October 2015

Dear Educator,

We are pleased to announce that the application process for the 2016 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 is designed for educators who seek to advance professionally while working.

The MCLA Leadership Academy is sanctioned by the Massachusetts Department of Elementary and Secondary Education. We offer:

- A 16 month program start-to-finish;
- Affordable, public college tuition/fee rates;
- Accomplished and experienced faculty drawn from across the nation;
- A two-week summer residency, two-weekend residencies, and online courses;
- College supervisors who will travel to school/district sites to support internships;
- Approved licenses for Superintendent/Assistant Superintendent, Principal/Assistant Principal, and Supervisor/Director;
- New York educators have an avenue to acquire 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).

The program requirements and costs are outlined on additional documents provided online. Review of applications begins on December 15, 2015. For more information, and to apply, visit: http://www.mcla.edu/Academics/graduate/leadershipacademy/leadership2016/index

For more information contact Michelle Delisle at 413-662-5381 or M.Delisle@mcla.edu.

Sincerely,

Dana Rapp, Ph.D., Professor of Education  Howard J. (Jake) Eberwein, Ed.D, Dean
Leadership Academy Instructor since 2001  Leadership Academy graduate, 2003
MCLA Leadership Academy
New Program Cohort Summer 2016

We are pleased to announce a Leadership Academy Summer 2016 cohort for educators seeking administrative licensure. 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 highly 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 April 2016. 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 practical skill and knowledge development. The Leadership Academy 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 will be taught by nationally recognized educational theorists and successful school and district practitioners. Courses will include a blend of social, political, and academic theories and with discussions of current trends in education. The aim is to prepare leaders who will ensure the highest quality and most equitable just and 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 principal, superintendent, dean, curriculum leader, and director.
Licensure Courses (31-credits, 500-hours of field work)

This sequence will qualify students for a Principal/Assistant Principal license. For those from New York, this is comparable to the School Building Leader (SBL) license.

Late Spring 2016 (online at current work site)
- ADMN 637: Data and Equity Audit (1-credit)
- ADMN 647: Educator Evaluation (1-credit)
- ADMN 627: Educational Policy and Standards (1-credit)

Summer 2016 (16 day residency, July 8-23, 2016)
- ADMN 626: Leading Schools in Context (3-credits)
- ADMN 636: Data Analysis and Action Planning (3-credits)
- ADMN 646: Supervising Teaching and Learning (3-credits)

Fall 2016 (online, site-based, and one residency weekend, November 18-20, 2016)
- ADMN 770: Introductory Internship (3-credits)
- ADMN 771: Administrative Project (1-credit)
- ADMN 657: Organizing Schools for High Impact Teaching and Learning (3-credits)

Spring 2017 (online, site-based, and one residency weekend, March 17-19, 2017)
- ADMN 656: Building School and Community Partnerships (3-credits)
- ADMN 658: Public School Law (2-credits)
- ADMN 621: Sheltered English Immersion for Administrators (1-credit)
- ADMN 772: Capstone Experience (3-credits)

Summer 2017 (four day residency, July 6-9, 2017)
- 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 (Options A or B)

(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 listed described under Option 2A OR by taking the courses listed below:

**Summer 2017**
1. **CAGS 806: Review of the Field in Educational Administration (3 -credits)**
   - This course will be offered either as A) fully online OR B) as a residency.
   - Option A. Fully online: June 15, 2017 – July 15, 2017 OR
   - Option B. Residency: July 9, 2017 – July 13, 2017 (5 days)

**Fall 2017 (site-based)**
2. **ADMN 712: District Level Half-Practicum (3-credits, 300 hours)**

Students seeking to earn an optional Certificate of Advanced Graduate Study (CAGS) will complete both a residency (5 days) and independent/online work following the Leadership Conference in Summer 2017. Additionally, if students select to complete CAGS (Option 2A), they are eligible to earn a Superintendent/Assistant Superintendent license by adding to the course (Option 2B) sequence below a 300-hour District Level Internship (ADMN 712).

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

Students who have completed the Leadership Academy will have the option to extend the second summer residency by 4 days, with independent/online work completed throughout the summer to earn a Certificate of Advanced Graduate Study (CAGS). CAGS candidates will continue the study their managerial skills as they relate to the fiscal, political, personnel, and demographic challenges they may encounter as educational leaders. The CAGS summer program is offered in a hybrid delivery model (with both residential and online/independent work), nine-credit experience. 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 Residency: Summer 2017 (5 day residency after Leadership Conference, July 9-13, 2017)**
**CAGS Online/Independent: July 13, 2017 – August 20, 2017**
3. **CAGS 806: Review of the Field in Educational Administration (3-credits)**
4. **CAGS 902: Seminar II (3-credits)**
5. **CAGS 981: Action Research Seminar (3-credits)**

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

Those who seek both a CAGS and a Superintendent/Assistant Superintendent (SDL) license will complete all courses listed under Option 2A plus:

**Fall 2017 (site-based)**

**ADMN 712: District Level Half-Practicum (3-credits, 300-hours)**
**Program Costs:**
Listed below are expected costs for the 2016 Leadership Academy Cohort. Tuition is approximately $317/credit summer 2016, then rising to $334/credit as of September 1, 2016. Additionally, fees associated with the summer residency, the weekend residencies, and the field supervision are outlined. These prices are subject to change based on approval by the MCLA administration and the Board of Trustees:

<table>
<thead>
<tr>
<th>Component</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>$50</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>$951</td>
</tr>
<tr>
<td>Summer 2016 w/residency</td>
<td>$4,253</td>
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<tr>
<td>Fall 2016</td>
<td>$2,588</td>
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<tr>
<td>Spring 2017</td>
<td>$3,256</td>
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<tr>
<td>Summer 2017</td>
<td>$1,502</td>
</tr>
<tr>
<td>Total Leadership Academy</td>
<td>$12,600</td>
</tr>
</tbody>
</table>

*Activity fees cover special events, travel, 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.

**Option 1A: For those who also seek a Superintendent/Assistant (SDL) License in online format:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Total Leadership Academy</td>
<td>$12,600</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>$1,002</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>$1,302</td>
</tr>
<tr>
<td>Total Leadership Academy w/ Super (SDL)</td>
<td>$14,904</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Total Leadership Academy</td>
<td>$12,600</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>$1,502</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>$1,302</td>
</tr>
<tr>
<td>Total Leadership Academy w/ Super (SDL)</td>
<td>$15,404</td>
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</tbody>
</table>

**Option 2: For those who seek a CAGS**

<table>
<thead>
<tr>
<th>Component</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Total Leadership Academy</td>
<td>$12,600</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>$3,506</td>
</tr>
<tr>
<td>Total Leadership Academy with CAGS</td>
<td>$16,106</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Leadership Academy</td>
<td>$12,600</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>$3,506</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>$1,302</td>
</tr>
<tr>
<td>Total Leadership Academy + CAGS + Super (SDL)</td>
<td>$17,408</td>
</tr>
</tbody>
</table>

*Students can add either Option 1 (A or B), or Option 2 (A or B) depending on their desired credentials.*

**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.
MCLA Leadership Academy - Program Details:

Eligibility:
- A current Initial (or higher) teaching 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:
- **Summer Residency 1:** July 8-23, 2016
  - Classes will be held during the day, most evenings, and weekends.
  - Evening seminars and events will occur throughout the residency.
- **During Academic Year:** Online and weekend courses will be planned for fall 2016 (November 18-20, 2016) and spring 2017 (March 17-19, 2017).
- **Summer Residency 2:** Four days (July 6-9, 2017)
  - Optional SDL and CAGS immediately following Summer Residency 2.
  - See program brochure for details on these two optional pathways.

Cost:
- Affordable public school pricing is currently $317/credit. Thus, a 3-credit course is $951.
- As of September 1, 2016 tuition will rise to $334/credit. Thus, a 3-credit course is $1,002.
- Summer 2016 residency is $4,253. This includes 9 graduate credits, most meals, and an activities fee.
- Optional housing on campus is available at approximately $50/night ($750 for 15 nights).
- 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.

Fieldwork:
- Students are required to complete 500 hours in the field.
- 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/leadership2016/index
Application review begins on December 15, 2015.

Contact:
Michelle Delisle, Administrative Assistant  
Dana Rapp, Professor/Program Director
M.Delisle@mcla.edu  
D.Rapp@mcla.edu
413-662-5381  
413-662-5197

Or visit us on the web at http://www.mcla.edu/Academics/graduate/leadershipacademy/leadership2016/index
COURSE DESCRIPTIONS
ADMINISTRATION 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 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 foundational 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  3-6 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.