

ENDICOTT COLLEGE
M ED in ADMINISTRATIVE LEADERSHIP

Course Descriptions

Each course earns 3 graduate credits.

EA 500 - School Leadership

This course prepares educators to build and maintain a professional learning community. Students will become familiar with research on adult learners and the role of the school leader in promoting excellence in teaching and learning. Students will come to understand the role of leaders in recruiting, selecting, supporting, supervising, and evaluating professional and non-professional staff. Students will be able to work with governing boards, staff, and parents to develop a vibrant learning environment.

EA 505 - Instructional Leadership

This course prepares educators to lead continuous improvement of school curriculum and instruction. Students will come to understand the role of learning theory, curriculum design, instructional strategies, supervisory practices, and assessment techniques in creating and maintaining high quality teaching and learning. Students will learn to lead colleagues in planning, designing, implementing, and evaluating curriculum. Students will learn to facilitate the practice of standards based, data and research driven teaching and develop a plan for instructional improvement. Students will examine the issues and trends in school leadership and the role of the standards movement on leadership, curriculum and instruction. They will also explore the role of school culture in creating an effective learning environment. Students are expected to define their current understandings of instructional leadership, consider realistic alternatives to existing school practices, and develop a plan for instructional improvement.

EA 510 - Sheltered English Immersion for School Leaders

The purpose of this course is to prepare Massachusetts educators with the knowledge and skills to effectively shelter content instruction so that the growing population of English language learners (ELLs) can access curriculum, achieve success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

EA515 - Public School Operational and Financial Strategies

This course is designed to help students 'think strategically' about public school finances and operations. Students will explore the sources of revenue, financial decision-making and the management and accounting practices utilized in public organizations. Students will acquire financial tools, competencies for budgetary planning and analysis, and understand the strategies for managing school facilities. This course will provide a basic understanding of financial strategies in varied educational settings, their related risks, analysis of financial information, and budgeting.

EA 525 - Human Resources and Organizational Potential

Human Resources and Organizational Potential examines the broad and extended role of human resources as a translator of strategy and as the creator of the work force which is expected to fulfill the promise of that strategy. The course examines approaches to striking a balance between professional preparedness and personal development. Students will be encouraged to link new organizational strategies with the organizational structure designed to implement them. Emphasis will be placed on the linkage of school improvement and performance evaluation in today's school organizations.

EA 530 - Family and Community Engagement

This course explores and analyzes the school leader's role in organizing, implementing, and evaluating family and community engagement. Participants will understand families, schools, and society as social systems and be able to practice this understanding in their relationships with children, colleagues, parents, and the community. They will be able to identify ways to improve engagement practices, communicate effectively with culturally and linguistically diverse families, and develop partnerships in support of student learning.

EA 520 - Law, Policy, and Ethics

This course prepares educators recognize, understand, and react to the key issues of Massachusetts and federal law, state regulations and policies, legal agreements, and ethical standards that confront all educational leaders. Major topics will include the following: Americans with Disabilities Act (ADA) and Section 504, IDEIA and related special education and compensatory laws, NCLB, personnel administration and the law (recruiting, hiring, supervising, evaluating, disciplining, and terminating professional and staff employees), student records, student residency, and student protection.

EA 535 - Strategic Management and Design

This course is designed to address the critical role of developing and sustaining a professional school culture that promotes success for all students through reflective practice, high expectations of all stakeholders, and continuous learning for all staff. Challenged by external demands for increasing levels of student achievement, the use of standards-based testing, and high-profile school accountability systems, the vital leadership role in shaping and sustaining the critical elements of a professional school culture - the mission, vision, traditions, norms, and values - is essential to shaping a high-performance and purpose-driven school organization. This course will engage learners in an exploration of theories and strategies for engaging professional staff in the process of creating a shared vision and mission for the school community that is student-focused and grounded in core values that guide communications and decision-making activities within the school organization.

EA 565 - Facilities Management

District Office Leaders are drawn to a more intricate level of detail in the areas of Human Resource Management and Facilities Planning & Management. This course provides an in-depth examination of the key roles and functions of Human Resource Management and Facilities Planning and Management have from the vantage point of a school district's central office. School districts have struggled over the years to survive in an increasingly complex organizational framework that often lacks cohesion, continuity, and skillful leadership. Too often, schools and school districts are plagued with lack luster leadership, competing agendas, dysfunctional organizations where management and unions are viewed as "chieftains of warring nations" doing battle all in the name of helping the kids. This course will examine the dynamics of competing leadership styles, and the impact leadership approaches have on the organizational framework. Competing and contrasting styles of leadership including site based, top down, bottom up, participative, charismatic, and *liaise faire*. Each style and approach offers differences in part based on the history and culture of the organization. Who are organizational change agents and why do organizations need them? How can organizations change and how does change impact the delivery of human resources and the organizational and educational culture of a school district? Students will examine the many responsibilities district leaders perform in their respective roles. These duties include but are not limited to: collective bargaining, contract administration, evaluation, hiring, employee assistance, hearing officers for issues of sexual harassment, violations of Title IX, discrimination, civil service, payroll, personnel records management, employee orientation, policy development, insurance, workers compensation, pensions, disabilities, benefit management among others.

EA 563 - Supervision and Evaluation

Effective supervision and evaluation is a key ingredient in continuous school improvement. This explores research and best practices in teacher supervision and evaluation and prepares principal candidates to become effective supervisors and evaluators. It also addresses the role of induction, mentoring, supervision, evaluation, and professional development in teacher effectiveness and the alignment of those elements of profession growth with student achievement. Candidates will become versed in a variety of supervision and evaluation models. This course also addresses 5-Step Cycle training requirements set forth in the Massachusetts Model System for Educator Evaluation.

EA 562 - Reflective Seminar for Principal/Assistant Principal

This seminar, which consists of weekly sessions on campus and bimonthly sessions for cohort groups off campus, is taken concurrently with EA 560 Practicum Experience. The seminar discussions build student's reflective capacities as they integrate knowledge of students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to the student's needs and their work in the field. Activities, content, and materials address Professional Standards and Indicators.

EA 560 - Practicum for Principal/Assistant Principal [PreK-6, 5-8, 9-12]

The practicum in Principal/Assistant Principal consists of 500 clock hours of leadership in a variety of settings with a diversity of students. All candidates in the practicum experience are in the field for one to two consecutive semesters. Candidates are required to select the appropriate grade level [PreK-6, 5-8, 9-12] for the Principal/Assistant Principal license they desire, and complete their practicum hours at a school that matches that grade level selected. Endicott College is pleased to partner with a variety of local and regional schools and agencies. The knowledge and experience and of our partners plays a key role in the development of our leadership candidates. In providing the pre-practicum and practicum settings for candidates our partners provide a practical laboratory that connects theory and practice. Candidates are assigned an array of standards based activities (see Activities for Administrative Standards, 2013) that are useful to the districts and agencies and instructive to the candidates. The practicum is supervised jointly by the College-appointed Supervisor (Program Supervisor) and a supervising Cooperating Administrator (Supervising Practitioner), both of whom regularly observe the candidate's performance.

For Students completing a Degree Only (without Initial License) the two courses below substitute for Practicum Seminar and Practicum.

EDN 685 - Policy Analysis, Leadership, and Change Processes

This course will provide students an opportunity to develop a diverse set of perspectives for analyzing organizations and for taking effective leadership in them. The primary focus of the course is on understanding the various dynamics that affect the operation of educational organizations. Specifically, leadership theory, change theory, organizational behavior, and policy analysis will be introduced. Learning to use multiple perspectives in the organization will give students opportunities and skills to reflect on their roles as educators, while expanding the set of possible choices they have for taking actions and leadership.

EDN 690 - Advanced Seminar in Education

The course is designed to enhance the knowledge base for professionals in an era of school restructuring, technological innovation, and social change. Teachers and administrators will learn

first-hand about innovative practices and recent research in the field. Topics include: student self-assessment, teacher reflection, cooperative learning, mentoring, the use of technology in schools, home-school communication, inclusion to support learning diversity, and the challenge of school restructuring. Areas covered include learning theory, curriculum design, classroom atmosphere, instructional strategies, among others. This course also covers the dilemma children face who are experiencing difficulty in learning situations because of ethnic group frustrations in the community, problems of social adjustment, socio-economic inequities, and learning gaps. The role of the school in facilitating the program for children of various cultures to become valued members of the community is discussed. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.