

**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, studied, 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 during the 2<sup>nd</sup> summer 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