Name of Licensure Candidate:

__________________________________________

Field License Sought (choose only one):

_____ Initial: Principal/Assistant Principal
   _____ PreK-6*
   _____ Grades 5 – 8*
   _____ Grades 9-12*
   *equivalent to NY SBL, all levels

_____ Initial: Supervisor/Director
_____ Initial: Superintendent/Assistant Superintendent

Fieldwork site:

__________________________________________

Name of Site Supervisor:

__________________________________________

Name of College Supervisor:

__________________________________________

Version 1: June 30, 2016
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Program Overview

Introduction

In December 2011, the Board of Elementary and Secondary Education (ESE) approved new administrative leadership standards. MCLA developed a program framework that reflects these new standards, with input from an advisory team and past program participants. In July 2013, we received notification of approval from the ESE for superintendent/assistant superintendent, principal/assistant principal, and supervisor/director licenses. This endorsement is evidence of our successful record and rich tradition of summer residency-based leadership development at MCLA since 1997.

Our goal is to prepare candidates to serve as highly effective leaders of educational institutions, and active citizens in their communities. Leadership Academy graduates will be able to: shape a vision of based on equity, justice, and academic success for all students; create a climate hospitable for education in schools and the community; cultivate collaborative leadership with faculty and staff; improve curriculum and instruction; and manage people, data, and processes to foster continuous school improvement.

Leadership Academy Overview

The MCLA Leadership Academy is a cohort model that blends academic content with practical skill and knowledge development. Created to support the advancement of working professionals, the Academy is a low residency model (summer and weekend), with independent and online work assigned between sessions. Students will earn 31 credits through pre-practicum experiences, seven courses, an administrative project, an administrative practicum, and a culminating Leadership Academy Conference.

MCLA Leadership Academy courses are taught by nationally recognized educational theorists, and successful school and district practitioners serving in the roles of superintendent, principal, curriculum coordinator, and department leader. Courses include a blend of social, political, and academic theories and practices in examining current trends in public education. We strive to prepare school and district leaders who will ensure the highest quality and most equitable, just and effective learning environments for students. Activities include reading, writing, discussion, group projects, case studies, simulations, experiences in museums, lectures by prominent thinkers, project-based tasks, self-assessment, quizzes/tests, fieldwork, and application of course concepts.
Roles and Responsibilities

The MCLA Leadership Academy is supported by personnel both on and off campus. This outlines each role with a short description.

- **Dean of Graduate and Continuing Education.** Responsible for entire inventory of graduate programs, courses, and faculty. Works with Leadership Academy Program Director, College leaders, and ESE representatives in program planning, management, and evaluation.

- **Program Director:** Supports all aspects of program planning and delivery. Reviews and participates in orientation, alignment of curriculum, faculty liaison, PAL, and individual student questions and feedback. The PD will organize and communicate the pre-practicum requirements. The PD also assesses candidates at each benchmark point, and coordinates the College Supervisors.

- **College Supervisor:** Supports field experiences in the schools by monitoring and oversight of fieldwork plans and support for the intern and site supervisor. CS conducts site visits and, as such, CS is trained by the CIC. CS confers with candidate to cooperatively analyze and evaluate his/her administrative work, counsels candidate concerning any problems with adjustment to her/his administrative role, serves as a liaison in documentation of candidate performance, and is directly involved in assessing candidates at the close of each fieldwork phase. The CS manages meetings, communication, paperwork and expectations that all standards are being reinforced, practiced, and met.

- **Site Supervisor:** Supports administrative candidates as the sponsor in their home schools. These licensed and veteran administrators support the fieldwork plans and ensure that the experiences are diverse and rigorous. He/she weighs in on the specific demands of school leadership and specific conditions associated with this site, given his/her role as active school leader.

*Note: for Program contact information, please see page 40.*
Program Sequence

**Principal/Assistant Principal and Supervisor/Director license**
(31 credits, 500 hours of fieldwork)

The following outlines the primary Leadership Academy sequence. This sequence will qualify students for a Principal/Assistant Principal or Supervisor/Director license. For those from New York, this is comparable to the School Building Leader (SBL) license.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Format</th>
<th>Number of credits</th>
<th>Field hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>ADMN 637</td>
<td>Data and Equity Audit</td>
<td>Online/Field</td>
<td>1 credit</td>
<td>8 hours</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>ADMN 647</td>
<td>Educator Evaluation</td>
<td>Online/Field</td>
<td>1 credit</td>
<td>8 hours</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>ADMN 627</td>
<td>Educational Policy and Standards</td>
<td>Online/Field</td>
<td>1 credit</td>
<td>8 hours</td>
</tr>
<tr>
<td>July 8-23, 2016</td>
<td>ADMN 626</td>
<td>Leading Schools in Context</td>
<td>Classroom</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>July 8-23, 2016</td>
<td>ADMN 636</td>
<td>Data Analysis and Action Planning</td>
<td>Classroom</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>July 8-23, 2016</td>
<td>ADMN 646</td>
<td>Supervising Teaching and Learning</td>
<td>Classroom</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>ADMN 770</td>
<td>Introductory Internship</td>
<td>Field</td>
<td>3 credits</td>
<td>150 hours</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>ADMN 771</td>
<td>Administrative Project</td>
<td>Field</td>
<td>1 credit</td>
<td>50 hours</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>ADMN 657</td>
<td>Organizing Schools for Teaching and Learning</td>
<td>Hybrid</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Spring 2017</td>
<td>ADMN 656</td>
<td>Building School and Community Partnerships</td>
<td>Hybrid/Field</td>
<td>3 credits</td>
<td>25 hours</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>ADMN 658</td>
<td>Public School Law</td>
<td>Online</td>
<td>2 credits</td>
<td></td>
</tr>
<tr>
<td>Spring 2017</td>
<td>ADMN 772</td>
<td>Capstone Experience</td>
<td>Field</td>
<td>3 credits</td>
<td>250 hours</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>ADMN 621</td>
<td>Sheltered English Immersion for Admin.</td>
<td>Online</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>July 6-9, 2017</td>
<td>ADMN 780</td>
<td>Leadership Academy Conference</td>
<td>Classroom</td>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>

**Total for Administrative Licensure**
31 credits 
500 hours
**Additional Superintendent/Assistant Superintendent license**

(3 credits of fieldwork. For NY, add 3 credits of coursework.)

Massachusetts students seeking an additional Superintendent/Assistant Superintendent license must complete an additional 300-hour, 3 credit internship (ADMN 712: District Level Half-Practicum) at the district level as required by the Massachusetts Department of Elementary and Secondary Education.

While MCLA is a MA approved program, students over the last 20 years have used the program endorsement to successfully apply for and receive NY licenses including School Building Leader (SBL) and School District Leader (SDL). Our analysis suggests that students who seek the School District Leader credential in NY must complete a 3 credit graduate level course (CAGS 806) in addition to ADMN 712. This will allow candidates to qualify for reciprocal licenses by meeting the following conditions (cited from NYSED):

- The applicant has completed a comparable state-approved program at the appropriate level and scope, and that program includes the following minimum academic requirements
  - For SBL, at least 21 semester-hours of graduate level coursework in school leadership in addition to an internship.
  - For SDL, a minimum of 27 semester-hours of graduate level school leadership coursework in addition to an internship.
- Applicants for the SDL certificate must also have a combined total of at least 60 semester-hours of graduate level coursework.

*The three-hour course can be part of the 9 credit CAGS sequence (described in the next section) or as outlined below:*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Format</th>
<th>Number of credits</th>
<th>Field hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2017 On-line</td>
<td>CAGS 806</td>
<td>Review of the Field in Educational Administration</td>
<td>Classroom</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Spring, Summer, or Fall 2017</td>
<td>ADMN 712*</td>
<td>Half Practicum: District Level</td>
<td>Field</td>
<td>3 credits</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Optional District Level License</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>6 credits</strong></td>
<td><strong>300</strong></td>
</tr>
<tr>
<td><strong>Total with both Administrative licensure (31 cr) and additional district level requirements (6 cr)</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>37 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>
Optional Certificate of Advanced Graduate Study (CAGS) Pathway

Students completing the Leadership Academy also have the option to extend the second summer residency to earn a Certificate of Advanced Graduate Study (CAGS). CAGS candidates will continue the study and development of their managerial skills related to the fiscal, political, personnel, and demographic challenges they may encounter as educational leaders. The CAGS summer program will extend the Leadership Academy Conference residency with an additional nine-day, nine credit experience that provides students with a concentrated block of time to complete their CAGS courses. Note: MCLA continues to explore online CAGS options that may be offered based on student interest/demand.

If students elect to complete CAGS, they are eligible to earn a Superintendent/Assistant Superintendent license by adding a 300 hour half-practicum at the district level (ADMN 712) to the course sequence below.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Format</th>
<th>Number of credits</th>
<th>Field hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2017 On-line</td>
<td>CAGS 806</td>
<td>Review of the Field in Educational Administration</td>
<td>Classroom</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Summer 2017 (on-line)</td>
<td>CAGS 902</td>
<td>Seminar II</td>
<td>Classroom</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Summer 2017 (on-line)</td>
<td>CAGS 981</td>
<td>Action Research Seminar</td>
<td>Classroom</td>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>

Total (Optional) CAGS  9 credits

Total with both Principal/Assistant Principal licensure (31 cr) and CAGS (9 cr)  40 credits

If students also seek a Superintendent/Assistant Superintendent License, complete the following:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Format</th>
<th>Number of credits</th>
<th>Field hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, Summer, or Fall 2017</td>
<td>ADMN 712</td>
<td>Half Practicum: District Level</td>
<td>Field</td>
<td>3 credits</td>
<td>300</td>
</tr>
</tbody>
</table>

Total with both Principal/Assistant Principal licensure (31 cr), CAGS (9cr), and district level half-practicum (3 cr)  43 credits
Program Requirements

In that it is imperative that all students completing the MCLA Leadership Academy commit to high standards and take their studies seriously. Students who fail to meet program standards and timeframes may be required to repeat courses and field hours, or may be removed from the 2016 cohort and program (see Selected Policies, page 11). There are three core elements of the MCLA Leadership Academy:

1. Courses

Students are required to complete all course assignments and expectations as provided by faculty and articulated through syllabi in both face-to-face (residency) and online courses. Attendance and active participation are required throughout the MCLA Leadership Academy.

2. Fieldwork

Students are required to complete 500 hours of fieldwork. These experiences will be monitored by the college supervisor in partnership with the site supervisor. Descriptive guidelines for the fieldwork begin on page 15.

3. E-Portfolio

In addition to course and fieldwork requirements, students will be expected to maintain an electronic portfolio, using digication. Students will be provided an orientation during the summer 1 residency and are required to upload documents and reflections to the e-portfolio throughout the program. Within the e-portfolio, all required standards and indicators are listed. Students will load evidence (artifacts) to this space as they progress through the program to demonstrate they have a) encountered all standards and indicators in courses and b) practiced these standards and indicators in the field. Successful licensure endorsement will require that students have met or exceeded all standards and indicators.

Students in the MCLA Leadership Academy will be reviewed regularly as an element of both courses and field experiences. In addition, active progress and uploading to the e-portfolio is required and will be monitored by the Program Director, College Supervisor, and Faculty Advisor. Student progress will be formally reviewed by the Program Director, Dean, and faculty advisors at four program benchmarks.

- Admissions (target April 15, 2016)
- Summer 1 Residency (target August 15, 2016)
- Mid-Program (target January 10, 2017)
- End-of-Program: Leadership Conference (target July 9, 2017)

Students who fail to meet expectations at these benchmarks may be required to repeat courses and field hours, or may be removed from the 2016 cohort.
Performance Assessment for Leaders (PAL)-Massachusetts Licensure Students Only

The Massachusetts Department of Elementary and Secondary Education has developed the Performance Assessment for Leaders in concert with Bank Street College. The PAL is not a program requirement, but is a requirement for those seeking a Massachusetts Principal/Assistant Principal license. The assessment is composed of four tasks and requires students to collect and upload artifacts and evidence to an ESE maintained electronic assessment database. Much of this work, but not all, will occur in Leadership Academy courses. These submissions will be graded and used to determine that prospective school leaders have or have not met required standards in order to qualify for a MA license.

MCLA continues to work with the ESE to align our program expectations with these tasks. All students in the 2016 cohort who seek a MA license will be required to pass all four PAL tasks.
Pre-practicum and Summer 1 Residency Benchmark

- Master's degree
- Experience in the field
- Strength of recommendations
- Ability to complete graduate work
- Ability to successfully complete fieldwork
- Strength of personal statement

Pre-Practicum Artifact Portfolio
- Educational Platform
- Data Implementation Plan
- Evaluation Report: Analysis of Teaching

- Case studies in School Operations
- Parent Workshop
- Law Lesson
- District Inventory
- Administrative Project

- Completed E-portfolio
- Final Presentation
- Entry Plan

OPTIONAL CAGS/DISTRICT LEVEL ENDORSEMENT

Half-Practicum District Level
(ADMN 712)
Selected Policies

Listed below are selected MCLA college and graduate level policies. Additional policies can be found online at http://www.mcla.edu/graduate/education/ or by contacting the Leadership Academy Director or Dean of Graduate and Continuing Education.

**Academic Honesty**

A college is a community of students and faculty interested in the search for knowledge and understanding. Essential to that search is a commitment to honesty and integrity. Honesty on the part of every college student has and always shall be an integral part of the plan of higher education at Massachusetts College of Liberal Arts. Acts of dishonesty conflict with the work and purpose of the entire College and are not merely a private matter between student and instructor.

Violations of academic honesty include but are not limited to:
- plagiarism (as defined below)
- submitting the work of others as one's own
- communication during an examination
- using crib notes in an exam, except as allowed by the instructor
- obtaining prior knowledge of examination questions
- substitution of another student in an examination
- altering College academic records
- knowingly using false statements for academic benefit
- collaborating on material after being directed not to collaborate
- forging a signature of a College official or faculty member
- soliciting an official signature under false pretense

**Plagiarism**

The academic departments of the College have varying requirements for reporting the use of sources, but certain fundamental principles for the acknowledgment of sources apply to all fields and levels of work. The use of source materials of any kind and the preparation of essays or laboratory reports must be fully and properly acknowledged. In papers or laboratory reports, students are expected to acknowledge any expression or idea that is not their own. Students submitting papers are implying that the form and content of the essays or reports, in whole and in part, represent their own work, except where clear and specific reference is made to other sources. Even if there is no conscious intention to deceive, the failure to make appropriate acknowledgment may constitute plagiarism.

Any quotation - even of a phrase - must be placed in quotation marks and the precise source stated in a note or in the text; any material that is paraphrased or summarized and any ideas that are borrowed must be specifically acknowledged. A thorough reordering or rearrangement of an author's text does not release the student from these responsibilities. All sources that have been consulted in the preparation of the essay or report should be listed in the bibliography.

Upon an occurrence of alleged academic dishonesty instructors may exercise their discretion in imposing a sanction. Instructors may further file charges with the Graduate Education Council against students if they believe that additional sanctions would be appropriate. Instructors shall notify the Registrar in writing of any occurrence of academic dishonesty whenever they have imposed sanctions. Such notification shall include the student's name, course title, date of occurrence, type of dishonesty, sanction(s) being imposed, and any further action requested.

This notification shall be effected within fourteen (14) days after discovery of the incident. A copy of said notice shall be sent to the student involved, including the charges made against the student and the grounds, if proven, that would justify failure or other academic sanction. If the student involved wishes to
appeal the sanction imposed by the instructor, the student must initiate an appeal within two weeks after receipt of this notification. The Graduate Education Council shall consider as a basis for a hearing that: a) the student claims not to have been academically dishonest; b) the student claims the instructor imposed an inappropriate sanction; c) the nature of the offense merits further action.

In academic dishonesty cases the Council may receive requests for hearings from students, from individual faculty and staff members, and from the Registrar. The Graduate Education Council reserves the right not to hear any appeal in any case where data are not sufficient, the necessary steps have not been followed, and/or when the Council jurisdiction is not clear.

Further information regarding instructor and student rights and responsibilities and appropriate procedures to be followed in applying this policy may be obtained from the Office of the Dean of Academic Affairs or the Registrar.

**Academic Standards**
Leadership Academy candidates shall be required to maintain a grade average of B (3.0) or better. A student who receives more than two grades below a "B" (3.0) will be dismissed from the program. A Leadership Academy student who has been denied permission for further study may petition the Education Department Graduate Committee for reinstatement. The student should submit her/his petition along with reasons for such request to the Dean of Academic Affairs and the Dean of Graduate and Continuing Education. If the decision of the Deans is not satisfactory to the student, she/he may submit an appeal to the Graduate Education Council.

**Add-Drop Procedures**
Registration in summer and weekend graduate education courses must be completed two weeks prior to the commencement of the first class.

Graduate education students have one class meeting to drop from a full semester course with no academic penalty and no notation that they were enrolled in the course on their records. Courses running less than an entire semester will have varying withdrawal dates based on the length of the course. Forms for this purpose are available in the Registrar's Office. Graduate education students who withdraw between the second meeting and the course midpoint of a regular semester will incur no penalty as far as the quality point average is concerned but will have a notation of “W” on their permanent records. No student may withdraw from a course during a regular semester after the course midpoint.

Note: A course is not officially added or dropped until the appropriate form has been completed by the student and instructor and has been validated by the Registrar's Office. This is the responsibility of the student. Any student not attending a course and not officially withdrawing will be issued a grade of “F” on his/her record. The “F” grade will be used in computing the student's grade point average.

**Attendance Policy**
Class attendance is taken very seriously, and students may be penalized within the grading process for unexcused absences. Graduate education students are expected to attend classes regularly, since this is a necessary means of learning and of attaining the educational objectives of the College and program. Since course design and objectives vary, attendance policies are set forth by the Program Director, and in each instructor’s course syllabus.

Attendance criteria for a particular course are at the discretion of the instructor and should be announced during the first class session. Work missed through absences is expected to be made up; however, permission to make up work is not automatic and is subject to the discretion of the instructor.

Students who register for weekend, hybrid, or intensive summer classes must attend all classes as one absence is the equivalent of missing up to three weeks of a traditional class schedule.
Grade Appeals Policy

In cases involving grade appeals, a student is allowed 21 days after release of grades by the Registrar's Office to initiate an appeal concerning grades earned in a regular fall or spring semester. No grade appeals can be made after the above deadline. The student initiates the appeal by obtaining a Graduate Grade Appeal Form from the Registrar's Office.

The student presents a Graduate Grade Appeal Form and written request for grade appeal to the instructor or Department Chairperson. The student and instructor discuss the issues indicated by the statement provided. The instructor must provide, in writing, a statement of his/her decision and transmit to the Registrar.

Step 1 Resolution: If the student accepts the Step 1 Resolution the appeal will not move to Step 2. If the student does not accept the Step 1 Resolution, the appeal moves to Step 2.

Step 2: The Registrar presents Graduate Grade Appeal Form, written request for grade appeal, and the instructor's response to the Department Chairperson. The Chairperson must respond in writing within two weeks of receipt. The Chairperson must provide, in writing, a statement of his/her recommendation and transmit to the Registrar. If the student accepts STEP 2 resolution the appeal will not move to Step 3. If the student does not accept Step 2 resolution the appeal will move to Step 3.

Step 3: The Registrar transmits Graduate Grade Appeal Form, written request for grade appeal, instructor's response, and the Department Chairperson's response to the Chairperson of the Graduate Education Council. The Chairperson of the GEC will call a meeting within 30 academic days of the receipt of material from the Registrar. The Council must review all material and confer with all parties. The student will be notified in writing of the GEC recommendation within 30 days following the meeting. If the student accepts Step 3 resolution the appeal will not move to Step 4. If the student does not accept Step 3 resolution the appeal will move to Step 4.

Step 4: The Registrar transmits Graduate Grade Appeal Form, written request for grade appeal, instructor's response, Department Chairperson's response, and the Chairperson of the Graduate Education Council's response to the Dean of Academic Affairs. The Dean of Academic Affairs must respond to the appeal within 10 days after receipt and attach his/her written response to the Graduate Grade Appeal Form. The student and the Dean of Academic Affairs must sign the Graduate Grade Appeal Form.

Grading System

Grades in graduate education courses are recorded on college records in the following manner:

Grade Description/ Grade Value
- A Excellent 4.0
- A- 3.7
- B+ Good 3.3
- B 3.0
- B- Fair 2.7
- C+ 2.3 (must repeat)
- C Poor (must repeat) 2.0
- F Failure 0.0
- P Pass
- PC Pass/Continue
- W Withdrawn
- INC Incomplete
Incompletes
An incomplete (INC) is recorded in the student's record when a portion of the assigned work, as clearly indicated in the course outline, syllabus, or project proposal, has not been completed because of the necessary absence of the student or for other reasons equally satisfactory to the instructor or MCLA supervisor. Incompletes are not uncommon for internships and should be negotiated with MCLA supervisors.

The course work must be completed by a date specified by the instructor. This date cannot exceed six (6) weeks after the start of the following semester. The INC is then changed to a permanent letter grade. The obligation rests with the student to ask the instructor what work must be completed and what conditions, if any, must be met. If the course work is not completed before the deadline specified in the contract, the INC will be changed to an “F”.

Repeat Policy
Leadership Academy courses must be repeated in which a grade lower than a B- was earned. If the course is required and the student earned a C+ or lower, the course must be repeated. The grade earned in a repeated course replaces the original grade in the student's quality point average even if the repeated grade is lower. (The grade earned each time the student took the course remains on the student's transcript, but the course is marked "Repeated," and the originally attempted credit is not calculated into the quality point average). Students must complete a Repeat Course Form for each course they repeat. Repeat course work taken off campus must be approved prior to the course being taken. Forms to be completed include: off-campus approval and repeat course. Both forms are available in the Registrar's Office. Please note, for students in the Leadership Academy, opportunities for repeating a course may require waiting an entire calendar year, until the course is offered again. Failing to meet an acceptable standard in an individual course will result in ineligibility for the culminating Leadership Conference and licensure endorsement.

Request for Transcripts/Endorsement of Program Completion
To request a copy of a student's transcript please visit www.mcla.edu/registrar or call (413) 662-5216. When students have completed and met all program requirements, in addition to submitting all required paperwork, an endorsement statement indicating program completion will be placed on the transcript. All required paperwork, including the Capstone Experience Evaluation Packet, must be submitted by June 20, 2016 in order for an endorsement stamp to be placed on a transcript by the end of the Summer Conference (July 10).

Withdrawals and Inactivity
Graduate education students intending to withdraw from the graduate program must send a letter to the office of Graduate and Continuing Education relating their intention to withdraw. Students who are inactive for a period of one and one-half years will be administratively withdrawn.

Note: All required policies and trainings may be added throughout the program (for example the Violence Against Women Act). Students are required to complete these compliance modules as directed.
Fieldwork

As part of the MCLA Leadership Academy, leading to administrative licensure, students will complete coursework and 500 hours of site-based fieldwork as required by the Department of Elementary and Secondary Education, CMR 603 7.09. The purpose of fieldwork (also referred to as internship or practicum) is to provide opportunities to collect, observe, assist, and act in the role of school leader. In doing so, students will develop, apply and practice their leadership skills in real-world settings.

Massachusetts College of Liberal Arts, in cooperation with area school districts, offers fieldwork internships for licensure candidates. The cooperating school system is asked to assist in fieldwork/practicum placement time, supporting adequate release time to allow the student to meet all state standards and indicators. A letter from the Superintendent endorsing the field experience is required (see checklist on page 33). The fieldwork should be designed around the standards for licensure (see page 41). All fieldwork should include experiences with a range of school-wide administrative duties and must show direct and indirect administration of an ongoing program while pupils are in attendance. These will include:

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervised by Program Coordinator and Program Faculty</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Practicum (ADMN 627, 637, 647)</td>
<td>Late Spring/Early Summer 2016</td>
<td>25</td>
<td>Students will compile an Artifact Portfolio for three summer courses. ie. policies, evaluations, student data.</td>
</tr>
<tr>
<td>Building School and Community Partnerships that Improve Student Outcomes project (ADMN 656)</td>
<td>Winter 2016-17</td>
<td>25</td>
<td>Students will use data from a school climate survey to develop, a school community action plan with the goal of raising student achievement for a group of students who have not experienced school success.</td>
</tr>
<tr>
<td><strong>Supervised by College Supervisor and supported by Site Supervisor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Internship (ADMN 770)</td>
<td>Fall 2016</td>
<td>150</td>
<td>Students will work with school site supervisors as they shadow, observe, and assist. Students will complete a functional and operational inventory and applying the site audit ESE self-assessment tools.</td>
</tr>
<tr>
<td>Administrative Project (ADMN 771)</td>
<td>Late Fall, early Winter 2016-2017</td>
<td>50</td>
<td>Students will probe a particular aspect of educational leadership and conduct a deep dive into a topic of particular interest, through research, stakeholder engagement, and problem solving and inquiry.</td>
</tr>
<tr>
<td>Capstone (ADMN 772)</td>
<td>Late Winter/Spring 2017</td>
<td>250</td>
<td>During this phase, students will have opportunities for full responsibility in leading school systems, personnel and initiatives. This Capstone experience is intended to maximize the intern’s opportunities to practice and refine knowledge and skills, within a range of tasks and responsibilities that are required to successfully assume the role of school leader.</td>
</tr>
</tbody>
</table>
As is represented in the table above, the fieldwork will be organized and supervised in two distinct ways:

I. Supervision by Program Coordinator and Program Faculty

a. Pre-Practicum:

When: Communicated to students in late Spring 2016 after acceptance in preparation for first summer residency.

What: This assignment will be part of the three, 1-credit pre-practicum courses that occur prior to the first summer residency. Students will be asked to work with their advisory team to collect artifacts in three areas: a) Data and Equity Audit, b) Educator Evaluation, and c) Educational Policies and Standards. Artifacts will be collected through interviews, document reviews and district/state databases. Each hybrid course (online and in the field) will include leading questions and reflective exercises that will challenge students to begin forming questions and observations pertaining to the key areas necessary for successful school leadership.

Supervision/Grading: Pre-practicum will be supervised by program coordinator and graded by program faculty as part of the corresponding summer course. As a key program assessment, elements will be loaded into the e-portfolio for review by the student’s advisor and college supervisor. The compiled Artifact binder, with student synthesis, will be graded as part of corresponding summer residency course as follows:

Student Responsibility: Students should complete Artifact binder, all corresponding analysis, load elements to e-portfolio, and maintain a log (see page 36) of 25 field hours.

<table>
<thead>
<tr>
<th>Pre-Practicum Course (1 credit)</th>
<th>Corresponding Residency Course (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Policy and Standards (627)</td>
<td>Leading Schools in Context (626)</td>
</tr>
<tr>
<td>Data and Equity Audit (637)</td>
<td>Data Analysis and Action Planning (636)</td>
</tr>
<tr>
<td>Educator Evaluation (647)</td>
<td>Supervising Teaching and Learning (646)</td>
</tr>
</tbody>
</table>

All students are required to complete the Pre-Practicum requirements in order to be eligible for the first summer residency.

b. Building School and Community Partnerships Project:

When: As part of hybrid course, offered in winter of 2016-17.

What: This assignment will build upon the content included in the Building School and Community Partnerships (ADMN 656) course. Within this course, students will have developed and administered a school climate survey and/or accessed data from the ESE administered survey. Students will research and identify a current problem facing a group of students that is not experiencing school success with plan with community partners to address remedy the situation.

Supervision/Grading: This assignment will be graded by course faculty. As a key program assessment, elements will be loaded into the e-portfolio for review by the student’s advisor and college supervisor.

Student Responsibility: Students should complete project requirements as outlined by instructor and complete a log (page 36) of 25 field hours.
II. Supervision by College Supervisor and supported by Site Supervisor

In this portion of the program, the bulk of a student’s field hours (450 of 500) will be completed. This section outlines expectations within each of these three fieldwork experiences including:

- Introductory Internship (ADMN 770)
- Administrative Project (ADMN 771)
- Capstone Experience (ADMN 772)

In each case, the goal is to transition students from introductory experiences, through opportunities to lead targeted projects, to assuming full leadership responsibilities.

Fieldwork (hours) within these three experiences is supervised by the College Supervisor. College Supervisors will provide an orientation at the summer 1 residency. Throughout the fieldwork, there will be six three-way meetings that include the College Supervisor, the Site Supervisor and the student. In addition, there will be ongoing communication that is necessary to ensure all expectations are being met. Of the six formal meetings, at least two must be in person at the fieldwork site, with the others occurring via phone, internet conference, or email. Please note, the student is expected to keep and submit a detailed log of hours in the pre-practicum experiences (25 hours) and the Building School and Community Partnerships (25 hours) that will be part of the entire Fieldwork log that the College Supervisor reviews and approves at various stages of the program. A sample log is provided on page 36.

The College Supervisor will provide a mid-term evaluation and a final evaluation based on hours completed and artifacts collected and uploaded into digication. A sample matrix is provided on page 41. Students must meet and/or exceed expectations in all standards and indicators. If students do not meet standard, College Supervisors may require additional evidence or field hours. A planned schedule of three-way meetings is as follows:

- Orientation: July 14, 2016
- First meeting: by September 15, 2016
- Second meeting: After November 9, by December 10, 2016
- Third meeting: by January 15, 2017
- Fourth meeting: by February 15, 2017
- Fifth meeting: by May 1, 2017
- Sixth meeting (final): by June 1, 2017

*The Capstone Experience Evaluation Packet must be submitted by June 1, 2017 in order to have MCLA’s program completion endorsement stamp on the transcript by July 10, 2017.

Note: At least two of these meetings will be face-to-face, others will occur by phone, web, etc.
**Introductory Internship (ADMN 770)**

3 credits

**Co-requisite:**
ADMN 771: Administrative Project

**Description:**
This 150-hour field experience will allow students opportunities to fully contextualize the range of responsibilities associated with school and district leadership. This will occur through work with their school site supervisors as they shadow, observe, and assist. Students will record a log of experiences (see page 36), with the culminating assignment to include completing a functional and operational inventory and applying the site audit ESE self-assessment tools.

**Rationale:**
Course is aligned with required Massachusetts’ Department of Elementary and Secondary Education regulations (603 CMR 7.00) and professional standards and indicators for administrative leadership. This course represents 150 hours of a 500-hour fieldwork sequence that is required for Massachusetts’ administrative licensure.

**Course Objectives:**
This course is intended for school/district leaders as they prepare for administrative roles in advancing both skills and knowledge necessary to successfully lead complex systems. Students will:

- Demonstrate the ability to understand and accept responsibilities for leading, facilitating, and making decisions typical of those make by educational leaders, with particular focus on teaching and learning.
- Understand the complexity of leadership responsibilities in providing a safe, efficient, effective learning environment.
- Synthesize and apply knowledge and skills by taking responsibility for leading complex school-level initiatives and processes that involve direct interaction with families, community members, and other stakeholders as they relate to improved learning and teaching.
- Demonstrate an understanding of the importance of establishing visions and communication patterns that respect beliefs of all members of the community.
- Recognize the range and complexity of organizational systems through the use of the ESE audit tools.
- Advance their critical and analytic skills, through the collection and treatment of data, in order to identify strengths and gaps in school organizations.

**Massachusetts’ Professional Standards and Indicators for Administrative Leadership:**
1 b, c, d, g, k, l; 2 c, e, g, l; 3 e; 4 e, g, k.

**Calendar:**
- September 2016: course launch.
- September 2016 – early November 2016: completion of inventory and observing and assisting hours.
- November 13, 2016: Fieldwork Proposal due (upload into digication).
Teaching methods and course activities:
The College Supervisor will lead oversight of the Introductory Internship. The Faculty Advisor will also
review documents and progress made through this phase. The involvement of both College Supervisor and
Faculty Advisor will ensure connection to the professional standards/indicators, readings, case studies and
course material in the MCLA Leadership Academy. Students will develop a Fieldwork Plan (described below)
that will be primarily evaluated and approved by the College Supervisor and reviewed by both the Site
Supervisor and the Faculty Advisor. Students will be evaluated (Pass/Fail) based on site visits by the College
Supervisor and a final Fieldwork Proposal. The results of this 150-hour experience will be used to set the
stage for the Administrative Project and the Capstone Experience.

The primary activity will be part a comprehensive Needs Assessment of a school/district site. This will occur
as students are afforded ample opportunities to observe and assist school leaders in working schools. As
students gain experience through observation, interviews, document reviews and assisting, this activity will
require that students complete a functional and operational inventory, applying the site audit ESE self-
assessment tool (District Standards and Indicators Self-Assessment and/or Conditions for School
Effectiveness Self-Assessment). Using data from observations, document reviews and interviews, the ESE
self-assessment tool will be completed. This tool requires review of six standards areas including:
Leadership, Governance and Communication; Curriculum and Instruction; Assessment; Human Resource
Management and Professional Development; Student Support; and Financial Asset Management. Students
will examine indicators and leading questions in each area in determining whether there is: 1) Little
Evidence, 2) Developing, 3) Providing, or 4) Sustaining. This completed rubric will allow students to
synthesize their experiences into a concise Strengths/Gaps paper that identifies key areas of focus. These
tools are available on the MCLA 2015 Cohort Web Page

http://www.mcla.edu/Academics/graduate/leadershipacademy/leadership2015. This assessment will serve
as a benchmark that will later be revisited as more intensive fieldwork experiences have been completed.

Course requirements:
A. Successful completion and log of 150 field hours (page 36)
B. Successful meetings (two) with Site Supervisor and College Supervisor
C. Completion of Fieldwork Proposal as follows:

Fieldwork Proposal:
The intent of the Fieldwork Proposal is that the student articulates a plan for the two remaining Fieldwork
elements, the Administrative Project and the Capstone Experience. These two experiences constitute 300
hours. The Fieldwork Proposal should be informed by:

- Coursework completed to date
- The Pre-Practicum Experience
- The District and/or School Inventory (as part of Introductory Internship)
- The Introductory Internship (observing and assisting)
- Input from Site Supervisor
- Personal experiences (with a focus on areas of little or no previous experience)

Emphasis: The Fieldwork Proposal must consider all Professional Standards and Indicators, ensuring that
students have access, exposure, and practice in each of the four standard areas and forty indicators.
The Fieldwork Proposal should be submitted as a closing activity in ADMN 770: Introductory Internship. It should include the following three components:

1. **Needs Assessment**: Write a strengths, gaps, and opportunities analysis drawing directly from data collected using the ESE tools (4-6 pages). This will result in the identification of particular areas of focus for the Administrative Project (ADMN 771) and Capstone Experience (ADMN 772). Both should directly from the District and/or School Inventory.

2. **Administrative Project**: Write a plan for ADMN 771: Administrative Project, which reflects 50 field hours. This should draw from coursework, pre-practicum experiences, the Introductory Internship including observations and the district and/or school inventory, and areas of personal interest. This plan should include:
   a. Project overview - What you intend to do?
   b. Research needed – Site based data & external literature.
   c. Rationale for project – Why this is important?
   d. Timeline.
   e. Strategy for engaging stakeholders.
   f. Method of collecting data (evaluating impact of project).

3. **Completed PSI matrix** (see page 41). Proposed Activities. In advance of ADMN 772, students should map out how they will spend the remaining 250 Field hours. These hours must be spent in full responsibility experiences and must provide a range of diverse experiences that allow all standards and indicators to be accessed and practiced. Students are encouraged to consider common experiences that will be required during the Capstone experience. They may include: building the school schedule, creating a school/departmental budget, conducting a facilities walk-through with key departmental and support staff, participating in a special education team meeting (IEP or Building Assistance), directly handling a disciplinary case, attending school council and school committee meetings, reviewing the school emergency (safety) plans, participating in school improvement planning and updates through use of available data and school’s organizational (professional development and release time), leading a professional development session, organizing and running a meeting of school staff, reviewing or participating in the grant process, shadowing an administrator as part of the evaluation process, reviewing and or participating in the annual handbook revision, sitting in on at least two interviews, sitting in (as is allowed and available) during a contract negotiations session, reviewing curriculum alignment with a grade level or content strand team, etc.

The completed matrix (page 41) should be completed with support from Site Supervisor and each indicator should have listed at least one experience that addresses that particular standard/indicator. Students will complete the Proposed Activities column. Students should indicate, to the best of their ability, how they intend to spend time in each standard/indicator. In some cases, Proposed Activities will cover more than one indicator.

All this material should be completed and submitted electronically (uploaded to digication) for approval by College Supervisor.

**Grading:**
Grading will be completed by the College Supervisor. Grades for ADMN 770 are Pass/Fail. Students will be identified as Pass (Meets standard) or Fail (Does not meet standard). This evaluation will be based on successful documentation and of a log of field hours (150), evidence of use of ESE inventory tools, and a successful Fieldwork Proposal consisting of a) Needs Assessment, b) Administrative Project, and c) Completed PSI matrix. Students who do not meet standards will be asked to revise and update one or all of the required course elements. MCLA supervisors will also review progress in ADMN 770 and will provide feedback in concert with the College Supervisor on the Fieldwork Proposal.
Administrative Project (ADMN 771)  
1 credit  

Co-requisite:  
ADMN 770: Introductory Internship  

Description:  
This 50-hour field experience affords students the opportunity to probe a particular aspect of educational leadership and allow students to conduct a deep dive into a topic of particular interest. Thus, students will gain a more thorough understanding of this administrative topic and, at the same time, develop a strategy for engaging in site based research, problem solving and inquiry that is essential in order to lead and promote a cycle of continuous school and organizational improvement.  

As one element of the Fieldwork Proposal, students will be asked to include a proposal for their administrative project with the following required elements:  
- Project overview - What you intend to do?  
- Research needed – Site based data & external literature.  
- Rationale for project – Why this is important?  
- Timeline.  
- Strategy for engaging stakeholders.  
- Method of collecting data (evaluating impact of project).  

Students are expected to draw ideas for this project from coursework, pre-pre-practicum experiences, the Introductory Internship (ADMN 771) including observations and the district and/or school inventory, and areas of personal interest. In addition, it is expected that both site supervisors offer input based on school or district-specific conditions.  

Examples of projects might include: student attendance, writing across the curriculum, positive behavior supports, discipline procedures, a walk-through observational protocol or specific classroom routines. Administrative Project proposals will be reviewed and approved by the College Supervisor and reviewed by the Faculty Advisor. After completing the project, a final paper will be prepared with the intended audience of school stakeholders.  

Rationale:  
Course is aligned with required Massachusetts’ Department of Elementary and Secondary Education regulations (603 CMR 7.00) and professional standards and indicators for administrative leadership. This course is 50 hours of a 500-hour fieldwork sequence that is required for Massachusetts administrative licensure.  

Course Objectives:  
This course is intended for school/district leaders as they prepare for administrative roles in advancing both skills and knowledge necessary to successfully lead complex systems. Students will:  
- Demonstrate the ability to understand and accept responsibilities for leading, facilitating, and making decisions typical of those make by educational leaders, with particular focus on teaching and learning.  
- Understand the complexity of leadership responsibilities in providing a safe, efficient, effective learning environment.  
- Synthesize and apply knowledge and skills by taking responsibility for leading complex school-level initiatives and processes that involve direct interaction with families, community members, and other stakeholders as they relate to improved learning and teaching.  
- Demonstrate an understanding of the importance of establishing visions and communication patterns that respect beliefs of all members of the community.
• Mobilize stakeholders in framing problems, solutions, actions, and evaluation.
• Use data to inform an inquiry-action cycle in improving an element of their school such as a practice or policy.
• Gain a deeper sense of the many variables needed to tackle a specific administrative problem from identification, through action, implementation, and evaluation.

**Massachusetts’ Professional Standards and Indicators for Administrative Leadership:**
1 a, f, h, l; 2 c, e, h; 3 b, c; 4 b, d, g, h, j, k.

**Calendar:**
- Administrative Project Proposal – due as part of Fieldwork Proposal, November 13, 2016
- Administrative Project Launch – as early as mid-November 2016
- Project completion – between mid-November 2016 and mid-April 2, 2017
- Final paper due – April 2, 2017

**Required Assignment (due April 2, 2017):**
Students will write a 4-6 page synthesis of their administrative project that is prompted by the following overarching questions:
- **What did you do?** (Include rationale, research conducted, stakeholders included, timeline and hours. Any meeting agendas, presentations or minutes can be included as addendum)
- **What was the impact of this project?** (describe how this work will affect parent/community/ staff engagement, student outcomes, organizational processes, school climate/culture)
- **What are lessons learned and what are next steps** in extending this project on a longer-term or larger scale? (include your evaluation of project, perceived successes and mistakes, gap areas, challenges associated with leading/managing this process, and other reflections pertaining to this experience).

Students should also, as part of their ongoing 500-hour fieldwork, continue the log of hours related to this administrative project field experience. This log must reflect 50 hours of field hours invested in this administrative project. See page 36 for a sample log.

**Grading:**
Grading (standard letter grade) will be completed by the College Supervisor. Students will upload the 4-6 page paper under Fieldwork Proposal, in digication. Supervisors will assess papers using the rubrics below under Fieldwork Proposal. Supervisors will write a short narrative summary (suggestions for narrative are provided in bulleted form below):
- Style (did students use appropriate writing conventions?)
- Paper Completeness (did student meet all assignment elements?)
- Administrative Project (did student complete and describe the comprehensive 50 hour project?)
- Candidate Reflection (did student offer insights on impact, lessons learned, and next steps?)

**Note:** This course spans two semesters (fall and spring). Students will receive an INC for the fall semester, a grade that will be converted to a letter grade once the project/assignment is completed, filed, reviewed and accepted by March 19, 2017.
Capstone Experience (ADMN 772)
3 credits

Pre-requisites:
ADMN 770, ADMN 771

Description:
The Capstone Experience (ADMN 772) marks the last phase of fieldwork, including 250 of the 500-hour total fieldwork requirements. During this course, students will have opportunities for full responsibility in leading school systems, personnel and initiatives. This Capstone Experience is intended to maximize the intern’s opportunities to practice and refine knowledge and skills, within a range of tasks and responsibilities that are required to successfully assume the role of school leader.

During the Capstone Experience, students will work with their on-site supervisor and college supervisor to complete the Fieldwork Proposal developed in ADMN 770. They will maintain a log of experiences, document evidence of work in each standard/indicator, and write a critical reflection of their fieldwork.

Rationale:
This course is aligned with required Massachusetts’ Department of Elementary and Secondary Education regulations (603 CMR 7.00) and professional standards and indicators for administrative leadership. This course is 300 hours of the 500-hour fieldwork sequence that is required for Massachusetts administrative licensure, specifically principal/assistant principal.

Course Objectives:
This course is intended for school/district leaders as they prepare for administrative roles in advancing both skills and knowledge necessary to successfully lead complex systems. Students will:

- Demonstrate the ability to understand and accept responsibilities for leading, facilitating, and making decisions typical of those made by educational leaders, with particular focus on teaching and learning.
- Understand the complexity of leadership responsibilities in providing a safe, efficient, effective learning environment.
- Synthesize and apply knowledge and skills by taking responsibility for leading complex school-level initiatives and processes that involve direct interaction with families, community members, and other stakeholders as they relate to improved learning and teaching.
- Demonstrate an understanding of the importance of establishing visions and communication patterns that respect beliefs of all members of the community.
- Apply critical and analytic skills, through the collection and treatment of data, in order to identify strengths and gaps in school organizations.
- Mobilize and communicate with stakeholders in framing problems, solutions, actions, and evaluation.
- Demonstrate the ability to manage time and competing demands in complex organizations.

Massachusetts’ Professional Standards and Indicators for Administrative Leadership:
Students are required to demonstrate evidence of all Massachusetts Professional Standards and Indicators.

Pre-requisites prior to admission to ADMN 772:
- Students must have successfully completed ADMN 770: Introductory Internship
- Students must have successfully completed ADMN 771: Administrative Project.
- Students must have successfully completed all MCLA Leadership Academy courses and requirements, including a mid-program benchmark evaluation and an endorsement from the college supervisor that they are fully prepared and eligible for the Capstone Experience.
Teaching Methods & Course Activities:
This final phase, the Capstone Experience, of the fieldwork will include opportunities for full responsibility in leading school-based systems, personnel and initiatives. The 300 hours completed within this course are intended to maximize the student’s opportunities to practice and refine knowledge and skills, within a range of tasks and responsibilities, required to successfully assume the role of school leader. Students will enter the Capstone Experience with a Fieldwork Proposal that was developed as part of ADMN 770: Introductory Internship, and approved by both the on-site and college supervisor. The Fieldwork Proposal serves as the framework for ADMN 772, in outlining proposed activities. These hours and activities must afford the student opportunities for field based experiences within the full range of standards and indicators, with the expectation that students assume full responsibilities during these experiences. This will ensure that students are able to apply coursework, extend prior fieldwork, and be fully prepared to assume the role of school leader. On-site supervisors will serve as the daily point of contact for the intern, and must hold the license (for a minimum of three years) that the student seeks. College supervisors will participate in meetings and communicate with the intern and on-site supervisor, ultimately evaluating and determining that students have successfully completed ADMN 772 and met or exceeded all required standards.

Students are encouraged to use the Capstone experience to gain valuable insights into the many roles and responsibilities assumed by school leaders. Potential experiences include (not limited to): scheduling; personnel management including hiring; legal including grievance and contract negotiations; union relations; governance including school councils and school committees; improvement and strategic planning; data organization and application; professional development; budget development and management; emergency and safety planning; curriculum development; facilities management; supporting services such as cafeteria and transportation; handbooks and contracts; and supporting high need students for example.

Course requirements:

A. At start of practicum:
   1. Confirm that the on-site supervisor has a license in the area that the student seeks, and has held this license for a minimum of three years (a copy must be provided to the College Supervisor).
   2. Have a completed Fieldwork Proposal on file. This proposal will include work completed in ADMN 770: Introductory Internship including:
      a. Needs Assessment,
      b. Administrative Project,
      c. Completed PSI matrix (see page 41).

The matrix used for evaluation (page 47) is to be completed in electronic form in the digication space. The matrix should include proposed activities within each standard/indicator that document how the student intends to participate in field experiences for a total to 300 or more hours during this Capstone Experience. Please note, the total number of hours required for licensure is 500, however prior to the Capstone Experience students will have logged 150 hours in the ADMN 770: Introductory Internship, 50 hours in ADMN 771: Administrative Project, and 50 hours in coursework including three pre-practica (25 hours) and the ADMN 656 (25 hours). Capstone Experience hours must be spent in full responsibility experiences and provide a range of diverse experiences that allow all standards and indicators to be accessed and practiced.

   3. Organize a three-way conference with the student, college supervisor, and on-site supervisor. During this meeting, expectations and requirements will be reviewed and the Fieldwork Proposal will be approved. This should be one of the six required meetings.
   4. Continue the weekly log of hours throughout this phase of the internship. Given this is now full responsibility, it is expected that the student will summarize and write a reflection about internship experiences every month, including critically examining organizational patterns, adult behaviors and the dynamic tensions between administrative management and administrative leadership.
Candidates should tie reflections to DESE Professional Standards and Indicators. Note: A sample log is provided on page 36.

5. Begin to complete the Practicum Equivalent Form (page 38) including all required information AND signatures.

**B. At the mid-way point (approximately 150 hours) into the Capstone Experience:**

1. Maintain the weekly log of hours throughout the fieldwork. The student will write and submit a monthly reflection about internship experiences. Candidates should tie reflections to DESE Professional Standards and Indicators.

2. Collect evidence used to demonstrate experiences within each standard and indicator. This evidence should be electronically uploaded into the digication space. This space will be organized by each of the four standard areas. Within each standard, and under each indicator, students should upload artifacts that pertain to each indicator and – generally – the standard area. This documentation/artifacts support the intern’s understanding of each topic. (Examples of artifacts include notes, agendas, messages, brochures, pictures, graphs, data analyses, notices, memos, reports, and evaluations.) Each artifact must include a short explanation of why the artifact chosen is representative of understanding/demonstrating the standard. Students will insert these comments into the text field within each standard area.

3. Organize a three-way conference with the student, college supervisor, and on-site supervisor. During this meeting, the weekly log and digication portfolio will be reviewed. The college supervisor, with support of on-site supervisor, will complete the mid-term evaluation.

4. Add in sign-offs the Practicum Equivalent Form (page 38) for the mid-term evaluation.

**At the completion of the 300-hour practicum:**

1. Organize a three-way conference with the student, college supervisor, and on-site supervisor. During this last meeting, the weekly log, the digication portfolio and the final administrative brief will be reviewed. The college supervisor, with support of on-site supervisor, will complete the final evaluation using the PSI matrix, see page 47.

2. Complete Digication space with artifacts/evidence loaded into all standards/indicators. We encourage students to include artifacts that reflect both fieldwork and course work. Students should provide a brief (sentence or two) next to each indicator in the comment field describing the artifacts that have been selected for that particular indicator (example: artifact - a copy of the master schedule, comment- I collaboratively worked on the master schedule as part of my field hours under the direction of my school principal). At the bottom of each standard, students are asked to summarize and critically reflect on how the overall standard has been met. College supervisors will be reviewing the digication space to ensure field experiences have occurred for all standards and indicators - thus, they will focus only on those artifacts that relate field hours. At the program level, we will look fully at all evidence submitted (both coursework and fieldwork).

3. Two page administrative brief. The student is asked to write a 2 page administrative brief in which he/she captures and articulates key lessons learned, as well as a critical self-evaluation, based on the completed practicum experience.

4. Paperwork. Students are required to submit required paperwork (hard copies) to their college supervisor in early June. These include:

   a. Completed and signed Practicum Equivalent Form (Evaluation Packet)
   b. Printed copy of log of hours
   c. Printed PSI Matrix (the version that has the Midterm and Final- evaluation ratings)
   d. Letter from site supervisor (on school letterhead) stating that the intern has completed the 500 required hours and met all administrative standards and indicators at a proficient or higher level.
The college supervisor will submit grades. Grades will be based on pass/fail standard with expectation that student has met (proficient) or exceeded in all standards/indicators. Students who do not meet expectations will be expected to complete additional hours, experiences, or revise work submitted as directed by the College Supervisor.

** The Capstone Experience Evaluation Packet must be submitted by June 1, 2017 in order to have MCLA’s program completion endorsement stamp on the transcript by July 10, 2017.
ADMN 780: Leadership Conference (July 6-9, 2017)

At the close of the 31 credit Leadership Academy, students will attend a four day conference. During this conference there will be opportunities to reflect, hear from expert thinkers in the field, share experiences with peers, and consider next step in the leadership continuum. As part of this, students will complete several readings, some writing, and an entry plan prior to attendance. The entry plan is further described below:

Entry Plan:
As you complete the Leadership Academy, please be reminded that student outcomes are significantly linked to the quality of the classroom teacher. Moreover, highly engaged and effective teachers are most greatly impacted by the quality of their school leader. That said, as you prepare to assume these important roles we ask that you draw from your complete LA experience (field and coursework) in preparing an Entry Plan for the summer conference. We expect that both peers and MCLA faculty will provide critical feedback on these plans, as ideas are collectively exchanged, shared, borrowed.... We want the Entry Plan to be a useful exercise that will result in a document (and line of thought) that supports successful application and entry into a first administrative job (or that dream job).

There are many variations of entry plans (a typical exercise for most incoming superintendents and many incoming school leaders) that can be found online and we suggest that interns discuss this assignment with their site supervisor to hear about their experiences and approaches. Provided below are some considerations for this plan that we would offer:

A. How do you help a community to know who you are, what you believe in, what you value? This is often framed in Entry Plans as a vision/mission statement, a principles statement, a values statement, etc. Given you’ve articulated platforms in various classes, how might you synthesize/capture these and articulate in a way that helps your school community know who you are?

B. How do you help your community stakeholders to know your “game plan” as you enter into the role? Often leaders create plans that include time frames, such as:
   - **Pre-entry:** Tasks and activities that will occur before assuming the role
   - **Entry:** What will occur in the first day, week, month, 100 days?
   - **Beyond first year:** What is the long range plan for engaging stakeholders in setting goals, developing actions, examining data, etc.

C. What kinds of activities will you engage in? This can be nested within B (the timeframe) or set apart as independent activities that may include:
   - Interviews
   - Focus groups
   - Tours/Site Visits
   - Community outreach
   - Data analysis
   - Document reviews (audits, improvement plans, evaluations, etc.)

D. Who are key stakeholders, how will they be engaged, how will they be valued? Examples of groups include:
   - Stakeholders
   - Governance groups (school councils, board, select boards)
   - Staff (Teachers and all support units)
   - Community members (business, faith-based, civic, media)
   - Parents
E. What are you promising in the delivery of this entry plan? If you have worked in the district where you are applying, it may seem easy to quickly jump to solutions and build goals, activities, & targets. However, by writing this entry plan you are making a promise to deliver something (a product, a report, a state of the school, an improvement plan, a list of goals, an approach) at some point (1 month, 3 months, 6 months) later. Thus, we ask that you articulate what your promise is to your community, what the Entry Plan will lead to, and how this will be communicated.

We are not placing a required minimum or maximum on this assignment. We truly want this exercise to be useful, and believe that the effort you put into the thinking and structure of this plan may impact how well you interview in appearing prepared and ready, in delivering within the hectic pace of the first 12 months, and how well you foster an engaged community build on high expectations, trust, and mutual goals.

The Entry Plan will be due approximately one week prior to the July Conference, due date June 21, 2015.
Licensure

At the end of the MCLA Leadership Academy, most students seek to apply for and obtain a state license. Upon completion, MCLA will provide the appropriate licensure endorsement on the student’s transcript that will be used by the student to apply for the license.

All students must set up a MA DESE ELAR account as part of their first summer residency (page 39). Students must choose an appropriate grade level for their Principal license per MA regulations: PreK-6, 5-8, or 9-12. All these MA grade levels are equivalent to the NY School Building Leader license and are chosen based the level that best corresponds to the school in which the internship will take place. Students must retain their MEPID number for use on program paperwork. Students who do not retain their MEPID number may locate it in Self-Service Banner under Student Information.

Listed below are summarized steps to apply for administrative licensure for both Massachusetts and New York candidates. Additional information can be provided to candidates from other states who may seek a license through interstate reciprocity.

Please note: It is the student’s responsibility to apply for the state license directly through the state department of education. There are additional requirements (such as testing and fees) that students must complete beyond the approved program to qualify for and receive a license.

For more information contact Nancy Pearlman, Coordinator of Educator Licensure and Placement, Mark Hopkins 204, n.pearlman@mcla.edu, 413-662-5522.
How to Apply for MASSACHUSETTS Initial Administrator License

Please follow all the steps below in order to apply for your MA administrator license.

1. **Log in to your** MA Educator Licensure and Recruitment (ELAR) account:
   https://gateway.edu.state.ma.us/elar/common/EducatorWelcomePagePageControl.ser

2. **Apply** for your Initial administrator license **AND** your Sheltered English Instruction (SEI) endorsement* and **pay** the license application fee on ELAR **before** you complete the Leadership Academy program.
   
   !!Be sure to apply for the correct license and grade level!!

3. During the final summer residency, **complete and submit** the Request for Licensure Recommendation to the MCLA Coordinator of Educator Licensure and Placement. This information is required for MCLA to recommend you for licensure.

4. **Complete** all requirements of the Leadership Academy program at MCLA.

5. The endorsement statement is placed on your transcript permanently after you have completed all requirements successfully. Once the statement appears on your transcript (you can check in Self-Service Banner), **request** that the Registrar’s Office send an official transcript to the NY Ed. Dept. The instructions are online at http://www.mcla.edu/Academics/academicresources/registrar.

   !!Do not request a transcript before the endorsement statement is placed on it.

*If you already have an SEI endorsement in ELAR, you do not have to apply for this endorsement.

Once the above requirements are met, the Education Office will process your electronic endorsement in ELAR. While waiting for DESE to process your license, you can provide a print-out of your pending license status from ELAR and/or your transcript to show employers that your licensure requirements have been completed.

**NOTE: If you do not complete all the above steps, your license will not be approved.**

For more information contact Nancy Pearlman, Coordinator of Educator Licensure and Placement, Mark Hopkins 204, n.pearlman@mcla.edu, 413-662-5522.
How to Apply for NEW YORK Administrator License

Note: Licensure regulations are subject to change. For updates and more information about licensure in New York, contact the NYS Education Dept., your school district, or the local BOCES office.

Please follow all the steps below in order to apply for your NY administrator license.

1. During the final summer residency, complete and submit the Request for Licensure Recommendation to the MCLA Coordinator of Educator Licensure and Placement. This information is required for MCLA to recommend you for licensure.

2. Complete all requirements of the Leadership Academy program at MCLA.


4. Apply for your Administrator license online. Be sure to apply for the correct license; in most cases “School Building Leader.” All MA Principal levels are equivalent to NY SBL K-12.
   a) After you choose the appropriate license and level, you will see this page: Educational Preparation for this application only. Choose the response B at the bottom of the page: “No, I have not completed, nor am I enrolled in, an Approved Teacher Preparation Program at a New York State College or University for this certificate and this type.”
   b) On the next page: Interstate Reciprocity, choose the response b: “Yes, I completed an Approved Teacher Education program that would lead to certification in the state that I completed the program.”
   c) Complete your application.
   d) Pay the application fee.

5. The endorsement statement is placed on your transcript permanently after you have completed all requirements successfully. Once the statement appears on your transcript (you can check in Self-Service Banner), request that the Registrar’s Office send an official transcript to the NY Ed. Dept. The instructions are online at http://www.mcla.edu/Academics/academicresources/registrar. 
   !!Do not request a transcript before the endorsement statement is placed on it.

While waiting for NY to process your license, you can show a print-out of your pending license status from TEACH and/or your transcript to show employers that your licensure requirements have been completed.

6. If you also desire a MA administrator license, please follow the MA instructions provided separately. You will also need to pass the MA Test for Educator Licensure (www.mtel.nesinc.com) required for this license.

NOTE: If you do not complete all the above steps, your license will not be approved.

For any questions about NY licensure please contact the NY Ed. Dept., your school district, or BOCES office.

For more information contact Nancy Pearlman, Coordinator of Educator Licensure and Placement, Mark Hopkins 204, n.pearlman@mcla.edu, 413-662-5522.
MASSACHUSETTS COLLEGE OF LIBERAL ARTS
Leadership Academy

Request for Administrator Licensure Recommendation

This form must be filled out **completely** and submitted to the Coordinator of Educator Licensure and Placement, MCLA Education Department (n.pearlman@mcla.edu) before the program completion date.

Last Name ___________________________  First Name ___________________________

Permanent Address ____________________  Telephone Number _________________

________________________________________  E-mail _______________________

MCLA A # _____________________________  DESE MEPID # ____________________

**Leadership Academy Licensure Program Completed:**
Principal/Asst. Principal (SBL), Grade Level* Choose One: PreK-6____ 5-8____ 9-12____
*All grade levels equal the NY School Building Leader certificate.

Only for those students who completed ADMN 712 District-Level Internship:
Superintendent/Asst. Superintendent, All Levels ______

Please note: **This is not your application for educator licensure.** Applications for licensure are filed online through your state Department Education’s website. It is the student’s responsibility to submit all paperwork required for the licensure application and pay the application fee.

Signature ______________________________ Date __________

For office use only:

<table>
<thead>
<tr>
<th>ELAR Endorsement Date</th>
<th>License Area/Level</th>
<th>SEI Endorsement (MCLA/previous)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Checklist

Please use this checklist to manage ongoing program requirements and deadlines. This list is not meant to be exhaustive, but provide key markers within the program. Monthly updates that reinforce and further describe these elements will be provided throughout the program.

<table>
<thead>
<tr>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN - Dean</td>
</tr>
<tr>
<td>PD – Program Director</td>
</tr>
<tr>
<td>FA - Faculty</td>
</tr>
<tr>
<td>CC – College Intern Coordinator</td>
</tr>
<tr>
<td>CS – College Supervisor</td>
</tr>
<tr>
<td>SS – Site Supervisor</td>
</tr>
</tbody>
</table>

Admissions (January – April 2016) reviewed by completed
- Personal Statement PD
- Transcripts to MCLA PD
- Recommendations PD
- Letter of Endorsement from Supervisor PD
- Copy of Candidate Teaching License PD
- Copy of Site Supervisor Admin License PD

Pre-practicum Courses (April – July 2016)
- ADMN 627: Educational Policy and Standards PD, FA
- ADMN 637: Data and Equity Audit PD, FA
- ADMN 647: Educator Evaluation PD, FA
- Completed Pre-practicum Portfolio PD, FA
- Load documents into e-Portfolio PD, FA

Summer 1 residency (July 8 - 23, 2016)
Courses:
- ADMN 626: Leading Schools in Context
  Key Assessment: Educational Platform FA
- ADMN 636: Data Analysis and Action Planning FA
  Key Assessment: Data Implementation Plan FA
- ADMN 646: Supervising Teaching and Learning FA
  Key Assessment: Evaluation Report FA

Fieldwork:
Fieldwork Internship Orientation (July 14, 2016) DN, CC, CS
Orientation meeting with College Supervisor CC, CS

Register for Fall 2016 courses PD
Set up ELAR account PD

*Note: Evidence should be loaded into digication in an ongoing manner
Fall 2016 (September – December 2016)

Courses:
ADMN 657: Organizing Schools for Teaching and Learning
  Key Assessment: Case studies in school operations
  Target dates – Sept 1 – Nov. 6, 2016
ADMN 656: Building School and Community Partner.
  Key Assessment: School Comm. Action Plan
  Target dates – Nov. 18 – Feb. 12, 2017

Fieldwork:
Submission of Fieldwork/Practicum Application
Letter of endorsement w/license of Site Supervisor
Set-up of Fieldwork/Practicum Log
  By September 15, 2016

First meeting with College Supervisor and Site Supervisor
  By September 15, 2016

ADMN 770: Introductory Internship (Sept. 1 – Nov. 13, 2016)
  Completion of School/District Inventory
  Submission and Acceptance of Fieldwork Proposal
  School/District Inventory Analysis
  Administrative Project Proposal
  Completed PSI matrix
  Proposal is Due Nov 13, 2016

Second meeting with College Supervisor and Site Supervisor
  After Nov. 13 by Dec. 10, 2016

Fall residency
  On campus from November 18-20, 2016

Register for Spring/Summer 2016 courses

Spring 2017 (January – June 2017)

Courses:
ADMN 658: Public School Law
  Key Assessment: Law Lesson
  Target dates – Feb. 22 – April 16, 2017
ADMN 621: Sheltered English Immersion
  Key Assessment: Lesson Plan
  Target dates – April 23 – June 1, 2017

Fieldwork:
ADMN 771: Administrative Project
  Proposal Accepted (mid-November)
  Final Submission/Reflective Paper Accepted
  Due by February March 19, 2017

Digication space is partially populated at mid-point

Third meeting with College Supervisor and Site Supervisor
  By January 15, 2017
ADMN 772: Capstone (between January 2017 and May 15, 2017)

Completed digication space (artifacts and reflection) CS
Two page administrative brief CS, PD
Paperwork (printed and submitted to college supervisor)
  Completed Fieldwork Log CS, SS
  Printed PSI Matrix CS, SS
  Completed Administrator Practicum Equivalent Form CS, SS
  Endorsement Letter by Site Supervisor SS

Final Evaluation & Grades by College Supervisor CS
by June 15, 2017

Fourth meeting with College Supervisor and Site Supervisor
  By February 15, 2017 CS, SS

Spring residency
  On campus from March 17-19, 2017 PD, DN

Fifth meeting with College Supervisor and Site Supervisor
  By May 1, 2017 CS, SS

Digication space must be fully completed and populated
  By June 1, 2017 PD, FA

Sixth (Final) meeting with College Supervisor and Site Supervisor
  By June 1, 2017 CS, SS

Summer 2 residency (July 6–9, 2017)
ADMN 780: Leadership Conference
  All required documents submitted PD
  Entry plan prepared (by June 21) and presented PD, FA
  Participation in culminating exercises and reflections PD, FA
  Evaluation and endorsement PD, FA

Program Benchmarks:
Admissions benchmark PD, DN
  Target date – by April 15, 2016
Summer 1 benchmark PD, DN
  Target date – August 15, 2016
Mid-Program benchmark PD, DN
  Target date – January 10, 2017
End-of-Program benchmark PD, DN
  Target date – July 9, 2017

Licensure:
Complete Request for Licensure Form PD, DN
  Target date – July 1, 2017

Attend CAGS after Summer 2 Residency!
Sample Log of Practicum Hour Template

LOG OF PRACTICUM (Fieldwork) HOURS
A Separate Log Must be Completed for Each Placement

Name of Administrative Intern ________________________________
Certification Sought (Field and Level) ________________________________
Name of College Supervisor ______________________________________
Beginning Date of Practicum________________________ Ending Date of Practicum ________________

Approving Signature of Onsite Supervisor ________________________________ Date: ____________________

Note: This is a sample Log Template. Students are encouraged to use other tools to maintain a record of fieldwork hours. However, the categories described below must be reflected on a final log that is included as part of the final review by the College Supervisor and included on the e-Portfolio (digication).

Sample Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Category</th>
<th>Observing, Assisting, or Full Responsibility</th>
<th>Description of Activity</th>
<th>Standard/Indicator Met</th>
<th>Initials (Site Supervisor)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

The key to the terms for the Log of Practicum Hours follows:

OBSERVING
- The Administrative Intern is learning through observation only. The Administrative Intern may observe in gatherings such as team planning sessions, conferences for developing IEPS, or school committee meetings.

ASSISTING
- The Administrative Intern is assisting the Onsite Supervisor or some other member of the educational team and is not involved in establishing the goals or in the planning of the administrative activity.

FULL RESPONSIBILITY
- The Administrative Intern assumes full responsibility for administering a program or part of a program or the Administrative Intern is in charge of or is playing a major role in the planning and implementing of administrative projects assigned by his/her supervisor.
MASSACHUSETTS COLLEGE OF LIBERAL ARTS
EDUCATION DEPARTMENT
ADMINISTRATIVE INTERNSHIP/PRACTICUM
APPLICATION

Name: ___________________________________ Student ID #: A ________________________
Address: ________________________________ City: ________________________________
State: _______ Zip Code: ____________
Home Phone: (___) ____________________ Work Phone: (___) ____________________
Email address: __________________________________________________________

Proposed Site:
School: ___________________________________________________________________
Address: ___________________________________________________________________

On-Site Supervisor*:
Name: __________________________________________
Position: ____________________ Phone: (___) ____________________

*Notes:
- On-site supervisor must have an appropriate administrator license along with at least three years’
  experience in that role.
- The supervisor’s license credentials must be sent to the Education Department by July 31, 2016.
- Supporting letters from principal and superintendent must be sent to the Education Department by
  July 31, 2016.

Signature: ________________________________ Date: ________________________________

Return form, credentials, and supporting letters to:
Education Department
375 Church Street
Massachusetts College of Liberal Arts
North Adams, MA 01247-4100
### Part 1 - To be completed by the candidate

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Last Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address:</td>
<td></td>
</tr>
<tr>
<td>City/Town:</td>
<td>State:</td>
</tr>
<tr>
<td>Sponsoring Organization:</td>
<td></td>
</tr>
<tr>
<td>MEPID: or License #:</td>
<td></td>
</tr>
<tr>
<td>Program &amp; Level:</td>
<td>Credit hours:</td>
</tr>
<tr>
<td>Practicum/Equivalent Course Number:</td>
<td></td>
</tr>
<tr>
<td>Practicum Course Title:</td>
<td>Grade Level(s) of Students:</td>
</tr>
<tr>
<td>Practicum/Equivalent Site:</td>
<td>Number of hours assumed full responsibility in the role:</td>
</tr>
<tr>
<td>Total Number of Practicum Hours:</td>
<td></td>
</tr>
<tr>
<td>Other Massachusetts licenses held, if any:</td>
<td></td>
</tr>
<tr>
<td>Have any components of the approved program been waived? 603 CMR 7.03(1)(b):</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Part 2 - To be completed by the Program Supervisor

Name:

The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:

Candidate’s License Field: Grade Level:

To the best of my knowledge (per the Supervising Practitioner’s Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation. Yes No

### Part 3 - To be completed by the Supervising Practitioner

Name: Position:

School District: License: Initial Professional # of years of experience under license: License Field(s): MEPID: or License #: 

### Part 4 – Initial 1, 2, 3

1. Initial meeting held at which the procedures for evaluation were explained to the candidate.
   
   Date: Candidate: Program Supervisor: Supervising Practitioner: 

2. Meeting held midway through the practicum at which the Candidate’s progress was discussed.
   
   Date: Candidate: Program Supervisor: Supervising Practitioner: 

3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments.
   
   Date: Candidate: Program Supervisor: Supervising Practitioner: 

### Part 5

Candidate has successfully completed the Practicum/Practicum Equivalent: Yes No

Program Supervisor: Date 

Supervising Practitioner: Date 

Mediator (if necessary see: 603 CMR 7.04(4)): Date 

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How to Set Up Your ELAR Account

The Massachusetts Department of Elementary and Secondary Education requires that all candidates in educator preparation programs create an ELAR (Educator Licensure and Recruitment) account to acquire a MEPID (Massachusetts Education Personnel Identifier) number. All MCLA Leadership Academy students need to obtain a MEPID and provide it to the Education Department before beginning their administrative internship regardless of the state in which students work and/or live.

There is no charge to set up an ELAR account and there is no further commitment required.

HINTS:
- Use a permanent email address, not your college or work email address.
- Retain your MEPID, User ID, password, and security question/answer as you will need it for licensure.

Please follow these easy steps to set up your ELAR account:
1. Visit the DESE website at www.doe.mass.edu and click on Educator Services
2. Click on the ELAR icon:
3. Once in the ESE Security Portal, click on the bottom of the login box Create ELAR Profile, enter all required information, and click on SIGN at the bottom of the screen.
4. Create a password and a security question. Click SUBMIT after this information is entered. Keep your username and password in a secure place. You will need it to log in to ELAR in the future.

After you receive confirmation of your username and password, repeat steps 1 and 2 above and then:
1. Sign into the ESE Security Portal with the username and password that was just created.
2. Complete the educational information. Click ADD.
3. Review the information and if correct, click SAVE in the bottom right screen.
4. Click on Check license status, history, make a payment. The Inquiry-Activity Summary page will appear.
5. Your MEPID number appears above your name.
6. Complete the information requested on this sheet and submit by the deadline provided.
7. Fill this form out completely and submit by deadline provided. DO NOT LEAVE ANY SPACE BLANK.

Keep your MEPID#. You will need it to complete your Leadership Academy internship paperwork.

Last Name ___________________________ First Name ___________________________

Principal/Asst. Principal Grade Level* (Check One): _____PreK-6 _____5-8 _____9-12
(*Corresponds to NY School Building Leader, all levels)

MCLA A # ___________________________ Date of Birth ___________________________

Permanent Address ___________________________ E-mail ___________________________

City, State, Zip ___________________________ DESE MEPID # ___________________________

For more information contact Nancy Pearlman in Mark Hopkins 204, n.pearlman@mcla.edu, or 413.662.5522.
Leadership Academy Program Contacts

PROGRAM DIRECTOR
Dana Rapp
drapp@mcla.edu
413-662-5197

DEAN OF GRADUATE AND CONTINUING EDUCATION
Howard J. Eberwein III
Howard.J.Eberwein@mcla.edu
413.662- 5543

EDUCATION DEPARTMENT ADMINISTRATIVE ASSISTANT
Michelle Delisle
M.Delisle@mcla.edu
413-662-5381

COORDINATOR OF EDUCATOR LICENSURE AND PLACEMENT
Nancy Pearlman
n.pearlman@mcla.edu
413-662-5522

College Offices:

BURSAR
bursar@mcla.edu
413-662-5230

FINANCIAL AID
800.969.6252

REGISTRAR
registrar@mcla.edu
413-662-5216

CAMPUS SAFETY
413.662.5283 or 5284 non-emergency

IN CASE OF EMERGENCY: 413.662.5100 or 911
Professional Standards and Indicators (PSI)

These standards are taken from MA ESE regulations, 603 CMR 7.10. In order to successfully complete the MCLA Leadership Academy, students must demonstrate proficiency on PSIs in both course work, fieldwork, and in their end-of-program evaluation.

The key to the ratings for the STANDARDS are as follows:

EXCEEDS EXPECTATIONS
• Shows promise of becoming an exemplary administrator. Is unusually well-qualified for licensure.

MEETS EXPECTATIONS
• Is well-qualified to be recommended for licensure.

NEEDS IMPROVEMENT
• Is minimally qualified to be recommended for licensure.

COMPETENCY NOT MET
• Is not qualified to be recommended for licensure at this time

In addition to the rating using the matrices, Administrative Interns receive a PASS or FAIL (which will appear on transcript) for the three components of their Fieldwork including:

• Introductory Internship
• Administrative Project
• Capstone Experience

College Supervisors, Site Supervisors, and Faculty Advisors will use the PSI grid and elements of the Massachusetts Model for Educator Evaluation to assess the proficiency of each student. Practica (Fieldwork) deemed "successfully completed" receive the equivalent of a grade of B- or higher; Administrative Interns receiving a Practicum grade of lower than the equivalent of B- will fail the internship/practicum and will not be recommended for licensure. In some cases, students will be asked to repeat practicum experiences, access more diverse experience, or revise submitted work.
SDL Application Process and Guidelines

Students who have successfully completed their 500 hour Principal internship (SBL) are then eligible to complete the requirements for a Superintendent’s license (SDL). To attain the SDL, students must complete (1) a 300 hour internship and (2) a 3-credit on-line course in June of their second year in the program (the 3-credit course can also be used towards a 9-credit CAGS). Students must go through a simple application process before they begin their SDL. Here are the steps:

1. Confirm with your MCLA SBL internship supervisor that (1) you are in a position to complete the SDL and (2) they are available to oversee it.

2. Notify Michelle Delisle (LA secretary) that you have confirmation from your MCLA supervisor and that you would like to begin the registration process.

3. Students need to submit the following to Michelle Delisle before they can register:
   a. Letter of support from on-site supervisor
   b. Copy of on-site supervisor’s district license

4. Students need to submit the following to their MCLA supervisor after they have been cleared to register:
   a. Letter of support from the on-site supervisor
   b. Completed calendar and PSI Matrix

5. Upon successful completion of the SDL internship, students need to upload into the digication and submit to their MCLA Supervisors the following:
   a. Completed Practicum Form (Appendix C) (original hard copy)
   b. Log of hours (in digication and hard copy)
   c. Completed Final PSI Matrix (Appendix D) (hard copy)
   d. Professional Portfolio (digication)
   e. Request for Licensure Recommendation Form (Appendix E) (original hard copy)
   f. Letter of Endorsement from on-site supervisor (original hard copy)
   g. All digication spaces complete
   h. Final reflection/Admin Brief (digication)
PROFESSIONAL STANDARDS FOR ADMINISTRATORS: For Students
Superintendent/Assistant Superintendent (All Levels)
Principal/Assistant Principal (PreK-6, 5-8, 9-12)
Supervisor/Director (All Levels)
Initial License

<table>
<thead>
<tr>
<th>Professional Standards for Administrators</th>
<th>Complete this column as part of Fieldwork Proposal</th>
<th>Complete these columns as Fieldwork experience are completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify field activities</td>
<td>Proposed Activities</td>
<td>Actual Activities</td>
</tr>
</tbody>
</table>

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

   a) **Goals:** Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives.

   b) **Aligned Curriculum:** Ensures the implementation of an effective curriculum that is aligned to state curriculum frameworks.

   c) **Instruction:** Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

   d) **Assessment:** Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

   e) **Evaluation:** Provides effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions.

   f) **Data-Informed Decision-Making:** Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.
<table>
<thead>
<tr>
<th>Professional Standards for Administrators</th>
<th>Complete this column as part of Fieldwork Proposal</th>
<th>Complete these columns as Fieldwork experience are completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify field activities</strong></td>
<td>Provened Activities</td>
<td>Proposed Activities</td>
</tr>
<tr>
<td>g) <strong>Equity and Excellence:</strong> Promotes fairness, respect, high expectations, and support for all students through policies, programs and practices, and addresses the impact of changes in student population on curriculum and instruction.</td>
<td></td>
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</tr>
<tr>
<td>h) <strong>Accountability:</strong> Creates a culture in which both staff and students take responsibility for their performance and behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) <strong>Closing Proficiency Gaps:</strong> Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps.</td>
<td></td>
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</tr>
<tr>
<td>j) <strong>Intervention Strategy:</strong> Ensures that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners.</td>
<td></td>
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</tr>
<tr>
<td>k) <strong>Professional Development:</strong> Understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals.</td>
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<tr>
<td>l) <strong>Program Evaluation:</strong> Systematically monitors, evaluates and makes needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals.</td>
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<tr>
<td>m) <strong>Technology:</strong> Expects and supports effective use of technology to support instruction.</td>
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</tr>
<tr>
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2. **Management and Operations:** Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
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<td>b) <strong>Operational Systems:</strong> Ensures efficient and effective operational system (e.g., maintenance, transportation, food service) and support their continuous improvement.</td>
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<td>c) <strong>Human Resources Management and Development:</strong> Implements a cohesive approach to human resource management that promotes high quality and effective staff and professional growth, consistent with state licensure, effect employment practices, and collective bargaining agreements.</td>
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<td>g) <strong>Fiscal Systems:</strong> Allocates, manages and audits fiscal expenditures consistent with district and school goals and available resources, and develops a budget for the School Committee that supports the district’s vision, mission and goals.</td>
<td></td>
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<td>h) <strong>Improvement Planning:</strong> Develops, implements, and assesses the effectiveness of district and school improvement plans.</td>
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<td>j) <strong>Contract Negotiations:</strong> Advises the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Family and Community Engagement:</strong> 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.</td>
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<td>b) <strong>Effective Communication:</strong> Effectively executes a full range of communication strategies that generate public understanding and support for the district/school.</td>
<td></td>
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<td>c) <strong>Advocacy:</strong> Advocates for, and collaborates with, families, community members, and other stakeholders.</td>
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<td>d) <strong>Community Connections:</strong> Builds strong working relationships and connections with appropriate community providers to support students’ academic progress, social and emotional well-being, and civic participation.</td>
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<td>e) <strong>Cultural Awareness:</strong> Recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes.</td>
<td></td>
<td></td>
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<td>4. <strong>Professional Culture:</strong> Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.</td>
<td></td>
<td></td>
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<td>a) <strong>Mission and Core Values:</strong> Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</td>
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<td>b) <strong>Shared Vision:</strong> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers.</td>
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<td>c) <strong>Personal Vision:</strong> Articulates a vision for schooling characterized by respect for children and families and democratic values of excellence, equity, and pluralism.</td>
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<td>e) <strong>Cultural Proficiency:</strong> Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students’ background, identities, strengths and challenges are respected.</td>
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<td>f) <strong>Ethical Behavior:</strong> Consistently maintains and promotes ethical and professional conduct and appropriately addresses any unethical and/or unprofessional behavior.</td>
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</tr>
<tr>
<td>g) <strong>Continuous Learning:</strong> Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator’s own practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) <strong>Communications:</strong> Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies.</td>
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<td>i) <strong>Managing Conflict:</strong> Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.</td>
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<td>k) <strong>Time Management:</strong> Effectively manages time, prioritizes tasks, meets important deadlines to maximize the attainment of personal and professional goals. Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in thoughtful, productive series of conversations and deliberations about important school matters.</td>
<td></td>
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</table>
PROFESSIONAL STANDARDS FOR ADMINISTRATORS:  For College Supervisors
Superintendent/Assistant Superintendent (All Levels)
Principal/Assistant Principal (PreK-6, 5-8, 9-12)
Supervisor/Director (All Levels)
Initial License

<table>
<thead>
<tr>
<th>Professional Standards for Administrators</th>
<th>MIDTERM</th>
<th>FINAL</th>
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</thead>
<tbody>
<tr>
<td><strong>RATING:</strong></td>
<td>EXCEEDS EXPECTATIONS</td>
<td>MEETS EXPECTATIONS</td>
</tr>
<tr>
<td>1. Instructional Leadership:</td>
<td></td>
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</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) <strong>Goals:</strong> Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives.</td>
<td></td>
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<tr>
<td>b) <strong>Aligned Curriculum:</strong> Ensures the implementation of an effective curriculum that is aligned to state curriculum frameworks.</td>
<td></td>
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<tr>
<td>c) <strong>Instruction:</strong> Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) <strong>Assessment:</strong> Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.</td>
<td></td>
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</tr>
<tr>
<td>e) <strong>Evaluation:</strong> Provides effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions.</td>
<td></td>
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<td>f) <strong>Data-Informed Decision-Making:</strong> Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.</td>
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<td><strong>NEEDS IMPROVEMENT</strong></td>
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<td>g) <strong>Equity and Excellence:</strong> Promotes fairness, respect, high expectations, and support for all students through policies, programs and practices, and addresses the impact of changes in student population on curriculum and instruction.</td>
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<td>h) <strong>Accountability:</strong> Creates a culture in which both staff and students take responsibility for their performance and behavior.</td>
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<tr>
<td>i) <strong>Closing Proficiency Gaps:</strong> Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) <strong>Intervention Strategy:</strong> Ensures that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) <strong>Professional Development:</strong> Understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals.</td>
<td></td>
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<tr>
<td>l) <strong>Program Evaluation:</strong> Systematically monitors, evaluates and makes needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals.</td>
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### Administrative Leadership Practicum/Practicum Equivalent Form

**PRINCIPAL (SBL) EXAMPLE**

See 603 CMR 7.10

---

**Part 1 – To be completed by the candidate**

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Suzy</th>
<th>Last Name:</th>
<th>Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address:</td>
<td>123 Main Street</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City/Town:</td>
<td>Springfield</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zip:</td>
<td>10000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsoring Organization:</td>
<td>MA College of Liberal Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEPID:</td>
<td>55555* or License #: *MEPID is in Self-Service Banner under “Student Information”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program &amp; Level:</td>
<td>Principal, Grades (Circle one: PK-6, 5-8, 9-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum/Equivalent Course Number:</td>
<td>ADMN 772</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum Course Title:</td>
<td>Capstone Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum/Equivalent Site:</td>
<td>USA Middle School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level(s) of Students:</td>
<td>6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Practicum Hours:</td>
<td>500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of hours assumed full responsibility in the role:</td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Massachusetts licenses held, if any:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have any components of the approved program been waived? 603 CMR 7.03(1)(b)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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**Part 2- To be completed by the Program Supervisor**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sam Adams</th>
</tr>
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<tbody>
<tr>
<td>The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:</td>
<td></td>
</tr>
<tr>
<td>Candidate's License Field:</td>
<td>Principal</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Circle one: PK-6, 5-8, 9-12</td>
</tr>
<tr>
<td>To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Part 3- To be completed by the Supervising Practitioner**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sally Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Principal</td>
</tr>
<tr>
<td>School District:</td>
<td>USA School District</td>
</tr>
<tr>
<td>License:</td>
<td>Initial</td>
</tr>
<tr>
<td># of years of experience under license:</td>
<td>10</td>
</tr>
<tr>
<td>MEPID:</td>
<td>NY 123456</td>
</tr>
<tr>
<td>License Field(s):</td>
<td>NY School Building Leader</td>
</tr>
</tbody>
</table>

**Part 4 – Initial 1, 2, 3**

<table>
<thead>
<tr>
<th>Date:</th>
<th>2.1.15</th>
<th>Candidate:</th>
<th>SS</th>
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</thead>
<tbody>
<tr>
<td>Program Supervisor:</td>
<td>SA</td>
<td></td>
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</tr>
<tr>
<td>Supervising Practitioner:</td>
<td>SJ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>3.10.15</td>
<td>Candidate:</td>
<td>SS</td>
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<tr>
<td>Program Supervisor:</td>
<td>SA</td>
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<td></td>
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<tr>
<td>Supervising Practitioner:</td>
<td>SJ</td>
<td></td>
<td></td>
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<tr>
<td>Date:</td>
<td>5.15.15</td>
<td>Candidate:</td>
<td>SS</td>
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<td>SA</td>
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<tr>
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</table>

**Part 5**

Candidate has successfully completed the Practicum/Practicum Equivalent | Yes | No |

Program Supervisor: | Date |

Supervising Practitioner: | Date |

Mediator (if necessary see: 603 CMR 7.04(4)) | Date |
# Administrative Leadership Practicum/Practicum Equivalent Form

**SUPERINTENDENT (SDL) EXAMPLE**

See 603 CMR 7.10

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<td>Last Name: Smith</td>
</tr>
<tr>
<td>Street Address: 123 Main Street</td>
<td></td>
</tr>
<tr>
<td>City/Town: Springfield</td>
<td>State: MA Zip: 10000</td>
</tr>
<tr>
<td>Sponsoring Organization: MA College of Liberal Arts</td>
<td></td>
</tr>
<tr>
<td>MEPID: 55555* or License #: *MEPID is in Self-Service Banner under “Student Information”</td>
<td></td>
</tr>
<tr>
<td>Program &amp; Level: Superintendent</td>
<td></td>
</tr>
<tr>
<td>Practicum/Equivalent Course Number: ADMN 712</td>
<td>Credit hours: 3</td>
</tr>
<tr>
<td>Practicum Course Title: District Level Half-Practicum</td>
<td></td>
</tr>
<tr>
<td>Practicum/Equivalent Site: USA School District</td>
<td>Grade Level(s) of Students: K-12</td>
</tr>
<tr>
<td>Total Number of Practicum Hours: 300</td>
<td>Number of hours assumed full responsibility in the role: 300</td>
</tr>
<tr>
<td>Other Massachusetts licenses held, if any:</td>
<td></td>
</tr>
<tr>
<td>Have any components of the approved program been waived? 603 CMR 7.03(1)(b) Yes No</td>
<td></td>
</tr>
</tbody>
</table>

**Part 2- To be completed by the Program Supervisor**

<table>
<thead>
<tr>
<th>Name: Sam Adams</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:</td>
</tr>
<tr>
<td>Candidate's License Field: Superintendent Grade Level: All Levels</td>
</tr>
<tr>
<td>To the best of my knowledge (per the Supervising Practitioner’s Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation. Yes No</td>
</tr>
</tbody>
</table>

**Part 3– To be completed by the Supervising Practitioner**

<table>
<thead>
<tr>
<th>Name: Sally Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position: Superman</td>
</tr>
<tr>
<td>School District: USA School District</td>
</tr>
<tr>
<td>License: Initial Professional # of years of experience under license: 10</td>
</tr>
<tr>
<td>MEPID: or License #: NY 123456 License Field(s): NY School District Leader</td>
</tr>
</tbody>
</table>

**Part 4 – Initial 1, 2, 3**

1. Initial meeting held at which the procedures for evaluation were explained to the candidate. 
   Date: 2.1.15 Candidate: SS Program Supervisor: SA Supervising Practitioner: SJ
2. Meeting held midway through the practicum at which the Candidate's progress was discussed. 
   Date: 3.10.15 Candidate: SS Program Supervisor: SA Supervising Practitioner: SJ
3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments. 
   Date: 5.15.15 Candidate: SS Program Supervisor: SA Supervising Practitioner: SJ

**Part 5**

Candidate has successfully completed the Practicum/Practicum Equivalent Yes No

<table>
<thead>
<tr>
<th>Program Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervising Practitioner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mediator (if necessary see: 603 CMR 7.04(4))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

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