



The Massachusetts School Administrators' Association (MSAA)

invites candidates to enroll in our twelve month Leadership Licensure Program (LLP). LLP is for qualified Massachusetts educators to obtain provisional and/or initial licensure. Initial licensure can only be obtained for a Principal/Assistant Principal (PreK–8;5–12) if the candidate successfully passes the PAL Tasks. Supervisor/Director licensure does not require the PAL Tasks.

LLP is a highly selective program, with rigorous academic and performance standards coupled with continual support for participants during the instructional program, the practicum, and the first 2 years of employment as a school administrator.

Program begins July 2025 through April/May 2026

Orientation Meeting: Thursday June 12, 2025

(The Orientation is mandatory attendance for candidates, site supervisors (mentors) and program supervisors).

Tuition:

LLP/license only— \$11,850.00

[LLP Application now open](#)

Guidance Counselors: An additional weekend module will be offered May 2026, focusing on the Director of Guidance Role. See page 6 for more information.

Please note: Pearson is the organization that oversees the Performance Assessment for Leaders PAL Tasks has instituted a per task fee of \$159. These fees are subject to change.



The MSAA LLP provides instruction and curriculum development, prepares aspiring administrators for provisional and/or initial licensure in Massachusetts as principals/assistant principals (PreK-8;5-12), or supervisors/directors. Candidates can earn initial licensure upon successful completion of the PAL Tasks. It is a rigorous, comprehensive program built upon the knowledgebase of effective teaching and learning and best practices of instructional and organizational leadership.

LLP prepares educators for leadership in Massachusetts Public Schools, focusing on knowledge of subject matter, implementation of the Massachusetts Curriculum Frameworks, the Guidelines for the Preparation of Administrative Leaders, Culturally and Linguistically Sustaining Practices, and successful completion of PAL Tasks. In addition, each module will implement meaningful and practical performance assessments.

The LLP allows candidates the opportunity to develop the knowledge and skills to meet the Massachusetts Department of Elementary and Secondary Educational Professional Standards and Indicators for Administrators. The Program's integrated and collaborative approach to learning and reflection make it the most unique licensure program in the Commonwealth.



23-24 MSAA LLP Cohort

Overview and Description of the Program

The curriculum modules of the LLP are taught by current practitioners ranging from Superintendents, Special Education Administrators and Principals. Coursework expectations are embedded throughout the 500 hour practicum. This enables candidates to apply course content within their school setting. The LLP Practicum provides invaluable experiences for contextualized and authentic application of learning.

LLP candidates work under the supervision of a school site supervisor (mentor) and a program supervisor. Site supervisors and program supervisors are successful school and program leaders who will guide the candidate, tailoring each practicum experience to the candidate's background and career goals. The site supervisor provides administrative opportunities and guidance throughout the practicum experience. The LLP Coordinator works with the candidate to determine appropriate placement and conducts orientation for candidates, site supervisors and program supervisors. The relationship between the LLP coordinator, candidate, site supervisor and program supervisor is a partnership designed to help the candidate meet the Massachusetts Department of Elementary and Secondary Educational Professional Standards for Administrators and the requirements of the Massachusetts Performance Assessment for Leaders (PAL Tasks). The LLP Coordinator maintains regular contact with candidates, site supervisors and program supervisors and conducts periodic meetings and observations during both the coursework and practicum. Additionally, in order to experience diverse settings, the candidate will provide evidence of work in two or more schools in what is known as school diversity visits.

Curriculum Themes

The curriculum for the LLP is designed as eight modules that are delivered in an integrated series of full and half-day sessions. The modules are DNA of Leadership (DNA), Needs of Diverse Learners (NDL), Leadership Licensure (LL), Skills for Dynamic School Leadership (SDL), Culturally Proficient Leader (CPL), Instructional Leadership/Effective Supervision and Evaluation (IL/SEV), and Family Community Engagement (FCE).

Woven through all curriculum modules are themes that should guide administrators' practice:

- Effective communication skills and tools
- Equity and inclusion for all children and adults in schools
- Reflection as a mindful habit
- Ongoing assessment that drives decision making
- Professional community as a foundation for school improvement
- Research-based practices and programs
- Family and community engagement

In addition, instructors challenge participants with questions that leaders should continuously be asking themselves:

- Whom am I serving and how can I serve them best?
- How do I ensure educational equity, racial and cultural understanding and organizational transformation?
- How do I create the conditions that support the changes I am proposing?
- What can I learn from this experience? How could I have done this differently?



Self-Reflection Inventory for Candidate's readiness for LLP

The purpose of this inventory is for candidates to reflect on their attributes, and skill set. The qualities listed below are regarded as essential to successful leadership.

- Candidate demonstrates that they have integrity in their day-to-day interactions with colleagues and administration.
- Candidate is a team player and frequently collaborates with colleagues and administration in team meetings, curriculum work, staff meetings etc.
- Candidate has a proven, demonstrable strong work ethic.
- Candidate is an effective communicator and is aware how important clear, cogent communications are critical to their success as a teacher and future administrator.
- Candidate is self-aware and reflective.
- Candidate demonstrates empathy.
- Candidate demonstrates a commitment to educational equity, racial and cultural understanding and organizational transformation.
- Candidate demonstrates that they are current in best practices.
- Candidate is respected among colleagues and administrators.
- Candidate has taken opportunities in district and/or building to take on a leadership role.



Requirements for Admission

Completed application. Once your application moves to admission review, you will be contacted to setup the virtual video interview.

Essays: Pick two of the three essays — the scenario is mandatory.

1. 250 – 300 word essay: Describe a situation demonstrating your commitment to a student’s intellectual, social, and emotional growth.
2. 250 – 300 word essay: Describe a project/action demonstrating a leadership role you took in your school within the past three years. Describe the situation, the action steps you took, and the impact to your school. From this experience, conclude by sharing how you envision the continual development and motivation of staff, students, and parents as a future leader.
3. 250 – 300 word essay: "Research demonstrates that student learning is accelerated when administrative leaders ensure all students have access to high-quality, culturally responsive, standards aligned curricula and all educators are provided professional learning and support to implement those curricula." (From the Guidelines for the Preparation of Administrative Leaders published by DESE September 2021, <https://www.doe.mass.edu/edprep/resources/guidelines-advisories/leadership-guide.pdf>
As you think ahead to your role as an administrator what steps do you envision taking to ensure this work is being done in your school? Or speak to what steps are being implemented in your current setting, or what isn't being done?
4. Scenario: You are the assistant principal and a teacher comes to you to tell you that there are several boldly scrawled swastikas on the wall in the bathroom. What next steps would you take? Please describe. Your answer may be bulleted.
5. Candidate’s Resume or Vitae.
6. Copy of current Teaching Certificate indicating Prerequisite License or print out of license page from ELAR. DESE requires 3 (three) years full time employment under your MA-DESE Educator (Teaching) License.
7. A separate letter on school district letterhead from a school, or schools, certifying a minimum of three years, full-time experience working under a DESE-approved license. Please note: This letter must be on official school letterhead and must include the following: candidate’s name, MEPID and teacher license number. Photocopies and/or faxed copies of this letter are acceptable.
8. Signed Superintendent/Principal Agreement (available after submitting LLP application).
9. A reference from each of the following: a. District Superintendent or Assistant Superintendent; b. Principal/Assistant Principal; and c. Professional colleague (Please use the forms provided in the application).
10. One original set of undergraduate transcripts and, if applicable, one original set of graduate transcripts. Transcripts must be sent directly to the MSAA from your College or University.
11. \$50.00 Application fee payable to MSAA (non-refundable).
12. A copy of your MTEL Communication & Literacy Skills test results and information relating to SEI Endorsement (please see the application).

- We advise candidates to review the new prerequisites and licensure requirements at DESE for the license desired.
- Include your name on all essays.

MASCA/MSAA Counseling Director Weekend Module

The Massachusetts School Counselors Association (MASCA) is pleased to be continuing its partnership with the MSAA to improve upon the first optional weekend course offered as part of the LLP. This new and exciting weekend module will again be available in the 2025-26 school year for school counselors seeking either licensure as a supervisor/director of counseling or credential in school counselor leadership.

The MSAA LLP spans one year (June - April/May) and prepares aspiring administrators for Provisional and or Initial Licensure in Massachusetts as Principals/Assistant Principals (PreK-8;5-12), and Supervisors/Directors. The program includes two full weeks in the summer and twelve weekends during the school year (Friday 4:30-9:30 and Saturday 8:30-4:30) held at the MSAA office in Franklin, MA.

Participants in the counseling director/supervisor leadership track will complete one additional weekend module in May 2026 that was designed by school counselor leaders, staff and course instructor, Tracy Encarnacao, a MASCA member, Director of Counseling Services at Greater Lowell Vocational Technical School and adjunct professor in the school counseling program at Merrimack College. The goal of this module is to ensure that the counseling director leadership participants will have access to current research, best practices, resource sharing and cutting-edge leadership. Specific topics covered in that module will include equity awareness, advocacy, identifying and closing gaps, social emotional programming and the role that school counselors play in ensuring all K-12 students graduate career and college ready. The syllabus for this module was approved in late 2021.



LLP 23-24 Cohort



Tuition, Payment Schedule

LLP Payment Schedule	LLP (licensure only) 2025-2026
Seat Deposit Due at time of acceptance	\$500
July 1, 2025	\$2,270
September 1, 2025	\$2,270
November 1, 2025	\$2,270
February 1, 2026	\$2,270
April 15, 2026	\$2,270
Total Cost (Licensure Only)	\$11,850.00

LLP withdrawal policy:
Should you withdraw after June 1, 2025 your seat deposit is forfeited.
Once classes have begun each LLP program installment paid is non-refundable.

Please note: Pearson is the organization that oversees the Performance Assessment for Leaders (PAL) has instituted a \$159 per task fee. These fees are subject to change.

For more information or questions, please contact *Beth Wittcoff* at the MSAA via email at bwittcoff@msaa.net . Please include your full name, mailing address, work and home phone, email address and your present employer.



2025-2026 Calendar

Orientation June 12, 2025	Summer Week #1 <i>July 7—11, 2025</i> DNA	Summer Week #2 <i>August 11—15, 2025</i> NDL
Weekend #1 <i>September 06, 2025</i> LL	Weekend #2 & 3 <i>September 12 & 13, 2025</i> <i>October 3 & 4, 2025</i> CPL	Weekend #4 & 5 <i>October 24 & 25, 2025</i> <i>November 14 & 15, 2025</i> SDL
Weekend #6 & 7 <i>January 9 & 10, 2026</i> <i>February 6 & 7, 2026</i> IL	Weekend #8 <i>February 28, 2026</i> LL	Weekend #9 & 10 <i>March 6 & 7, 2026</i> <i>March 27 & 28, 2026</i> SEV
Weekend #11 <i>April 10 & 11, 2026</i> FCE	Weekend #12 <i>May 1 & 2, 2026</i> GCL (Optional)	On Going SSL

Additional Dates:

Virtual Pre-Orientation with the LLP Coordinator and Candidate Saturday, June 7, 2025

Guidance Module Weekend (optional-Sup/Dir Guidance only) - May 1 & 2, 2026

Final Celebration Thursday, May 21, 2026

Summer hours: 8:30 a.m. to 4:30 p.m. (subject to change by instructor)

September through May courses will be conducted:

- Fridays: 4:30 p.m. to 9:30 p.m. **(All Fridays are virtual)**
- Saturdays: 8:30 a.m. to 4:30 p.m. **(Hybrid)**

**The Saturday courses will be held in person at the MSAA office:
 33 Forge Parkway, Franklin, MA 02038**