

## **Course Descriptions**

### **EDL 7010 - Inclusive Educational Leadership & Organizational Change:**

This course serves as the introduction to the Educational Leadership Program, by combining a study of current theory and research-based best practices and supporting the development of prospective and emerging school leaders. Effective school leaders understand current educational trends, analyze district, school, and student data, and engage educational teams in professional learning to improve student achievement and ensure an equitable and inclusive culture for all stakeholders. In EDL 7010, aspiring educational leaders will examine how organizational change takes place and develop core values that guide equity-oriented mission statements and related decision making. They will begin to evaluate school and district planning documents and vision statements to assess school and students' needs and consider how these are contributing to culturally and linguistically sustaining practices. Topics include theory and practice in organizational leadership, organizational culture, anti-racist and culturally and linguistically sustaining responsive practices, school improvement, as well as educational change.

### **EDL 7020 - Data Driven Inquiry to Improve Teaching and Learning:**

This course provides aspiring leaders with the knowledge necessary to promote the learning and growth of all members of the school/district community by establishing and communicating a clear vision for curriculum, instruction, and assessment that is aligned to school and district priorities and reflects high expectations for all students. In this course, administrator candidates will collect, monitor and use all forms of disaggregated data, research, and best practices to reflect on strengths and gaps in instructional systems, eliminate learning inquiries across race, gender, ethnicity, language, disability and ability, and other aspects of student identities. Aspiring leaders will develop action-oriented plans based on multiple data sources that support all students in meeting or exceeding grade-level standards and individual learning goals and improve educator effectiveness. In addition, students in the course will collaborate with school district stakeholders to develop a culture of continuous, data-focused, growth-oriented, equity centered reflection and adjustments to practice.

### **EDL 7030 - Creating Equitable Systems and Managing Human Resources:**

This course prepares future school administrators to collaborate with leadership and educator teams in designing and implementing equitable procedures and processes that encompass all aspects of school and district operations. In addition, the course helps administrators understand the importance of organizing the educational environments to ensure student and staff health, safety and supporting social and emotional needs and in alignment with culturally and linguistically sustaining educational practices. Administrator candidates will be guided through the Massachusetts DESE teacher evaluation process with a focus on supporting educators to set and achieve student learning goals that pay special attention to historically marginalized groups. Another critical aspect of this course is researching the many different components of human resources with a particular focus on implementing hiring processes aimed at advancing racial equity, constructively resolving conflict and building consensus on teams, and the legal implications of staff supervision, as a solid approach to school district management.

### **EDL 7040 - Building Effective Partnerships Through Family & Community Engagement:**

Educational institutions at all levels are integral parts of the communities they reside in and serve. In this course students will define, analyze, and promote the multiple stakeholders that comprise an educational community and describe how to establish effective partnerships. Educational leaders need to view all families and members of the communities as assets in building a successful school community. Students will discuss the process of building trusting relationships and how to provide multiple opportunities for families to be active partners in the district and school community, including those who may have had past negative experiences with the educational system or those whose home language is not English. This course illustrates the various types of communication necessary for engaging and collaborating with both internal and external communities through two-way, culturally and linguistically responsive communications. There is strong evidence that community and family engagement increase student achievement and students will identify ways to address family and community concerns in an equitable and effective way to reach common goals.

### **EDL 7050 - Education Policy, Ethics, and Finance:**

Using seminal readings, recent research, philosophical principles and case studies, this course provides the opportunity for administrator candidates to reflect on moral leadership and legal issues facing today's school leaders. A strong educational leader must be keenly aware of the legal issues involved in their role and follow all policies and collective bargaining agreements, adhering to ethical guidelines. The rights of students, staff members, and the community at-large must be respected and upheld while advocating for changes to mandates and guidelines that may inhibit racial equity. The course offers administrator candidates the chance to reflect on the decision-making challenges that educational administrators face when developing budgets informed by a diverse range of stakeholders, ensuring equitable access for each and every student. By grappling with the ethical and legal dilemmas faced by educators, past and present, this course provides opportunities for students to develop the intellectual and moral foundation that ethical leaders must demonstrate in their work and their lives.