



Master of Education

# Educational Leadership • CIP code 130401

For Assistant Principal/Principal 31-33\* credits • For Supervisor/Director 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 MEd in Educational Leadership is specific to leadership roles in P-12 settings. Based on professional standards upheld by the Educational Leadership Constituent Council (ELCC) and aligned with Massachusetts requirements for school administrators, the program supports the acquisition of prerequisite knowledge and professional skills to serve as competent, caring, ethical, and highly qualified leaders in the schools, districts, and communities served.

Within the degree there are both licensure and non-licensure options. Licensure options are tailored for the career advancement of currently licensed practitioners in P-12 settings with at least three years of employment in a Massachusetts-approved school or district. These options include the Principal/Assistant Principal license (PK-8 or 5-12), designed for those seeking to lead schools, and the Supervisor/Director license required for those seeking to become directors, department heads, or curriculum specialists. The Supervisor/Director option is available at the level of prerequisite license held upon entry (e.g., prerequisite license in General Science currently teaching in MA and seeking employment as STEM director). In contrast, the MEd non-licensure option is designed for seasoned professionals in educational settings or agencies that do not require the Massachusetts license.

**Outcomes** — With guidance of the program chair, seminar leaders, faculty, and licensed, current practitioners in schools and districts within Massachusetts, candidates for the MEd in Educational Leadership demonstrate an ability to engage in site-based leadership that: (a) promotes the learning and growth of all students, (b) cultivates a shared vision for effective schools, (c) ensures a safe, efficient, and effective learning environment, (d) ensures the effective use of resources, and (d) 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 TaskStream. Specifically, candidates in the respective leadership areas must demonstrate the ability to:

### Principal/Assistant Principal

- Provide effective instructional leadership supportive of student learning and attainment of school achievement goals,
- Build a professional culture supportive of reflective practice, high expectations, and continuous improvement of teaching and learning.
- Engage school communities including teachers, parents, district leaders, and community partners in ways supportive of the school's and district's mission,
- Effectively and efficiently manage all school operations including curriculum implementation, personnel, facilities, schedules, and budgets.

### Supervisor/Director

- Observe and provide constructive feedback of teachers supportive of improved teaching and learning performance;
- Assess instruction aligned to MA standards;
- Integrate technology into teaching methods;
- Differentiate instruction for English learners and modifications for students with special needs;
- Lead teachers in reflective practice;
- Communicate effectively with school and district leaders.

**Careers** — Graduates typically pursue leadership or policy related positions in P-12 school settings. Those in the Principal/Assistant Principal option typically become school leaders or pursue management positions in education-related organizations and agencies. Those in non-licensure options 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. Those with licensure as Supervisors/Directors typically pursue careers as content area or curriculum specialists, directors (e.g., STEM directors, ELL directors), department heads, or lead teachers aligned with their area of prerequisite licensure. Supervisor/directors also mentor aspiring and new teachers or lead professional development specific to their areas of expertise.

### MEd—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, educational leadership and dean, school of Education once this requirement is met. Evidence of current license as a practitioner in a Massachusetts approved school or district is also required.

**\*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:** Charles Grandson, EdD  
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# Educational Leadership

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

- Signed acknowledgement of area/level of licensure sought
- 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, Portfolios, MA PAL

- 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 TaskStream.
- 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 TaskStream.
- Candidates for the Principal/Assistant Principal licensure option are required to have successfully completed all required tasks for the Massachusetts Performance Assessment for Leaders (PAL).

## Principal/Assistant Principal Licensure

### Term 1

- EAD712 Curriculum Dev, Assessment & Improvement for the School Administrator
- EAD684 Selection, Dev & Supervision of Ed Personnel
- EAD691 Professional Seminar I (2 credits; **25 practicum hours**)

### Term 2

- EAD688 Legal Aspects of School Admin
- EAD690 Finance & Business Admin for the School Administrator
- EAD692 Professional Seminar II (2 credits; **50 practicum hours**)

### Term 3

- EAD662 Contemporary Issues & Topics in Ed Admin
- EAD782 Organizational Change for School Leaders
- EAD693 Professional Seminar III (2 credits; **75 practicum hours**)

### Term 4

- SEI705 Supervision of Sheltered English Immersion Instruction for Administrators (2 credits) — only if needed.
- EAD694 Professional Seminar IV (2 credits; includes **15-page paper on an action research issue related to practicum**)

**EAD790 H or J Practicum 500 hours Completion** (5 credits) and *all MA-PAL requirements*

- EAD790 **H** Principal/Asst Principal (PreK-8)
- EAD790 **J** Principal/Asst Principal (5-12)

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

## Supervisor/Director Licensure

### Term 1

- EAD712 Curriculum Dev, Assessment & Improvement for the School Administrator
- EAD684 Selection, Dev & Supervision of Ed Personnel
- EAD691 Professional Seminar I (2 credits; **25 practicum hours**)

### Term 2

- EAD721 Supervision, Induction & Coaching of New Teachers
- EAD688 Legal Aspects of School Admin
- EAD692 Professional Seminar II (2 credits; **50 practicum hours**)

### Term 3

- EAD662 Contemporary Issues & Topics in Ed Admin
- EAD782 Organizational Change for School Leaders
- EAD693 Professional Seminar III (2 credits; **75 practicum hours**)

### Term 4

- SEI705 Supervision of Sheltered English Immersion Instruction for Administrators (2 credits) \* — only if needed.
- EAD694 Professional Seminar IV (2 credits; includes **15-page paper on an action research issue related to practicum**)

**EAD790 E Practicum: Supervisor/Director** (5 credits; **300 hours**) includes *five-page action-research reflection paper*

*Total 31-33 credits with 300 hours of documented practicum.*

(All courses @ 3 credits except as noted.)

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### **Education Leadership—MEd 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, MA-PAL, SEI, and Practicum. Non-licensure students take Educational Leadership courses, Professional Seminar, and the Independent Learning Project.

#### **Term 1**

- EAD712 Curriculum Dev, Assessment & Improvement for the School Administrator
- EAD684 Selection, Dev & Supervision of Ed Personnel
- EAD691 Professional Seminar I (2 credits)

#### **Term 2**

- EAD688 Legal Aspects of School Admin (3 credits)
- EAD690 Finance & Business Admin for the School Administrator
- EAD 692 Professional Seminar II (2 credits)

#### **Term 3**

- EAD662 Contemporary Issues & Topics in Ed Admin
- EAD782 Organizational Change for School Leaders
- EAD 693 Professional Seminar III (2 credits)

#### **Term 4**

- EAD721 Supervision, Induction & Coaching of New Teachers
- EAD800 Independent Learning Project
- EAD694 Professional Seminar IV (2 credits)

*Total 32 credits; no practicum*

(All courses @ 3 credits except as noted.)