

Principal and Supervisor Licensure Program

Cohort Starting in January 2023

Online schedule with synchronous learning
Thursdays 5:30 - 9:00 p.m.

Spring Semester

TERM I - EDL 7060: Sheltered English Immersion (1 credit) -- this course is required only for those candidates who need to earn the SEI Endorsement *may be offered in at a different time in the program

TERM II - EDL 7010: Theory and Practice of Leadership

TERM II - EDL 7150: Getting Started: Pre-Practicum in Educational Leadership (1 credit)

Summer Semester

TERM I - EDL 7020: Leadership in Teaching and Learning

TERM I - EDL 7160: Practicum I in Educational Leadership (1.5 credits)

TERM II - EDL 7030: Human Resources, Operational Systems, and School-based Budgeting

TERM II - EDL 7161: Practicum II in Educational Leadership (1.5 credits)

Fall Semester

TERM I - EDL 7040: Community and Family Engagement

TERM I - EDL 7162: Practicum III in Educational Leadership (1.5 credits)

TERM II - EDL 7050: Education Law, Ethics, and Policies

TERM II - EDL 7163: Practicum IV in Educational Leadership (1.5 credits)

Courses for this program are delivered on-line with live lectures. Term sessions run 8-weeks and Full Semester sessions run 15-weeks. Practicum activities are undertaken in the candidate's school or district. Program Supervisors will visit candidates in pre-arranged meetings in-person on site, as pandemic conditions allow. Otherwise, they will be conducted remotely.

Courses are 3 credits unless otherwise noted. Tuition for this 23 credit program is \$12,811 (\$557 per credit). Tuition awards available when more than two or more candidates from the same district enroll.

Course Descriptions

EDL 7010 Theory and Practice of Leadership (3 credits)

Leadership is an abstract term that defies clear definition in the practical world. School leaders understand current research, are able to analyze data, write clearly and are great organizers; they also possess strong interpersonal skills, sincerity, empathy and humor. A great school leader is also an ideal scholar-practitioner. This course serves as the introduction to this Educational Leadership program and, by combining a study of current theory and best practice, supports the development of prospective and emerging school leaders. It 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.

EDL 7020 Leadership in Teaching and Learning (3 credits)

This course provides students with the opportunity to acquire the knowledge 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, they need to develop and implement 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. 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.

Course Descriptions

EDL 7030 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; and 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 school management.

EDL 7040 Family and Community 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.

EDL 7050 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.

EDL 7060 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 for 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 Descriptions

EDL 7150 Pre-Practicum (1 credit)

A requirement of the Massachusetts Department of Elementary and Secondary Education, 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: (50 hours)

EDL 7160, 7161, 7162, 7163 Practicum (1.5 credits each)

Massachusetts Department of Elementary and Secondary Education standards require a full-year Practicum for aspiring school administrators. The Practicum must equal 300-hours for supervisor/director candidates, or 500-hours for principal or special education administrator candidates. Each Practicum experience should consist of approximately 75-hours per term for supervisor/director candidates or 125-hours for principal/special education candidates. Due to the nature of the school year, and the specific administrative tasks that occur at different times of the year, 20% of your fieldwork may be undertaken outside of the traditional college calendar year if there are activities that are appropriate and/or beneficial for the candidate to be involved (See 20% Rule below). It is wise for candidates to complete a small number of hours beyond the number required to be certain they have met the target. 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, instruction, and assessment. Candidates will demonstrate through the Practicum their ability to meet all of the Massachusetts Department of Elementary and Secondary Education professional standards for administrative licensure and gain real world experience performing the types of responsibilities that relate to the type of position they are seeking.