

# CAGS - EDUCATIONAL LEADERSHIP

## Milton Campus Starting in March 2019

Hybrid Schedule

In class sessions meet Thursdays, 5:30 – 9:30 p.m.

Online learning activities are completed during the scheduled week

Approved by the Massachusetts Department of Elementary and Secondary Education, Curry College's CAGS in Educational Leadership continues the journey of those educators who have already completed field and coursework to address the 2012 DESE standards for administrative licensure. Classes are delivered in a hybrid/blended format, alternating in class and online weeks.

### Spring 2019

Term II – March 18 - May 10

EDL 7070: Trends in 21st Century Education

### Summer 2019

Term I – May 20 - July 5

EDL 7080: Diversity and Balance

Term II – July 8 - August 23

EDL 7090: Teacher/Staff Quality through Differentiated Supervision

### Fall 2019

Term I - August 26 - October 18

EDL 7170: Data Analysis, Planning and Action Research (4 credits)

*Courses are 3 credits unless otherwise noted. Tuition for this 13-credit program is \$7,241 (\$557 per credit). Financial Aid may be available to those who qualify and a tuition discount is available when two or more candidates from the same district enroll.*

### WHY EARN A CAGS?

- Offers in-depth study in your field on contemporary issues
- Gain an advanced credential in your profession
- In most school districts, a financial benefit is available
- Allows you to connect with peers in your field
- Advances your professional development

# Course Descriptions

## **EDL 7070 Trends in 21st Century Education – 3 credits**

By exploring dramatic and incremental societal trends, participants will identify and examine issues arising from increasing regulatory, legal and societal expectations such as: retention, homework, modern communication vehicles, zero tolerance, data and technology to support learning, bullying, testing, family and community engagement, and others in an effort to support the needs of all students in today's schools.

## **EDL 7080 Diversity and Balance – 3 credits**

Participants in this course will identify and become familiar with the varying needs of students and their families. By investigating best practices, they will build an organizational framework that supports such needs to build and maintain respect for all constituencies of their schools. Examples of such student needs might be: those whose first language may not be English, who may be living in poverty or violence, who are behaviorally, socially or emotionally challenged. Participants will identify a challenge or goal with regard to student special need or background in their own schools, research and explore ways to address this goal, and determine appropriate steps that might be taken to better serve students in their schools in this area or others.

## **EDL 7090 Teacher/Staff Quality through Differentiated Supervision – 3 credits**

By taking a closer look at the dimensions of human resource management and development, participants will address the issue of teacher/staff supervision in depth. They will focus on formulating successful hiring, support and evaluation strategies, will identify ways to mentor new staff members, and will learn how to differentiate supervision for novice and veteran staff. They will learn to distinguish between exemplary and less than satisfactory staff performance, have difficult conversations with struggling teachers/staff, support staff morale, lead staff development, and allocate fiscal resources to accomplish educational goals. They will also learn to balance the legal requirements of personnel oversight with a humanistic implementation of policies and procedures. The course will present the range of educational law with respect to hiring, collective bargaining, day-to-day supervision, and formative and summative evaluation, providing an opportunity for deeper exploration on a selection of these issues. Pre-Requisite: EDL 7030 or the equivalent

## **EDL 7170 Data Analysis, Planning and Action Research – 4 credits**

CAGS candidates who have recently completed the Curry Principal/Supervisor Program for licensure will use their previous work in data collection and analysis, collaboration with colleagues, and the implementation of strategies to address student performance gaps to build upon that work and seek to address next steps. Candidates will research more deeply into best practices in use to address identified student needs, and in working with a professional learning community, they will implement at least one strategy to address the priority area. They will maintain a journal that details their fieldwork and reflections on how they used their leadership skills and evolved as a leader, how well their strategies worked, what next steps might be, and what, if anything, they would do differently. Administrators who earned their license under the previous DESE standards for administrator preparation will similarly engage in data analysis, professional learning communities, strategy implementation and reflection to increase student performance in an identified area. Pre-Requisite: EDL 7020 or the equivalent