biases, and practices impact instructional practice and student well-being, and (ii) use school 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.</p>			X
<p>E. Shared Vision</p> <p>a. 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.</p>		X	

	Introduction	Practice	Demonstrate
<p>F. Managing Conflict</p> <ul style="list-style-type: none"> a. 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. b. Consistently examines and mitigates power inequities rooted in race and identity that may affect both parties in professional conflict. c. Develops and nurtures a culture in which staff members continuously reflect on how their identities, biases, and practices can impact peer interactions. 		X	

B. School Business Administrator

	Introduction	Practice	Demonstrate
<p>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.</p> <p><i>(Note: The Standards are the same across all Administrator licenses. The Indicators for each Standard are differentiated to reflect role-specific responsibilities.)</i></p>			
<p>G. Curriculum:</p> <ul style="list-style-type: none"> a. Provides support and assistance for 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 diverse range 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. b. Supports administrators to engage with the school/district community (including faculty, staff, students, families, and community members/organizations) consistently to identify and interrupt racism and bias in curricular materials, and to ensure curricula and its implementation are culturally responsive and locally contextualized. 		X	
<p>H. Instruction:</p> <ul style="list-style-type: none"> a. Through communication with and the equitable provision of resources to school administrators, ensures that school administrators can promote instructional practices across all settings and disciplines that 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, interests, and levels of readiness. b. Believes and consistently communicates to the district community that standards-aligned, culturally responsive instruction is essential to ensure racial equity. 		X	

	Introduction	Practice	Demonstrate
<p>I. Assessment for Student Learning:</p> <p>a. Supports administrator teams to ensure that all teachers use 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 their practice to maximize the development of students’ knowledge, skills, identities, intellect, and sociopolitical awareness.</p> <p>b. Recognizes and accounts for bias that may be present in assessment methods and instruments and provides resources for planning time and effective support for administrator teams to work alongside teachers to account for the full learning profile of all students.</p>	X		
<p>J. Evaluation</p> <p>a. Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:</p> <p>i. Supports administrators to ensure that educators 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.</p> <p>ii. Makes frequent unannounced visits to support staff for whom they are directly responsible and provides targeted and supportive and/or constructive feedback, including feedback aligned to district expectations for anti-racist practices.</p> <p>iii. Exercises sound judgment, including continuous self-reflection on and mitigation of biases that may contribute to evaluating and assigning ratings for performance.</p>	X		
<p>K. Data-Informed Decision Making</p> <p>a. Engages with administrators and supports them to identify and use multiple sources of evidence, including but not limited to 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, support equitable distribution of resources, and improve educator effectiveness and student learning.</p>		X	
<p>L. Student Success</p> <p>a. 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.</p>	X		

	Introduction	Practice	Demonstrate
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.			
<p>F. School Culture & Climate</p> <p>a. Contributes to the development and implementation of 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, including:</p> <p>i. 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.</p> <p>ii. Through communication and equitable allocation of resources, supports administrators to ensure physical spaces in the district community welcome, honor, and celebrate the diversity and achievements of the district community.</p> <p>iii. Supports administrators to provide 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.</p>			X
<p>G. HR Management and Development</p> <p>a. Facilitates and supports through equitable and adequate resource allocation, the implementation of a cohesive 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.</p> <p>b. Regularly examines HR policies and procedures to identify and eliminate bias and promote thriving school communities.</p> <p>c. Supports administrators and educators with equitable and adequate funding and resources to contribute to the development of an anti-racist district culture.</p>		X	

	Introduction	Practice	Demonstrate
<p>H. Scheduling and Management Information Systems</p> <p>a. Contributes to the development of scheduling and school data systems to ensure 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.</p> <p>b. Sets an expectation for regular collaboration among support staff and provides equitable access to resources that ensure sufficient time for collaboration within and across schools.</p>			X
<p>I. Law, Ethics, and Policies</p> <p>a. Understands and follows state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</p> <p>b. Identifies and advocates for changes to laws, mandates, policies, and guidelines that inhibit racial equity.</p> <p>c. Ensures that a comprehensive risk management program is in place; recommends programmatic changes consistent with legal requirements and district needs; communicates the risk management program to all stakeholders.</p>			X
<p>J. Fiscal Systems</p> <p>a. 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).</p> <p>b. Proposes allocation and management of expenditures aligned with district/school goals and available resources to ensure equitable access to resources for each and every student.</p> <p>c. Tracks, analyzes, and regularly reports on district expenditures; maintains proper internal controls; meets all statutory reporting requirements; and implements an effective and compliant auditing program.</p> <p>d. Manages and oversees effective and equitable accounting and payroll practices and procedures and ensures staff is knowledgeable, competent, and sufficiently trained in the accounting and payroll functions they perform. Ensures policies and procedures are equitable, clearly articulated, and documented.</p> <p>e. Manages and oversees effective and equitable purchasing practices and procedures and ensures staff is knowledgeable, competent, and sufficiently trained in the purchasing functions they perform. Ensures that policies and procedures are clearly articulated, equitable, and documented. Demonstrates a commitment to fiscal responsibility at all levels.</p> <p>f. Effectively pursues external financial resources; manages the use of all state and federal grants, and tuition and fee revenue received in accordance with federal and state requirements.</p>			X

	Introduction	Practice	Demonstrate
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.			
E. Engagement <ul style="list-style-type: none"> a. Views families and members of the community as assets and partners in their child(ren)'s school community. b. 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. c. Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in the district. 		X	
F. Sharing Responsibility <ul style="list-style-type: none"> a. Provides resources 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. b. 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. 	X		
G. Communication <ul style="list-style-type: none"> a. Ensures that communication with families and community leaders is regular, two-way, and culturally and linguistically responsive. b. Regularly communicates with the public using two-way communication channels; regularly participates in public hearings and school committee meetings about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that are clear and accurate. 			X
H. Family Concerns <ul style="list-style-type: none"> a. Identifies and addresses family and community member concerns in an equitable, effective, and culturally responsive manner. 	X		
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.			

	Introduction	Practice	Demonstrate
<p>G. Commitment to High Standards</p> <p>a. Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <p>i. 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.</p> <p>ii. Collaborative Decision-Making: Plans and executes engaging, ongoing opportunities for collaboration with educators, staff, students, and families, community members, and allies that focus on anti-racism 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).</p>		X	
<p>H. Culturally Responsive Environment</p> <p>a. 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.</p>		X	
<p>I. Communications</p> <p>a. 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.</p>	X		
<p>J. Self-Awareness and Continuous Learning</p> <p>a. 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 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.</p>			X
<p>K. Shared Vision</p> <p>a. 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.</p>		X	

	Introduction	Practice	Demonstrate
L. Managing Conflict <ul style="list-style-type: none"> a. 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. b. Consistently examines and mitigates power inequities rooted in race and identity that may affect both parties in professional conflict. c. Develops and nurtures a culture in which staff members continuously reflect on how their identities, biases, and practices can impact peer interactions. 		X	

C. Special Education Administrator and Supervisor/Director

	Introduction	Practice	Demonstrate
<p>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.</p> <p><i>(Note: The Standards are the same across all Administrator licenses. The Indicators for each Standard are differentiated to reflect role-specific responsibilities.)</i></p>			
<p>A. Curriculum:</p> <p>a. 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.</p> <p>b. Supports administrators to engage with the school/district community (including faculty, staff, students, families, and community members/organizations) consistently to identify and interrupt racism and bias in curricular materials and ensure curricula and its implementation are culturally responsive and locally contextualized.</p>			X
<p>B. Instruction:</p> <p>a. While observing practice and artifacts, regularly provides feedback and support to educators 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, interests, and levels of readiness.</p> <p>b. Believes and consistently communicates to the district community that standards-aligned, culturally responsive instruction is essential to ensure racial equity.</p>			X

	Introduction	Practice	Demonstrate
<p>C. Assessment for Student Learning:</p> <p>a. Ensures that all school teams use 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 their practice 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.</p> <p>b. 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 administrator teams to work alongside teachers to account for the full learning profile of all students.</p>		X	
<p>D. Evaluation</p> <p>a. Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:</p> <p>i. Supports educators 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.</p> <p>ii. Makes frequent visits to each school and provides educators with targeted and supportive and/or constructive feedback, including feedback aligned to district expectations for anti-racist practices.</p> <p>iii. Exercises sound judgment, including continuous self-reflection on and mitigation of biases that may contribute to evaluating and assigning ratings for performance.</p>			X
<p>E. Data-Informed Decision Making</p> <p>a. 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.</p> <p>b. 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.</p>			X

	Introduction	Practice	Demonstrate
<p>F. Student Success</p> <p>a. 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.</p>		X	
<p>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.</p>			
<p>A. School Culture & Climate</p> <p>a. 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:</p> <p>i. 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.</p> <p>ii. Supports administrators to ensure physical spaces in the district community welcome, honor, and celebrate the diversity and achievements of the district community.</p> <p>iii. 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.</p>			X
<p>B. HR Management and Development</p> <p>a. 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.</p> <p>b. Regularly examines HR policies and procedures to identify and eliminate bias.</p> <p>c. Supports all educators to contribute to the development of an anti-racist school/district culture.</p>		X	

	Introduction	Practice	Demonstrate
<p>C. Scheduling and Management Information Systems</p> <p>a. Ensures that scheduling and school 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.</p> <p>b. Sets expectations for regular collaboration among educators and promotes scheduling that ensures sufficient time for collaboration within and across schools.</p>			X
<p>D. Law, Ethics, and Policies</p> <p>a. Understands and follows state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</p> <p>b. Identifies and advocates for changes to laws, mandates, policies, and guidelines that inhibit racial equity.</p>			X
<p>E. Fiscal Systems</p> <p>a. 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).</p> <p>b. Allocates and manages expenditures aligned with district/school goals and available resources to ensure equitable access to resources for each and every student.</p>	X		
<p>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.</p>			
<p>A. Engagement</p> <p>a. Views families and members of the community as assets and partners in their child(ren)'s school community.</p> <p>b. 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.</p> <p>c. Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in the district.</p>		X	

	Introduction	Practice	Demonstrate
<p>B. Sharing Responsibility</p> <p>a. 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.</p> <p>b. Works to ensure that all families understand and have 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.</p>			X
<p>C. Communication</p> <p>a. Ensures that communication with families and community leaders is regular, two-way, and culturally and linguistically responsive.</p>		X	
<p>D. Family Concerns</p> <p>a. Ensures that all family and community member concerns are addressed in an equitable, effective, and culturally responsive manner. Supports administrators to do the same.</p>		X	
<p>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.</p>			
<p>A. Commitment to High Standards</p> <p>a. Fosters and models a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <p>i. 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.</p> <p>ii. 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).</p>			X
<p>B. Culturally Responsive Environment</p> <p>a. 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.</p>		X	

	Introduction	Practice	Demonstrate
<p>C. Communications</p> <p>a. 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.</p>		X	
<p>D. Self-Awareness and Continuous Learning</p> <p>a. 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 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.</p>			X
<p>E. Shared Vision</p> <p>a. 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.</p>		X	
<p>F. Managing Conflict</p> <p>a. 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.</p> <p>b. Consistently examines and mitigates power inequities rooted in race and identity that may affect both parties in professional conflict.</p> <p>c. Develops and nurtures a culture in which staff members continuously reflect on how their identities, biases, and practices can impact peer interactions.</p>		X	

D. Superintendent/Assistant Superintendent

	Introduction	Practice	Demonstrate
<p>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.</p> <p><i>(Note: The Standards are the same across all Administrator licenses. The Indicators (A-F) for each Standard are differentiated to reflect role-specific responsibilities.)</i></p>			
<p>A. Curriculum:</p> <p>a. 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.</p> <p>b. 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.</p>			X
<p>B. Instruction:</p> <p>a. 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.</p> <p>Believes and consistently communicates to the district community that standards-aligned, culturally responsive instruction is essential to ensure racial equity.</p>			X

	Introduction	Practice	Demonstrate
<p>C. Assessment for Student Learning:</p> <p>a. 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.</p> <p>b. 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.</p>		X	
<p>D. Evaluation</p> <p>a. Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:</p> <p>i. 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.</p> <p>ii. 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.</p> <p>iii. Exercises sound judgment, including continuous self-reflection on and mitigation of biases that may contribute to evaluating and assigning ratings for performance.</p>			X
<p>E. Data-Informed Decision Making</p> <p>a. 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.</p> <p>b. 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.</p>			X

	Introduction	Practice	Demonstrate
<p>F. Student Success</p> <p>a. 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.</p>		X	
<p>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.</p>			
<p>A. School Culture & Climate</p> <p>a. 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:</p> <ul style="list-style-type: none"> i. 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. ii. Supports administrators to ensure physical spaces in the district community welcome, honor, and celebrate the diversity and achievements of the district community. iii. 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. <p>b. 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.</p>			X

	Introduction	Practice	Demonstrate
<p>B. HR Management and Development</p> <p>a. 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.</p> <p>b. Regularly examines HR policies and procedures to identify and eliminate bias.</p> <p>c. Supports all educators to contribute to the development of an anti-racist school/district culture.</p>			X
<p>C. Scheduling and Management Information Systems</p> <p>a. 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.</p> <p>b. 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.</p>		X	
<p>D. Law, Ethics, and Policies</p> <p>a. Understands and follows state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</p> <p>b. Identifies and advocates for changes to laws, mandates, policies, and guidelines that inhibit racial equity.</p>			X
<p>E. Fiscal Systems</p> <p>a. 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).</p> <p>b. Allocates and manages expenditures aligned with district/school goals and available resources to ensure equitable access to resources for each and every student.</p>			X
<p>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.</p>			

	Introduction	Practice	Demonstrate
<p>A. Engagement</p> <p>a. Views families and members of the community as assets and partners in their child(ren)'s school community.</p> <p>b. 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.</p> <p>c. Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in the district.</p>		X	
<p>B. Sharing Responsibility</p> <p>a. 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.</p> <p>b. 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.</p>			X
<p>C. Communication</p> <p>a. Ensures that communication with families and community leaders is regular, two-way, and culturally and linguistically responsive.</p>			X
<p>D. Family Concerns</p> <p>a. Ensures that all family and community member concerns are addressed in an equitable, effective, and culturally responsive manner. Supports administrators to do the same.</p>	X		
<p>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.</p>			

	Introduction	Practice	Demonstrate
<p>A. Commitment to High Standards</p> <p>a. Fosters and models a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <p>i. 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.</p> <p>ii. 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).</p>		X	
<p>B. Culturally Responsive Environment</p> <p>a. 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.</p>		X	
<p>C. Communications</p> <p>a. 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.</p>			X
<p>D. Self-Awareness and Continuous Learning</p> <p>a. 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.</p>			X
<p>E. Shared Vision</p> <p>a. 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.</p>		X	

	Introduction	Practice	Demonstrate
<p>F. Managing Conflict</p> <ul style="list-style-type: none"> a. 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. b. Consistently examines and mitigates power inequities rooted in race and identity that may affect both parties in professional conflict. c. Develops and nurtures a culture in which staff members continuously reflect on how their identities, biases, and practices can impact peer interactions. 		X	

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

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

7.10: Professional Standards for Administrative Leadership

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

(2) Professional Standards for Administrative Leadership.

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

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

Appendix B – Performance Assessments

For all Administrative Leadership preparation programs, Sponsoring Organizations are expected to use a performance assessment to consistently and rigorously assess candidate readiness for the licensure role. The primary focus of the performance assessment should be providing feedback to improve practice on those Indicators at the ‘Demonstrate’ level for the license being sought. Candidates should be provided with multiple opportunities for practice in their field-based experiences, given feedback to improve their practice, and demonstrate consistency and proficiency within the Indicator in order to meet the expectations of the performance assessment.

For principal preparation programs, the Performance Assessment for Leaders (PAL) does not on its own fulfill this expectation. As a licensure assessment, candidates do not have the opportunity to receive feedback to improve their practice through PAL. PAL also does not cover all of the Indicators at the ‘Demonstrate’ level for Principal/Assistant Principal licensure. However, there are ways in which a Sponsoring Organization’s performance assessment could work in tandem with PAL within the guidelines and expectations for PAL support outlined in the PAL Administrative Field Guide², for example by providing feedback on the practice demonstrated in a candidate’s fieldwork, not on the task submission itself.

² See the [Resources and Information about PAL](#), including the PAL Administrative Field Guide, for additional information about acceptable forms of support for candidates.

Appendix C – Resources and References

Selected Documents that Informed the Revision of the Massachusetts Guidelines for the Preparation of Administrative Leaders

- Bartanen, Jason A, and Brendan Bartanen. Policy Analysis for California Education (PACE), 2018, *Assessing Equity in School Leadership in California*.
- Carr, Priyanka B., et al. “‘Prejudiced’ Behavior without Prejudice? Beliefs about the Malleability of Prejudice Affect Interracial Interactions.” *Journal of Personality and Social Psychology*, vol. 103, no. 3, 2012, pp. 452–471., doi:10.1037/a0028849.
- Davis, Jacquelyn. The Wallace Foundation, 2016, *Improving University Principal Preparation Programs: Five Themes from the Field*.
- Dee, Thomas, and Emily Penner. “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum.” *National Bureau of Economic Research*, Jan. 2016, doi:10.3386/w21865.
- Dixson, Adrienne D. *Critical Race Theory in Education*. Routledge, 2018.
- Grissom, Jason A. Teachers College Record, 2011, *Can Good Principals Keep Teachers in Disadvantaged Schools? Linking Principal Effectiveness to Teacher Satisfaction and Turnover in Hard-to-Staff Environments*.
- Herman, Rebecca. RAND, 2016, *School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review*.
- Hewlett, S A. “Cracking the Code That Stalls People of Color.” *Harvard Business Review*, 22 Jan. 2014.
- Hooks, Bell. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, 2017.
- Kendi, Ibram X. *How to Be an Antiracist*. Vintage, 2020.
- Kuh, Lisa P, et al. “Moving Beyond Anti-Bias Activities: Supporting the Development of Anti-Bias Practices.” *Young Children*, Mar. 2016.
- Lead Connecticut, 2020, *Turnaround Principal Program*.
- Learning Policy Institute, 2018, *Diversifying the Teaching Profession Through High-Retention Pathways*.
- Leithwood, Kenneth. *How Leadership Influences Student Learning: Review of Research*. OISE, 2004.
- Manna, Paul. The Wallace Foundation, 2015, *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*.
- The Massachusetts Education Equity Partnership, 2018, *No. 1 For Some*.
- Muhammad, Gholdy, and Bettina L. Love. *Cultivating Genius: an Equity Framework for Culturally and Historically Responsive Literacy*. Scholastic Inc., 2020.
- National Policy Board for Educational Administration, 2015, *Professional Standards for Educational Leaders*.
- New Leaders, 2018, *Prioritizing Leadership: An Analysis of State ESSA Plans*.
- “Racial Equity Impact Assessment Toolkit.” *Race Forward*, 7 Dec. 2015.

“Racial Equity Tools Glossary.” MP Associates, Center for Assessment and Policy Development, and World Trust Educational Services, Dec. 2020.

RAND, 2019, *Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools*.

Strengthening School Leadership in Massachusetts. Barr Foundation, 10 June 2019.

University Council for Educational Administration, 2018, *National Educational Leadership Preparation (NELP) Standards*.

“What Is Resource Equity?” *ERS*, 2018.

Zipin, Lew, et al. “Moving Beyond Anti-Bias Activities: Supporting the Development of Anti-Bias Practices.” *Discourse: Studies in the Cultural Politics of Education*, vol. 33, no. 2, 2012.

“Reducing Implicit Racial Preferences: I. A Comparative Investigation of 17 Interventions’: Correction to Lai Et Al. (2014).” *Journal of Experimental Psychology: General*, vol. 143, no. 4, 2014, pp. 1786–1786.

Appendix D – Web Links

Massachusetts Department of Elementary and Secondary Education

Licensure Regulations:

<http://www.doe.mass.edu/lawsregs/603cmr7.html>

Professional Standards and Indicators for Administrative Leadership:

<https://www.doe.mass.edu/edprep/resources/guidelines-advisories/>
<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=10>

Evaluation of Educators:

<http://www.doe.mass.edu/lawsregs/603cmr35.html>
<http://www.doe.mass.edu/eeval/>

Leadership Resource Sites

The Barr Foundation

<https://www.barrfoundation.org/>

The Council of Chief State School Officers (CCSSO)

<http://www.ccsso.org/>

The Wallace Foundation

<http://www.wallacefoundation.org/knowledge-center/school-leadership/Pages/default.aspx>

Stanford University – Stanford Center for Opportunity Policy in Education (SCOPE) – Leadership Development and Practice

http://edpolicy.stanford.edu/category/topics/28/0?type=scope_publications

Southern Regional Education Board (SREB)

<http://www.sreb.org/>

American Association of School Administrators

<http://www.aasa.org/>

National Association of Elementary School Principals

<http://www.naesp.org/>

National Association of Secondary School Principals

<http://www.nassp.org/>

National Association of State Boards of Education

<http://nasbe.org/>

National Board for Professional Teaching Standards (NBPTS)

<http://www.nbpts.org/>

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

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

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

Other Education Related Resource Sites

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

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

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

Regional Educational Laboratory – Northeast & Islands
<https://ies.ed.gov/ncee/edlabs/regions/northeast/>