

## **Certificate in Advanced Graduate Study in Educational Leadership**

### **Online Synchronous Classes | Cohorts Starting Every January and June**

This program is an extension of Curry College's Principal and Supervisor Licensure Program, providing you the opportunity to expand your academic achievement after the completion of these four courses.

#### **Semester I | 7-Week Session**

EDL 7070 Trends in Twenty-first Century Education\*

#### **Semester II | 8-Week Session**

EDL 7080 Diversity and Balance\*

EDL 7090 Planning for Success as a School Leader\*

#### **Semester III | 8-Week Session**

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

**Classes are scheduled one evening a week and are delivered on-line with live lectures.**

**Tuition for the series of (4) courses is \$7,241. A 10% tuition discount is available when (2) candidates from the same district or agency enroll in the program and a 20% tuition discount when (3) or more students attend. An Alumni Rate is available for those who qualify. (1) discount per student.**

Unless noted, all classes are 3-credits each. Schedule is subject to change.

*\* These courses are open for professional development opportunities for administrators who are not seeking a CAGS but are interested in earning graduate credit.*

# Course Descriptions

## **EDL 7070: Trends in 21st Century Education (3 credits)**

This course explores both dramatic and incremental societal trends that have created significant need for change in education. In the course, participants will identify and explore issues arising from increasing regulatory, legal, and societal expectations. They will research, present, and discuss current trends and questions such as: Is retention in grade effective? How much homework is enough? How can school leaders effectively and appropriately use modern communication vehicles? Is zero tolerance the best policy? How can teachers and administrators use data and technology to support learning, while simultaneously controlling its misuse, as in instances of bullying? How much testing is appropriate and what kinds of tests best support student learning? How can an appropriate and representative range of parents become involved in the school? What are the implications for schools regarding remote learning? Participants will complete the course by exploring a trend of particular interest in their home school, discussing related concerns and issues with school stakeholders, and developing a paper/presentation that outlines the issues, current practices, and considerations at the school. This paper will include recommended approaches to the issue, plus a reflection on skills needed to address it.

## **EDL 7080: Diversity and Balance (3 credits)**

In Diversity and Balance, participants learn to identify students and families with diverse backgrounds, and to develop an organizational framework that supports students, teachers, and families. This framework must build and maintain respect between and among students, families, and staff, helping all stakeholders work together to support all students and their families as the school seeks to address needs or find appropriate services. Participants in the course will explore and become familiar with the increasing state and federal regulations, expectations regarding family participation in the schools, mandated practices for teaching children whose native language is not English, and common and/or mandated approaches to student success for all learners. Finally, participants will identify a challenge or goal with regard to student needs or backgrounds 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.

## **EDL 7090: Planning for Success as a School Leader (3 credits)**

In this course, participants will take a closer look at the dimensions of human resource management and development and will address the particular issue of teacher 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. In so doing, they will learn to distinguish between exemplary and less than satisfactory staff performance, have difficult conversations with struggling teachers, support staff morale, lead staff development, and allocate fiscal resources to accomplish educational goals. They will discuss the issues and theories of leadership and motivation that apply in supervising teachers to increase their success. They will also learn to balance the legal requirements of personnel oversight with a humanistic implementation of policies and procedures. To be successful, educational leaders must be knowledgeable in content and pedagogy, and participants will learn theories and explore examples of successful approaches to building teachers' classroom skills. Finally, 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)**

In this course, CAGS candidates will build on data collection, analysis and program change efforts they may have completed in the first phase of the program. The course provides an opportunity for these candidates to use additional research, internal data analysis, and an analysis of the success of those strategies to build on that previous work, if done previously in a licensure program. Candidates will revisit the data collection, analysis and change efforts completed in the first phase of the program; will assess the status of strategies they implemented and will then work with a small group of stakeholders to determine and implement next steps. They will also keep a journal of their work of at least 50 hours in the field, noting a reflection on their previous work and their efforts with their work group. They will then formulate an action plan, carry out at least one strategy of this plan (which may be an extension of their previous work) and reflect on how they used their leadership skills in this work, how well their strategies worked, what next steps might be taken, and what, if anything, they might have done differently.