



November 2019

Dear Educator,

We are pleased to announce that the application process for the 2020 Massachusetts College of Liberal Arts Leadership Academy is now open. This letter serves as an introduction to the content, time frames, requirements, and costs associated with the program.

The MCLA Leadership Academy has existed since 1997, and during that time, over 2,000 school and district leaders have obtained administrative credentials, developed content knowledge, experienced many cultural venues, thought about how equity and justice relate to their work, and made lasting connections with faculty and peers.

Our Program

The MCLA Leadership Academy is sanctioned by the Massachusetts Department of Elementary and Secondary Education and it is designed for educators who seek to advance professionally while working. Here are some of its unique facets:

- a 12-month program (individual pre-work is required beginning about six weeks prior to the first residency);
- affordable, public college tuition/fee rates;
- accomplished and experienced faculty from across the nation;
- a two-week summer residency, two weekend residencies, online courses, and internships/practicums;
- college supervisors who travel to school/district sites to support internships;
- approved licenses for Superintendent/Assistant Superintendent, Principal/Assistant Principal, and Supervisor/Director;
- New York licensure as School Building Leader (SBL) and School District Leader (SDL); and
- an additional 9-credit research sequence to complete a CAGS (Certificate of Advanced Graduate Study) which can be transferred for credits into the Texas A&M Doctoral Educational Leadership Program.

The program requirements and costs are outlined on additional documents and provided online.

Review of applications begins in January 2020. For more information, and to apply, visit:

<http://www.mcla.edu/Academics/graduate/leadershipacademy/leadership2020/index.html>

For more information, contact:

Marianne Young
413-662-5198
marianne.young@mcla.edu

– OR –

Michelle Delisle
413-662-5381
m.delisle@mcla.edu

Sincerely,

A handwritten signature in cursive script that reads "myo".

Marianne R. Young
Leadership Academy Director; Instructor
marianne.young@mcla.edu



MASSACHUSETTS COLLEGE OF LIBERAL ARTS

MCLA Leadership Academy

New Program Cohort 2020

We are pleased to announce that the application process for the 2020 Leadership Academy cohort for educators seeking administrative licensure has begun. In December 2011, the Board of Elementary and Secondary Education (ESE) approved new administrative leadership standards. MCLA developed a program framework that reflects these new standards with input from an advisory team and past program participants. We received notification of approval from the ESE for superintendent/assistant superintendent, principal/assistant principal, and director licenses in July 2013. This endorsement is evidence of our rich tradition and future vision of summer residency-based leadership development at MCLA.

Our goal is to prepare candidates to serve as effective leaders of educational institutions, as well as active citizens in their communities. Leadership Academy graduates will be able to: shape a vision based on equity, justice, and academic success for all students; create a collaborative climate in schools and the community; improve curriculum and instruction; and manage data and institutional processes to foster continuous school improvement.

Below is an overview of our tentative program sequence. We will run pre-practicums, as we have in the past, beginning in May 2020 at candidates' schools. These one credit hour experiences require no face-to-face time with MCLA faculty and serve as opportunities for students to investigate, respond to, and improve school-based processes and outcomes. The artifacts collected in these pre-practicums will be used during the first summer residency.

Leadership Academy Overview

The MCLA Leadership Academy is a cohort model that blends academic content with skill and knowledge development and was created to support the advancement of working professionals. It is a low residency model (summer and weekend) with independent and online work assigned between sessions. Students earn 31 credits through pre-practicum experiences, seven courses, an administrative project, an administrative practicum, and a culminating Leadership Academy Conference.

MCLA Leadership Academy courses are taught by nationally recognized educational theorists and visionary school and district administrators. Courses include a blend of social, political, and academic theories and discussions of current trends in education. The aim is to prepare leaders who will ensure the highest quality and most equitable and just learning environments for students. Activities will include reading, writing, discussion, group projects, case studies, simulations, experiences in museums, lectures by prominent thinkers, project-based tasks, self-assessment, fieldwork, and application of course concepts.

Former students who have completed the MCLA Leadership Academy are currently serving in a range of positions across the northeast, such as school principals, superintendents, deans, curriculum leaders, and directors.



MCLA Leadership Academy 2020 Cohort

Program of Study:

Late Spring 2020 (online and at student's school or district)

- o ADMN 637: Data and Equity Audit (1 credit)
- o ADMN 647: Educator Evaluation (1 credit)
- o ADMN 627: Educational Policy and Standards (1 credit)

Summer 2020 (16-day residency, July 7-23, 2020)

- o ADMN 626: Leading Schools in Context (3 credits)
- o ADMN 636: Data Analysis and Action Planning (3 credits)
- o ADMN 646: Supervising Teaching and Learning (3 credits)

Fall 2020 (online, site-based, and one residency weekend on November 20-22, 2020)

- o ADMN 770: Introductory Internship (3 credits)
- o ADMN 771: Administrative Project (1 credit)
- o ADMN 657: Organizing Schools for High Impact Teaching and Learning (3 credits) (begins in September)
- o ADMN 656: Building School and Community Partnerships (3 credits) (begins during November residency; continues into spring semester)

Spring 2021 (online, site-based, and one residency weekend, March 19-21, 2021)

- o ADMN 658: Public School Law (2 credits)
- o ADMN 621: Sheltered English Immersion for Administrators (1 credit)
- o ADMN 772: Capstone Experience (3 credits)

Summer 2021 (four-day residency, July 6-9, 2021)

- o ADMN 780: Leadership Academy Conference (3 credits)

After completing this 31-credit sequence, students are eligible to continue their studies and earn an additional Superintendent/Assistant Superintendent license (SDL; 6 credits), a Certificate of Advanced Graduate Study (CAGS; 9 credits), or both (SDL and CAGS; 12 credits). The following page outlines these options.

Option 1. Additional Superintendent/Assistant Superintendent (SDL) License

(3 content credits plus 300 hours/3 credits of field work)

Students seeking an additional Superintendent/Assistant Superintendent (SDL) license must complete one 3-credit hour course (CAGS 806) and a 300-hour, 3-credit internship (ADMN 712) at the district level. The 3-hour course can be part of the full 9-credit CAGS sequence listed described under Option 2 **OR** in the sequence listed below:

Summer 2021

1. CAGS 806: Review of the Field in Educational Administration (3 credits)
 - June, July 2021 – Online

Fall 2021

2. ADMN 712: District Level Half-Practicum (3 credits, 300 hours)
 - Late summer/fall 2021 (site-based)

Option 2: Certificate of Advanced Graduate Study (CAGS) Pathway

(9 content credits)

Students who have completed the Leadership Academy will have the option to complete three online CAGS courses (9 credits) to earn a Certificate of Advanced Graduate Study (CAGS). A Certificate of Advanced Graduate Study (CAGS) is the equivalent of a Certificate of Advanced Study (CAS) as designated in other states such as New York.

CAGS Summer 2021

1. CAGS 806: Review of the Field in Educational Administration (3 credits)
 - June, July 2021 – Online
2. CAGS 902: Seminar II (3 credits)
 - July and August – Online
3. CAGS 981: Action Research Seminar (3 credits)
 - July and August – Online

Option 3: Certificate of Advanced Graduate Study (CAGS) Pathway and Additional Superintendent/Assistant Superintendent and SDL License

(9 content credits plus 300 hours/3 credits of field work)

Those who seek both a CAGS and a Superintendent/Assistant Superintendent (SDL) license will complete all the courses listed below:

CAGS Summer 2021

1. CAGS 806: Review of the Field in Educational Administration (3 credits)
 - June, July 2021 – Online
2. CAGS 902: Seminar II (3 credits)
 - July and August – Online
3. CAGS 981: Action Research Seminar (3 credits)
 - July and August – Online

Fall 2021 (site-based)

- ADMN 712: District Level Half-Practicum (3 credits, 300-hours)
 - Late summer/fall 2021 (site-based)



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Program Costs:

Listed below are estimated costs for the 2020 Leadership Academy Cohort. Tuition and fees are approximately \$388.33/credit. Additionally, fees associated with the summer residency, the weekend residencies, and the field supervision are outlined. These prices are subject to change based annual approval by the MCLA Administration and the Board of Trustees.

Application		\$ 50.00
Summer 2020		
Pre-work	3 pre-practicum credits	\$ 1,165
Residency	9 credits + activities fee*	\$ 4,895
Fall 2020	7 credits + program fee*	\$ 2,968
Spring 2021	9 credits + program fee	\$ 3,745
Summer 2021	3 credits + activities fee	\$ 1,665
Total Leadership Academy		\$ 14,438

Students can add Option 1, Option 2, or Option 3, depending on the credentials they seek.

Option 1: For those who also seek a Superintendent/Assistant (SDL) License:

CAGS 806 Online

Total Leadership Academy		\$ 14,438
Summer 2021 (CAGS 806 Online)	3 credits	\$ 1,215
Fall 2021 (ADMN 712 Internship)	3 credits + program fee	\$ 1,465
Total Leadership Academy w/ Super (SDL)		\$ 17,118

Option 2: For those who seek a CAGS

Total Leadership Academy		\$ 14,438
Summer 2021 (All Online)	9 credits + activities fee*	\$ 3,645
Total Leadership Academy with CAGS		\$ 18,083

Option 3: For those who seek a CAGS Degree and also a Superintendent/Assistant License (SDL)

Total Leadership Academy		\$ 14,438
Summer 2021 (CAGS 806 Online)	9 credits + activities fee*	\$ 3,645
Fall 2021 (ADMN 712 Internship)	3 credits + program fee	\$ 1,465
Total Leadership Academy + CAGS + Super (SDL)		\$ 19,548

*Activity fees cover special events, travel, guest, speakers and most meals for students during the residencies. However, housing is not included and we strongly encourage students to live on campus at a cost of approximately \$50/night.

Please Note:

- MCLA continues to work actively with the Massachusetts ESE to reflect all state licensure standards and regulations. As such, requirements from the ESE may result in revisions to MCLA program requirements.
- MCLA reserves the right to unilaterally add, withdraw, or revise any course offerings of the above mentioned program of study including policies, requirements, and fees.



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MCLA Leadership Academy 2020 - Program Details:

Eligibility:	<ul style="list-style-type: none">-A current Initial (or higher) educator license-Three years' experience teaching under this license-A master's degree-Completion of application materials including: two letters of recommendation, a letter of endorsement, a personal statement, and an official master's degree transcript		
Location:	Massachusetts College of Liberal Arts North Adams, MA 01247		
Schedule:	<ul style="list-style-type: none">- <u>Summer Residency 1</u>: July 7-23, 2020 <i>Note: Classes and events will be held during the day, most evenings, and weekends.</i>- <u>First Weekend Residency</u>: November 20-22, 2020- <u>Second Weekend Residency</u>: March 19-21, 2021-Online and weekend courses will be planned for Fall 2020 and Spring 2021-<u>Summer Residency 2</u>: Four days (July 6-9, 2021)-Optional SDL and CAGS online (June, July, August 2021)		
Cost:	<ul style="list-style-type: none">-Students pay the affordable rate of \$388.33/credit. Thus, a 3 credit course is \$1,164.99-The Summer 2020 residency (including pre-work) cost is \$6,060. This includes most meals and an activities fee.-Optional housing on campus is available at approximately \$50/night (\$750 for 15 nights). <p>-Students in the Leadership Academy are eligible for Alternative Educational loans. Please contact the Financial Aid Office at http://www.mcla.edu/Admissions/financial-aid-and-cost/index for more information.</p>		
Fieldwork:	<ul style="list-style-type: none">-Students are required to complete 500 internship hours at their school/district site.-Fieldwork will include an introductory (observing and assisting) experience, an administrative project, and a Capstone project.		
To apply:	Students will apply online at: http://www.mcla.edu/Academics/graduate/leadershipacademy/leadership2020/index.html Application review begins in January 2020.		
For more information contact:	<table><tr><td>Michelle Delisle, Administrative Assistant M.Delisle@mcla.edu 413-662-5381</td><td>Marianne Young, Interim Program Director marianne.young@mcla.edu 413-662-5198</td></tr></table>	Michelle Delisle, Administrative Assistant M.Delisle@mcla.edu 413-662-5381	Marianne Young, Interim Program Director marianne.young@mcla.edu 413-662-5198
Michelle Delisle, Administrative Assistant M.Delisle@mcla.edu 413-662-5381	Marianne Young, Interim Program Director marianne.young@mcla.edu 413-662-5198		

Education Department, Mark Hopkins
MCLA, 375 Church St. North
Adams, MA 01247

Or visit us on the web at: <http://www.mcla.edu/Academics/graduate/leadershipacademy/leadership2020/index.html>



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COURSE DESCRIPTIONS

ADMINISTRATIVE COURSES (ADMN)

ADMN 621 Sheltered English Instruction (for Administrators) 1 credit

The purpose of this course is to prepare K-12 administrators to develop effective curriculum and instruction for English Language Learners (ELLs) in mainstream classrooms and to support classroom teachers in their efforts to help ELL students achieve high levels of academic success.

ADMN 626 Leading Schools in Context 3 credits

This course explores the impact of larger social and political forces on American education policy and major educational “reform” movements. Students will develop mission statements that reflect core values, ethical frameworks, and the visions they hope to enact in their schools. Reviews of school/district/state/federal policy will be explored as a means for understanding the context and potential of current “reform” agendas, and to inform the creation of an equity audit/action plan.

ADMN 627 Educational Policy and Standards 1 credit

Students will collect and review policy guidebooks, contracts, mission statements, and handbooks to better understand the policy environment in which educational leaders work. The school administrator and university professor will work collaboratively to insure a holistic integration of policy standard theory and practice. The review of site-based policy documents and standards will be referenced, studies, and reconditioned in the *Leading Schools in Context* and *School Law* course.

ADMN 636 Data Analysis and Action Planning 3 credits

This course will prepare students to lead data and action planning teams in their schools. Students will review methodologies, specifically Data Wise, to inform improvement planning. The course will include an intense review of proficiency gaps/equity in schools, accountability and the inquiry-action cycle. Students will also focus on assessments as an element of the data review and planning cycle. Pre-practicum equity audits will be used to inform course content.

ADMN 637 Data and Equity Audit 1 credit

This course will instruct students in the methods of collecting accountability and equity data and expose them to the research literature on the methods of analyzing this data. Under the supervision of a local school administrator, students will locate and collect a range of relevant equity data at the school site. Students will analyze and interpret the data online with the classroom professor and prepare a journal that connects the equity audit to continuous school improvement literature. These resources will be used as part of the *Data Analysis and Action Planning* course.

ADMN 646 Supervising Teaching and Learning 3 credits

This course will apply evaluation instruments collected in the pre-practicum course including the Massachusetts Model Evaluation System. Emphasis will be placed on understanding the qualities of effective instruction, models for classroom observation, effective documentation, professional feedback, assessment practices, and curriculum development, including an overview of the new Massachusetts Frameworks. Tiered Instruction research will serve as a theoretical foundation for this course.

ADMN 647 Educator Evaluation 1 credit

Students will review and analyze the supervision and evaluation instruments and practices used in schools in order to understand the local model of supervision and evaluation process. The professor will introduce students to various case studies related to the evaluation and supervision process in a web-based online platform. This course will advance the goals of school-based mentoring and networking and serve as a transition to *Supervising Teaching and Learning course*.

ADMN 656 Building School and Community Partnerships 3 credits

This course focuses on the theories, research, models, and best practices for involving families and other community partners in the improvement of student outcomes. A major emphasis will be placed upon (1) the development of equitable, sensitive, and responsible relationships with all members of the community, and (2) new paradigms that shift from traditional models of parental involvement to active family partnering in coordinating learning between home, school, and community.

ADMN 657 Organizing Schools for Teaching and Learning 3 credits

This course focuses on school operations and organizational best practices that will build capacity for school and district improvement. Candidates will research and discuss theories, research, models, and practices as they relate to creation of effective professional learning communities and professional development. Candidates will also assess policies and research related to creation of safe and caring work environments, technology, campus operational systems, and data management systems.

ADMN 658 Public School Law 2 credits

This online course will include an analysis of the most commonly referenced elements of school law, including: Constitutional context, human resources, tort liability, freedom of expression, special education, and religion in schools. Selected Massachusetts' laws such as anti-hazing and bullying will be reviewed. Students will be asked to prepare law lessons as part of an innovative national project aimed at equipping educational leaders to act as legal resources in their schools and districts. Students will build upon this knowledge so that they, and those they supervise, will act within legal guidelines.

ADMN 712 Administrative Half Practicum 3 credits

This 300-hour internship allows students the opportunity to fully contextualize the responsibilities associated with district leadership. It builds upon the 500-field hours completed during ADMN 770, 771, and 772. Students will work with district on-site supervisor as they shadow, observe, assist, and act in the role of district leader. Students will develop a proposal, maintain a log of experiences, document evidence of standards/indicators, and write a critical reflection of the practicum.

ADMN 770 Introductory Internship 3 credits

This 150-hour field experience will allow students opportunities to fully contextualize the range of responsibilities associated with school and district leadership. This will occur through work with their school site supervisors as they shadow, observe, and assist. Students will record a log of experiences, with the culminating assignment to include completing a functional and operational inventory and applying the site audit ESE self- assessment tools.

Corequisite: ADMN 771: Administrative Project

ADMN 771 Administrative Project 1 credit

This 50-hour field experience affords students the opportunity to probe a particular aspect of educational leadership and allow students to conduct a deep dive into a topic of particular interest. Thus, students will gain a more thorough understanding of this administrative topic and, at the same time, develop a strategy for engaging in site based research, problem solving and inquiry that is essential in order to lead and promote a cycle of continuous school and organizational improvement.

Corequisite: ADMN 770: Introductory Internship

ADMN 772 Capstone Experience 3 credits

The Capstone experience marks the last phase, Leading Systems, including 250 of the 500-hour fieldwork requirements. During this phase, students will have opportunities for full responsibility in leading school systems, personnel and initiatives. This Capstone experience is intended to maximize the intern's opportunities to practice and refine knowledge and skills, within a range of tasks and responsibilities that are required to successfully assume the role of school leader.

Prerequisite: ADMN 770: Introductory Internship & ADMN 771: Administrative Project

ADMN 780 Leadership Academy Conference 3 credits

The Leadership Academy Conference will be held in the summer 2 residency over four days. This residency will be organized as a symposium, affording students an opportunity to meet with advisors, organize and submit portfolios, deliver final presentations, participate in peer review, reflect on the leadership development experience, compare and refine entry level plans, and foster a system of support for ongoing leadership development.

Prerequisite: Capstone Experience

CERTIFICATE OF ADVANCED GRADUATE STUDY COURSES (CAGS)**CAGS 806 Review of the Field in Educational Administration 3 credits**

Provides an overview of the current research basis for issues in Educational Administration. Historical and contemporary works will be reviewed across several Educational Administrative perspectives dealing with topics such as leadership, decision making, finance, organizational culture/structures, personnel, decision making, coping with change, Federal and State Governments and issues of local control, among other topics.

CAGS 902 Seminar II 3 credits

Provides students opportunities for syntheses of their overall program by offering a forum in which students may discuss and integrate their experiences in the CAGS program, their knowledge of schools, and their skills in research so that they will be better prepared to deal with the issues of improving teaching and learning. This experience will also guide students through their culminating project in the CAGS program.

CAGS 981 Action Research Seminar 3 credits

Provides background, theory, issues, design and implementation of an action research project employed in the study of an educational problem. Required of all CAGS candidates, this course meets regularly and includes formal presentations, group discussions, and individual advising regarding theories, methods, analyses, and purpose of action research.