



Master of Education

# Educational Leadership

- CIP code 130401 • For Principal/Assistant Principal 31-33\* credits • Non-licensure 32 credits • 4 terms full-time
- Licensure program approved by the Mass. Dept. of Elementary & Secondary Education (DESE).

## Program Description

The M.Ed. in Educational Leadership is specific to leadership roles in P-12 settings. The program is based on standards upheld by the Educational Leadership Constituent Council and follows the Massachusetts Department of Elementary and Secondary Education's (DESE) Professional Standards for Administrators. The program supports the acquisition of prerequisite knowledge and professional skills to serve as competent, caring, ethical, and highly qualified social justice leaders who create rigorous and culturally responsive teaching and learning environments in the schools, districts, and communities served. The degree supports career advancement for currently licensed practitioners in P-12 settings with at least three years of employment in a Massachusetts-approved school or district. The Principal/Assistant Principal license (PK-8 or 5-12) is for those seeking to lead schools. The non-licensure option is designed for seasoned professionals in educational settings or agencies that do not require the Massachusetts license.

## Learning Outcomes

With guidance of the program chair, seminar leaders, faculty, and licensed, current practitioners in schools and districts within Massachusetts, candidates for the M.Ed. in Educational Leadership demonstrate an ability to engage in site-based leadership that: (a) promotes success for all students by establishing a high quality curriculum and evidence-based instruction, (b) cultivates a shared anti-racist vision for effective schools, (c) ensures a safe, efficient, and effective culturally responsive learning environment, (d) ensures the effective use of resources, and (e) promotes the involvement of all stakeholders, and (e) promotes the success of all students. Effective leadership is further evidenced through written reflections, key assessments, tasks assigned and field experiences documented in an e-portfolio and submitted via Tevera. Specifically, candidates must demonstrate the ability to:

### Principal/Assistant Principal

- Create a physically and emotionally safe school environment.
- Ensure that curriculum is of high quality, standards-aligned, rigorous and culturally responsive.
- Build a professional culture supportive of reflective practice, high expectations, and continuous improvement of skillfully implementing high quality curriculum which is standards aligned and exhibits target skills through evidence based teaching and learning.
- Engage school communities including teachers, parents, district leaders, and community partners in ways supportive of the school's academic and social justice mission.
- Effectively implement effective plans, policies, procedures, routines, budgets, and operating systems, including technology, that are equitable, honor all students' backgrounds, eliminate bias and address the full range of safety, health and social-emotional needs of students.

## Careers

Graduates typically pursue leadership or policy related positions in PreK-12 schools. Principal/Assistant Principal graduates become school leaders or pursue management positions in education-related organizations and agencies. Those in the non-licensure option typically lead private or charter schools and later return to pursue licensure through the CAGS program in order to pursue further advancement in Massachusetts public schools and districts.

## M.Ed.—Licensure

**Program Entry** — Evidence of successful completion of the MA Communications and Literacy (MTEL) test and GPA requirement are required for program entry. If the MTEL is not available, students seeking licensure must first matriculate into the non-licensure pathway, then complete a Change of Academic Program signed by the program chair and dean once this requirement is met. Evidence of current license as a practitioner in a Massachusetts approved school or district is also required.

**Practicum Prerequisites**—*All documentation is verified and signed by the professional seminar advisor and program chair, then uploaded in Tevera.*

- Signed acknowledgement of area/level of licensure sought, PreK-8 or 5-12
- Successful completion of all courses with a grade of "B" or better.
- Unless evidence is submitted that the SEI RETELL or SEI MTEL was successfully completed prior to program admission, all candidates must take the SEI 705 Sheltered English Immersion for School Administrators.
- Pre-Practicum logs documenting hours embedded in courses appropriate to the area of licensure.

### Practicum Logs and Portfolios,

- All practicum logs evidencing completion of all hours must be verified by the supervising practitioner, professional seminar advisor, and program chair before uploading logs into Tevera.
- All candidates must submit an electronic portfolio by uploading all documents specific to licensure, including reflections, key assignments, practicum logs, and evidence of current licensure in Tevera.

## Education Leadership—M.Ed. Non-Licensure

If licensure is not desired, students must sign a form attesting that they understand that this option is not eligible for licensure upon degree completion.

All program components are required (including pre-practicum) **except** the licensure components: MTEL, MEPID, SEI, and Practicum. Non-licensure students take Educational Leadership courses, Professional Seminar, and the Independent Learning Project.





M.Ed.

Continued

# Educational Leadership

## Principal/Assistant Principal Licensure

### Term 1

- EED 735 Program Portfolio Integration (0 credit) . . . . .every term
- EAD 712 Curriculum Principles and Practices for Educational Leaders
- EAD 684 Selection, Development & Supervision of Educational Personnel
- EAD 691 Professional Seminar I (2 credits; *25 practicum hours*)

### Term 2

- EAD 688 Legal Aspects of School Administration
- EAD 690 Finance & Business Administration for the School Administrator
- EAD 692 Professional Seminar II (2 credits; *50 practicum hours*)

### Term 3

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 783 Leading Antiracist Schools
- EAD 693 Professional Seminar III (2 credits; *75 practicum hours*)

### Term 4

- SEI 705 Supervision of Sheltered English Immersion Instruction for Administrators (2 credits) — only if needed.
- EAD 694 Professional Seminar IV (2 credits; includes *15-page paper on an action research issue related to practicum*)

### EAD 790 H or J Practicum 500 hours Completion (5 credits)

- EAD 790 H Principal/Asst Principal (PreK-8)
- EAD 790 J Principal/Asst Principal (5-12)

*Total 31-33 credits with 500 hours of documented practicum.*

## Education Leadership—M.Ed. Non-Licensure

### Term 1

- EED 735 Program Portfolio Integration (0 credit) . . . . .every term
- EAD 712 Curriculum Principles and Practices for Educational Leaders
- EAD 684 Selection, Development & Supervision of Educational Personnel
- EAD 691 Professional Seminar I (2 credits)

### Term 2

- EAD 688 Legal Aspects of School Administration
- EAD 690 Finance & Business Administration for the School Administrator
- EAD 692 Professional Seminar II (2 credits)

### Term 3

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 783 Leading Antiracist Schools
- EAD 693 Professional Seminar III (2 credits)

### Term 4

- EAD 721 Supervision, Induction & Coaching of New Teachers
- EAD 800 Independent Learning Project
- EAD 694 Professional Seminar IV (2 credits)

*Total 32 credits; no practicum*

**\*Program credits:** 31 credits total if SEI is completed before enrollment, 33 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** David L. Flynn, Ph.D.

• david.flynn@cambridgecollege.edu

(All courses @ 3 credits except as noted.)