Curry College
Principal and Supervisor Licensure Program
Preparation and licensure for tomorrow’s educational leaders

Program Prospectus

Program Overview
Curry College’s Principal and Supervisor Licensure Program is especially designed to provide aspiring school administrators with the relevant education, hands-on preparation, and real-world practical experiences needed to qualify for a school leadership position. Developed in partnership with a select group of area districts, the program is built upon a collaborative working relationship between area school districts and Curry College. Using a unique practicum-linked assignment and assessment model to assure that theory is closely linked to practice, the program bridges the divide between research and reality to assure effective administrator preparation. The Curry College program is unique in its collaboration, its emphasis on practice in support of theory, and its strong support of leadership candidates.

Unique Program Features
- Intensive 14-month program
- “Grow your Own” model, where districts identify and support their own selected candidates
- Full year, 550-hours of administrative work in the field to gain real-world leadership experience
- Coursework informed by the latest research on best practices
- Practicum assignments differentiated by licensure area
- District/College partnerships to assure high support and meaningful learning
- Blend of technologically-enhanced online and on-the-ground instruction and discussion
- Program exceeds revised minimum Massachusetts DESE standards for licensure

District/College Partnerships
Curry College developed this program in collaboration with a core group of participating districts. This working partnership and commitment will maximize the success of principal, assistant principal, and supervisor/director candidates in their practicum settings. Partnership expectations for both district partners and the College are described below.

District Partners will:
- Identify and nominate strong internal candidates with the appropriate credentials
- Provide a 550 hour year-long pre-practicum/practicum with an experienced, accomplished administrative leader who holds the appropriate license to serve as a mentor
- Assure that the candidate is able to participate in meaningful activities as described in the practicum and course learning objectives
- Provide an internship, temporary administrative position, appropriate release or substitute time, or other arrangements for the candidate to fulfill the practicum requirements
- Provide financial tuition support to candidates, where possible
• Participate in assessing student success and providing appropriate recommendations and support
• Participate in program evaluation and improvement based on student outcomes and stakeholder feedback

*Curry College will:*
• Provide overall program planning, leadership, and coordination.
• Link theory and practice throughout the program.
• Connect course expectations directly with practicum assignments to bolster real-life administrative activities with up-to-date theory and research.
• Coordinate the pre-practicum and practicum experiences with district partners.
• Assign experienced and knowledgeable professors who will ground practice in significant research.
• Assign experienced and skilled program supervisors to observe candidates in action and to meet regularly with candidates and their supervisors to assure ongoing feedback and support.
• Provide accredited courses that lead to a Graduate Certificate in Principal or Supervisor Licensure

*State Approved Program:* In 2012 the Massachusetts Department of Elementary and Secondary Education (DESE) promulgated new standards for school leadership, and required that all colleges and organizations that train candidates for public school leadership positions redesign their programs to meet DESE’s new standards. Curry College’s program meets DESE’s new program standards and has received DESE approval.

*Massachusetts Performance Assessment for Leaders (MA-PAL):* As of Fall, 2013, the Mass. Department of Elementary and Secondary Education introduced a new Performance Assessment that every principal candidate in the state must now complete, in addition to his or her program of study, to earn a principal or assistant principal license. The assessment consists of completing a series of four multi-part *tasks* in the following areas:
• Task One: Leadership through a Vision for School Improvement
• Task Two: Instructional Leadership for a Professional Learning Culture
• Task Three: Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness
• Task Four: Leadership for Family Engagement and Community Involvement

To fulfill this requirement, candidates must complete the tasks, collect required artifacts and other materials, and submit them to the state. The next deadline for this submission in 2015 is May 15.

Curry’s structure of assignments linked to coursework accommodates this need by designing these assignments around the tasks and artifacts required. The assignments described later in this prospectus have been designed both to link with the candidate’s coursework and to help him or her collect the necessary artifacts. The specific state tasks addressed by the assignment are identified in the text.

*Application and Notification:* Districts or candidates interested in participating in the program may contact Peg McKay, Program Coordinator at 508-747-2424 or mmckay@curry.edu, or Dr. Don Gratz, Director of Graduate Education Programs, at dgratz@curry.edu or (617) 333-2130.
Program Curriculum and Course Content

1. **Theory and Practice of Leadership – 3 credits**

Leadership is an abstract term that defies clear definition in the practical world. Effective school leaders understand current trends, are able to write and speak clearly, and are great organizers; they also possess strong interpersonal skills, sincerity, empathy and humor. A great school leader is also a scholar-practitioner, with the analytical skills to understand data and evaluate current research. This course serves as the introduction to the Principal and Supervisor Licensure Program and, by combining a study of current theory and best practice, supports the development of prospective and emerging school leaders.

The course is organized into four major components: theory and practice in organizational leadership, organizational culture and community leadership, school improvement and educational change, and organizational planning – linking beliefs, goals, objectives, outcomes and assessments.

*Theory and practice in organizational leadership.* Everywhere that people congregate there are leaders and issues of leadership. This course considers approaches to leadership in different settings, the philosophies and history behind them, their impact and effectiveness, and the state of the art today.

*Organizational Culture and Community Leadership:* Schools are communities of students, parents, staffs and other residents and businesses. Student in schools with strong programs of community outreach and positive cultures are more likely to be proud of their schools and more likely to succeed academically. Leadership candidates will study school culture: what it is and how to define, understand and improve it.

*School Improvement and Educational Change:* School improvement is about organizational change, and creating change in any organization is a leadership challenge. This course considers theories of effective organizational change leading to an understanding of those strategies that work well in educational settings.

*Organizational Planning – Linking Beliefs, Goals, Objectives, Outcomes, and Assessments:* Effective organizations understand their goals and objectives, define them in terms of outcomes, and regularly assess whether they are being met. This course explores this critical aspect of leadership, and how the planning process can be shaped to help improve student outcomes and school success.

2. **Leadership in Teaching and Learning – 3 credits**

This course provides students with the opportunity to acquire the knowledge needed to meet professional standards and expectations addressing the most important aspects of school-based leadership. Educational leaders are responsible for nurturing a school-wide focus on learning, and an academic culture that informs all instructional activity and that is based on informed by beliefs that are shared by the school community. In addition, school leaders need to develop and implement a high quality curriculum that is derived from and aligned with the Common Core and the Massachusetts State Frameworks. The curriculum must meet the needs of all students and instruction must provide opportunities for each student to access the curriculum content according to their abilities.
Principals and other leaders are required to understand the purpose of collecting data, possess the skills to interpret these data in meaningful ways, and understand how to use the data to make instructional and organizational decisions. Powerful leadership that is focused on student achievement derives its authority from a deep understanding of the many complex factors that contribute to the growth and development of successful schools. One of the important methods that leaders use to understand these factors is the effective use of data. Data can be derived from standardized assessments, well designed classroom-based assessment, carefully designed observation, interviews, dialogue with faculty and other qualitative sources.

3. Human Resources, Operational Systems and School-Based Budgeting – 3 credits
This course prepares the future principal or program leader to work with administrative colleagues, staff, and school-based teams to design and implement routines that encompass all aspects of school operations: recruitment, hiring, development and retention of quality staff; scheduling of buses, lunches, recess, before school and after-school programming; time on learning, and time for teaching teams to participate in professional learning communities. In addition, the course helps leaders understand the importance of organizing the entire school day to ensure student health and safety as well as address students’ social and emotional needs. A complementary aspect of this course addresses topics pertaining to fiscal management, strategic planning, and an analysis of resources as a solid approach to management.

4. Community and Family Engagement – 3 credits
This course defines and analyzes the multiple stakeholders that comprise the community and the many agendas that must be balanced and managed. Educational institutions at all levels are integral parts of the communities they reside in and serve. Education leaders must not only manage the relationship between their institutions and their communities, but they also need to be participants in the life of those communities and the families they support. This course provides a full exposure to the various types of strategies necessary for engaging and collaborating with both internal and external communities and examines specific examples of effective community engagement, along with national and international trends.

5. Education Law, Ethics and Policies – 3 credits
Using both historical and modern readings, philosophical principles and case studies, this course provides the opportunity to reflect on moral leadership and legal issues facing today’s school leaders. Students will discuss the decision-making challenges that administrators face when confronted with dilemmas that involve the rights of teachers, students, and the community at large. Issues involving religion and community values, privacy and the First Amendment, due process, search and seizure, collective bargaining rights of staff, and the use of computers and the Internet will be addressed. This course encourages and guides aspiring leaders to develop the ability to navigate conflicting values and ongoing societal change. By grappling with the ethical and legal dilemmas faced by educators, past and present, this course provides opportunities for students to develop the intellectual and moral foundation that ethical leaders demonstrate in their work and their lives.

6. Sheltered English Immersion for Administrators – 1 credit
New and evolving State standards require that all in-service and pre-service teachers complete a 3-credit graduate course on working with students whose native language is not English, based on the Sheltered English Immersion model that Massachusetts has endorsed. This one-credit course addresses the
expectations of administrators in assuring that ELL students receive the support and instruction that they need and deserve. The College’s one-credit course for administrative endorsement in Sheltered English Immersion has been approved by the Massachusetts DESE.

**Course of Study – Fieldwork Courses for Principal/Vice Principal Candidates only**

Students must log their hours in their Weekly Log Sheet. Assignments that are presented in Italics are directly incorporated into the related course. Overall pre-practicum hours must equal or exceed 50 hours; the practicum must equal or exceed 500 hours.

**Getting Started – Pre-Practicum in Principal and Supervisor Licensure – 1 credit (50 hours)**

A requirement of the Massachusetts DESE, the Pre-Practicum is an opportunity for aspiring administrators to acquire an overview of the position to which they aspire. Paired with an experienced, accomplished administrator who is serving as the supervising practitioner, candidates will observe and perform tasks associated with their prospective future roles via the following tasks:

1.a *Observe and document how your supervising practitioner or other leader:*
   - Uses theory and practice of organizational leadership in their day to day work.
   - Uses leadership skills to influence the culture of the educational community.
   - Combines organizational beliefs, goals, objective, outcomes and assessments to influence organizational planning.
   - Brings about change in the educational community.

1.b Undertake at least two administrative responsibilities, normally done by your supervising practitioner. Document your work per syllabus for EDL 7150.

1.c [PAL Task 2 ~ Instructional Leadership for a Professional Learning Culture] Document relevant school context information, including school and district goals, vision, and policies that support professional learning.

1.d [PAL Task 2] Map out the types of teams, their membership, and how they are used in the school.

1.e [PAL Task 1 ~ Leadership through a Vision for School Improvement] Begin to collect qualitative and quantitative information pertaining to student and teacher relationship and school culture to be used with priority area to be selected during practicum.

1.f [PAL Task 1] Begin to document existing school programs, services and practices that exist in the school, to be used with priority area to be selected during practicum.

1.g Discuss with your supervising practitioner how you will address and complete practicum assignments, and be prepared to discuss this plan with your program supervisor during your last pre-practicum visit.
**Practicum in Principal and Supervisor Licensure – 6 credits (500 hours)**

New State standards now require a full-year practicum for aspiring school administrators. All principal and supervisor/director candidates will actively participate in the school year administrative life cycle through involvement in the start-up, middle and end of year tasks including leadership activities that involve student and family issues, scheduling, faculty leadership, and instruction and assessment. Candidates will demonstrate through the practicum their ability to meet all of the State standards through the pre-service performance assessment and they will gain real world experience performing the types of tasks that relate to the type of position they are seeking. Below are practicum requirements directly aligned with the identified courses. Assignments written in Italics will be part of course requirements. *(Written approval of the program coordinator is required to modify practicum tasks.)*

**Practicum Requirements related to Leadership in Teaching and Learning:**

2.a MCAS/PARCC: Work with supervisor to oversee the administration of the MCAS/PARCC test during the school year. This project includes all aspects of test administration from unpacking the materials, to training teachers, to monitoring the details of make-ups and counting and packing materials for return.

2.b Assess, collect and analyze 3-5 years of quantitative performance indicators, school context information and qualitative data. [PAL 1]

2.c PAL Task 2 ~ Professional Culture

2.c.1 Identify a priority area pertaining to student performance, with attention to underperforming student groups. [PAL 1] Consider information from the previous year’s MCAS/PARCC assessment data. Focus on areas in which students performed well, and areas that need improvement. Highlight long term trends, continued areas of growth, areas that continue to need improvement, subgroups that continue to do well, and subgroups that need to improve. Also note specific areas and subgroups that appear to be showing improvement.

2.c.2 Using information from assignment 1.d, identify team members and provide a rationale for their inclusion for this task. [PAL 2]

2.c.3 Collect and submit evidence of the team members’ roles in selecting the priority area; the team learning activities; and the curriculum, instruction, assessment or engagement strategies to try out for new or improved practice. [PAL 2]

2.c.4 Prepare for the role in facilitating team learning activities to foster new or improved practices. [PAL 2]

2.c.5 Develop a set of action strategies for the priority area, including ones for developing a professional learning culture; individual teacher effectiveness, and family and community engagement. [PAL 1, 2, 3, 4]

2.c.6 Collect and submit evidence on the implementation of new or improved practices and analyze their initial impact on student performance. [PAL 2]
2.c.7 Collect team member feedback on the candidate’s group facilitation, as its leader, and their professional learning. [PAL 2]

2.c.8 Solicit feedback from school leaders and key stakeholder groups in the school and its community on the proposed strategies. [PAL 1 and 4]

**Practicum Requirements related to Human Resources, Operational Systems, and School-based Budgeting**

3.a *Participate in the recruitment and interviewing (including the development of the interview questions and procedures, recommendation and induction), if possible, of at least one new employee*

3.b *Assist in an analysis of resources and needs in developing and defending budget requests for the next fiscal year*

3.c **PAL Task 3 Teacher Observation**

3.c.1 Examine and summarize classroom context information.

3.c.2 Identify a priority area (concerning district, school and teacher team priorities, where possible), and select a teacher and a class; provide a rationale for this selection.

3.c.3 Conduct one or more school walk-throughs or instructional rounds to observe similar classes and learn about common practice in the priority area.

3.c.4 Work with the teacher to review pre-observation data and the teacher’s instructional goals for the lesson and unit of study.

3.c.5 Conduct at least one classroom observation and collect teacher and student information and artifacts associated with the lesson.

3.c.6 Gather information on available support for teachers to improve instruction.

3.c.7 Conduct at least one post-observation feedback session with the teacher and identify possible sources for professional learning.

3.c.8 Document the candidate’s role in the pre-conference, observation, and post-conference.

3.d Assist in scheduling an activity school-wide

3.e Research and document your findings on the following:

- MGL Chapter 70
- The major components of eligibility for Title I funding
The appropriate use of Title IIA funds
- The principal’s responsibility for McKinney-Vento
- RETELL, WIDA

Practicum Requirements related to Family and Community Engagement

PAL Task 4 ~ Family and Community Engagement

4.a Select a priority area based on evidence on student performance (and subgroup differences), or student health and social needs that impact student learning. (Could be same priority area as assignment 2.c.1)

4.b Create and submit information on a small work group of representative staff and family and community members (and one or more students, if possible.) (Could be extension of work group from 2.c.2)

4.c With the small work group conduct an exercise in Asset Mapping of your community. Identify the churches, hospitals, museums, colleges, etc., that define the community and contribute to its richness and diversity.

4.d Gather school and community context information related to family and community engagement needs, by examining policies, strategies and programs, documentation on participation and engagement, and feedback from students, family members, and staff.

4.e Develop and submit a proposal, in collaboration with the work group, for improving family and community engagement in relation to the priority area.

4.f Implement one proposed strategy (with one or more members of the work group) and document the implementation process.

4.g Assess implementation and initial outcomes.

4.h Write a memo to parents explaining how the school community handled a crisis or important issue that occurred.

4.i Write a newspaper article for publication that shares information about three outstanding projects or plans that that your school has involvement. The goal is to advance the notion that your school is an important part of the larger community.

4.j Assist in the preparation for at least one School Council meeting.
Practicum Requirements related to Education Law, Ethics, and Policies

5.a  Research current events for an ethics issue that has confronted a school leader. Report on the issue, how the leader responded to it, and state what, you might have done differently.

5.b  From either your own experience during your practicum, an experience related by your supervising practitioner, or research from the community, detail an incident where values of some members of the community at large impacted the school.

5.c  Review the collective bargaining agreements of the unions that represent the staff members in your school, and the student handbook. Document significant findings, what you didn’t realize, what information is particularly important for a principal to know.

5.d  Follow one child from initial request for evaluation through the development of an IEP and implementation of special education services.

5.e  Detail your work in addressing a safety issue.

5.f  Directly respond to a discipline referral and detail how you handled it, or work with staff members to develop a plan to address a student discipline issue.

5.g  Research and document your findings on the following:
   - ADA, FMLA, Weingarten Rights

Practicum Requirements Related to Sheltered English Immersion

6.a  Trace the legal, historical and educational background of SEI. Document your findings.

6.b  Working with your CP, provide a refresher for teacher during a faculty meeting on various instructional strategies for presenting content areas to ELL students.

PRACTICUM REFLECTION:

In a 2-3 page paper reflect on your practicum experience:

- What have you learned about leadership in general? How would you characterize your leadership style? How have your ideas about leadership changed as a result of your practicum?
- What practices will you employ to lead the learning in your new assignment? How will you address the needs of the diverse learners in your school/department to ensure that all students will succeed?
- What strategies have you learned that you can implement to manage your school/department in the future?
- How will you reach out to the school community in your new role? How will you use the resources of the community to promote student success?
- How do you plan to stay current with respect to the legal, ethical, and procedural dimensions of your new role? What obstacles do you see that might impact this area for you? How will you address these obstacles?