



WILLIAM JAMES  
COLLEGE

*Graduate Certificate in School Leadership for  
Educational Equity, Racial Understanding and  
Organizational Transformation*

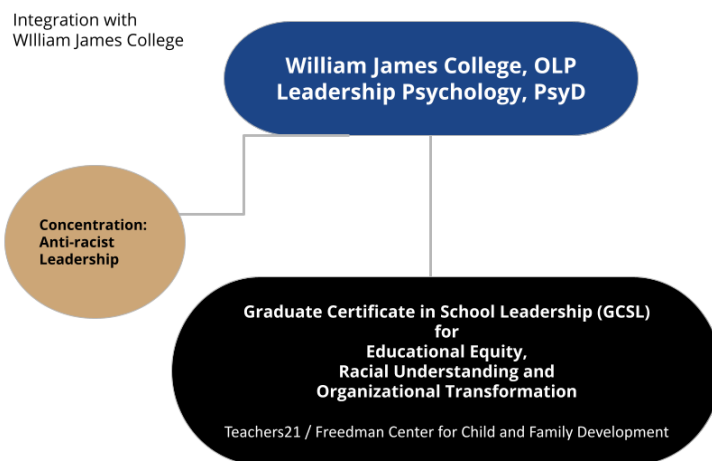
**Program Handbook 2021 - 2022**

Aligned to the Massachusetts Department of  
Elementary & Secondary Education (DESE)  
Standards for Administrators

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### **Graduate Certificate in School Leadership (GCSL) for Educational Equity, Racial Understanding and Organizational Transformation** Teachers 21 - Freedman Center for Child and Family Development



## Program Overview



The goal of the program is to develop exemplary leaders by building upon prior knowledge and experience, incorporating organizational development psychology principles while maximizing collective capacity. This innovative graduate certificate ensures the development of courageous inclusive leadership skills that lead to transformational change and improved outcomes for all students. By utilizing and developing skills that promote

social justice and social emotional competencies coupled with an understanding of human and group dynamics, participants will be equipped to create equitable learning environments for students and school cultures that support diversity in teaching staff.

The School Leadership Academy graduate certificate is aligned to the Massachusetts Department of Elementary and Secondary Education administrator standards and develops core competencies in three main areas: 1) Organizational Leadership 2) Anti-Racist Leadership and 3) Social Emotional skills. Though this certificate is designed to meet Massachusetts state principal licensure requirements, the content and competencies developed in the program will greatly enhance the leadership skills of anyone aspiring to be a school leader in today's high intensity and highly diverse environment.

### About the Handbook

The *Graduate Certificate in School Leadership for Educational Equity, Racial Understanding and Organizational Transformation* is in effect for the 2021 – 2022 academic year. It supplements the material in the William James College Graduate Student Handbook (included in the registrar's page at [williamjames.edu/academics/registrar/index.cfm](http://williamjames.edu/academics/registrar/index.cfm)). If there are inconsistencies between this handbook and the William James College Graduate Student Handbook, please consult the program director for clarification.

All policies and procedures of William James College are subject to change, in response to the evolving needs or demands of the institution and its programs. Appropriate notification of any such changes will be made.

## Program Objectives and Outcomes:

- Generate strategies to engage in anti-racist action
- Develop anti-racist accountability structures in schools
- Develop a greater self-awareness of assets/strengths and biases
- Demonstrate knowledge and skills to address systemic oppression
- Cultivate critical consciousness in self and develop the same in others
- Formulate strategies to solve school climate and school culture challenges
- Show evidence of a commitment to the interruption of the status quo in education
- Develop and apply knowledge about how to collaboratively lead and manage change
- Apply instructional leadership skills and competencies to identify and solve learning challenges
- Distinguish between levels of racism and oppression and develop strategic responses to inequity
- Demonstrate strategic skills to advance equity, diversity, inclusion and belonging (DEIB) initiatives
- Apply theories from psychology, adult learning, and adult social emotional competencies to practice
- Demonstrate the ability to create the conditions for equitable and responsive learning environments

## Program Competencies:

Schools and organizations need leaders and professionals who are able to respond to the ever - changing needs of students and adults. Leaders must seamlessly integrate a range of evidence-based skills and competencies to effectively lead others to achieve high goals and academic benchmarks.

This program is delivered remotely but includes in-person immersive components to allow graduate students to continue to work and apply what they are learning in real time.

This graduate certificate course sequence will weave together **competencies** centered around:

- 1) Instructional Leadership
- 2) Team Leadership
- 3) Dialogue & Sensemaking
- 4) Managing Change
- 5) Leading for Equity

The program engages graduates in the following essential question areas:

1. How to manage and navigate change
2. How to lead with compassion, vulnerability, and courage
3. How to use data to effectively respond to academic needs and to address systemic inequities
4. How to advance the daily and work practice of individuals and teams
5. How to align budgeting and staff resources to reflect a more equitable instructional vision
6. What structures are needed to create a safe and effective learning environment for students and teachers

These essential question areas are rooted in effective school leadership and have been synthesized into three knowledge and competency-based categories:



## Program Structure

Semester 1 Fall	Semester 2 Spring	Semester 3 Summer	Details for PsyD participants	Details for GCSL participants
<b>LP786 - Psychology of Racism</b>  (3 credits)	<b>DEI Interventions and Effective communication</b>  (3 credits)	<b>Anti-racist Leadership/ Multicultural Leadership/ Change Leadership</b>  (3 credits)	PsyD students <ul style="list-style-type: none"> <li>6 credits for Area of Emphasis (AoE)</li> </ul>	GCSL students <ul style="list-style-type: none"> <li>8 credits can transfer to PsyD for GCSL participants interested in earning a doctorate</li> </ul>
<b>LP708 - Leadership of Educational Institutions</b>  (3 credits)	<b>LP707: Shaping School Culture</b>  (3 credits)	<b>LP 706 - The Crux of School Leadership</b>  (2 credits)	<b>Summary for GCSL:</b> -18 total credits -3 semesters -500 practicum hours at school site -Capstone -MA PAL state assessment for licensure	

## Course Descriptions

**LP786** (Fall/3 Credits): The Psychology of Racism and Discrimination

This course will deliver a foundational review of the history of discrimination in America. Students will reflect on their own racial and ethnic identity, use what emerges to build relationships, engage in cross racial dialogue, and build an understanding of stereotyping, prejudice, systems of privilege, and the institutionalized discrimination that maintains racism, classism and the impacts on individuals and society.

**LP708** (Fall/3 Credits): Leadership of Educational Institutions

This course prepares leaders to deepen their knowledge and sharpen their skills on how to provide effective educational leadership within the PreK-12 space. The course will use the Professional Standards for Educational Leaders established by the National Policy Board for Educational Administration as a framework for introducing important dimensions of educational leadership.

**LP707** (Spring/3 Credits): Shaping School Culture

This course will explore the skills and knowledge necessary to become an effective school leader or someone who could assist a school leader in shaping a culture of continuous improvement for a diverse community of learners. The course will explore literature and practice with regards to how leaders build an inclusive community of learners and transform conflict into better decision-making as well as how to translate emotional data into improved communication.

### **DEI Interventions and Effective Communication**

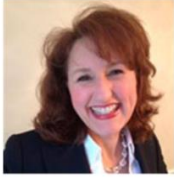
**LP706** (Summer/2 Credits): The Crux of School Leadership: Managing Dilemmas, Paradoxes, and Complexity

In addition to exploring the complexity of confronting dilemmas, this course will also examine how educational leaders can develop and strengthen a culture that embraces shared decision making. Specifically, we will investigate recent research on how administrators and teachers can “co-perform” leadership. While shared decision making does not provide easier choices when faced with dilemmas, it does offer the benefits of collective thinking and the transparency that often nurtures trust within the organizational culture.


### **Anti-racist Leadership and Change Leadership**

## Course Instructors:


# The Team




Suzanne Devlin, Ph.D  
Department Chair




Brandi Derr, Psy. D  
District Instructor




Des Floyd, EdLD  
Instructor, GCSL




Kris Taylor, Ed.D  
Director &  
Instructor, GCSL



Carlene Caldwell,  
Psy. D  
Summer  
Instructor



Christine Francis, Ed.D  
District  
Instructor



Enin Rudel, Psy.D  
Instructor, GCSL

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## Program Schedule:

### Semester 1 – Fall 2021 – Week by Week

Week	Start of the Week	A Week in the Life of a GCSL Student
1	8/23/21	<ul style="list-style-type: none"> <li>● Designed for working professionals</li> <li>● Classes held after 5:00pm</li> <li>● At least 2 live webinar meetings weekly</li> <li>● Weekly readings / assignments</li> <li>● Discussion board prompts</li> <li>● Group projects/learning experiences</li> <li>● Online Learning Management System: Canvas</li> <li>● Two courses per semester</li> <li>● Assignments for each course</li> </ul>
2	8/30/21	
3	9/6/21	
4	9/13/21	
5	9/20/21	
6	9/27/21	
7	10/4/21	
8	10/11/21	
9	10/18/21	
10	10/25/21	
11	11/1/21	
12	11/8/21	
13	11/15/21	
Holiday	11/22/21	
14	11/29/21	
15	12/6/21	

**All materials and assignments will be posted on Canvas**

## Capstone:

### DESE Requirements for Licensure:

#### Educator Licensure and Preparation Program Regulations:

Read the Massachusetts Department of Elementary & Secondary Education (DESE)

[Education Laws and Regulations](#)

MA-PAL – State Assessment
Description:

Practicum/Field-Based Experiences
Descriptions:
<i>Pre-Practicum</i>
<i>Practicum</i> is where professional or ‘field-based’ experiences can occur to support graduate students in grounding their learning in real world experiences. Practicum experiences are experiential learning exercises that can translate to deeper learning and improved leadership abilities. Practicum is a perfect opportunity to connect theory to leadership practice. Your responsibilities as a graduate student include identifying, participating, and leveraging the leadership learning that can come from robust field-based experiences.
<i>Administrative Apprenticeship/Internship:</i> A comprehensive field-based learning experience of <a href="#">at least 300 hours</a> in the role and at the level of the license sought, guided by a trained mentor who holds a Professional license in the same role. It shall provide seminars, workshops, and other opportunities for candidates to address the Professional Standards for Administrators set forth in 603 CMR 7.10 and prepare candidates for a Performance Assessment for Initial License. Such experience should be regularly spaced over the course of an academic year and may be completed as a paid or unpaid apprenticeship or as an internship while the candidate is employed as an acting administrator.



## Sample Practicum

### Opportunities to Complete the 500-hour Practicum Requirement

The schedule that follows outlines *potential opportunities* to meet the DESE practicum hourly requirement for administrative licensure. The times listed below do not include weekend hours or hours that may count as a part of your current role. You must maintain a log recording no less than 500 hours in total.

#### Semester 1 - August to December

- **Before or After School Hours (September to December)**  
**3 hours per week = 12 hours per month for 4 months = 48 hours**
    - Attend school committee meetings
    - Plan, lead and attend parent meetings/activities
    - Plan, lead and attend professional development for educators
  - **Winter School Vacation Hours (10 weekdays per month)**  
**4 - 6 hours per day = 40 - 60 hours in total**
    - Shadowing, planning and development in the four standards of leadership outlined by the Mass. Department of Elementary and Secondary Education (MA DESE)
    - Example: Your school principal is working on the budget for the next school year. You spend a full day working with your principal on a proposed budget to identify priorities and resources.
- ➔ Potential hours for Semester 1 = 108 hours based on a 5-day work week. Practicum hours can be completed during weekends and holidays.

#### Semester 2 - January to May

- **Before or After School Hours (January to May)**  
**2 hours a week = 8 hours per month for 5 months = 40 hours**
    - Attend school committee meetings
    - Plan, lead and attend parent meetings / activities
    - Plan, lead and attend professional development for educators
  - **February School Vacation Hours (5 weekdays)**  
**4 - 6 hours per day = 20 to 30 hours**
    - Shadowing, planning, and development in the four standards of leadership outlined by the Massachusetts Department of Elementary and Secondary Education (DESE)
  - **April School Vacation Hours (5 weekdays)**  
**4 - 6 hours per day = 20 to 30 hours**
    - Shadowing, planning, and development in the four standards of leadership outlined by the Mass. Department of Elementary and Secondary Education (MA DESE)
- ➔ Potential hours for Semester 2 = 100 hours based on a 5-day work week. Practicum hours can be completed during weekends and holidays.

## Semester 3 - Summer 2022

- **Summer School Vacation**

4 - 6 hours a day = 20 to 30 hours per week = 120 hours a month

- Shadowing, planning, and development in the four standards of leadership outlined by the Massachusetts Department of Elementary and Secondary Education (DESE)

➔ Potential hours for Semester 3 = 160 to 240 hours based on a 5-day work week. Practicum hours can be completed during weekends and holidays.

**Total = approximately 450 practicum hours without including hours that may count as part of current role as an educator in a school or district setting.**

## Additional Information from DESE website:

### Licenses and Routes for Administrators

Most Recently Amended by the Board of Elementary and Secondary Education: June 22, 2021

#### [School Principal/Assistant School Principal](#)

(Levels: PreK–8; 5–12)

##### (a) **Initial License**

1. Prerequisite Experience. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
2. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:
  1. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the principal/assistant principal role and at the level of the license sought.
  2. An administrative apprenticeship/internship (500 hours) in the principal/assistant principal role and at the level of the license sought with a trained mentor, using Department guidelines. School Principal/Assistant School Principal (Levels: PreK–8; 5–12)
  3. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
    1. A post-baccalaureate program in management/administration at an accredited college or university.
    2. Three full years of employment in an executive management/ leadership, supervisory, or administrative role.
3. Passing score on the Communication and Literacy Skills test.

4. Possession of an SEI Administrator or Teacher Endorsement.

**(b) Professional License**

5. Possession of an Initial license as principal/assistant principal.
6. Completion of a one-year induction program with a trained mentor.
7. At least three full years of employment under the Initial school principal/assistant principal license.

## **Additional Licenses for Administrators**

Most Recently Amended by the Board of Elementary and Secondary Education: June 22, 2021

Licensed administrators may earn additional administrator licenses by passing the Communication and Literacy Skills test and meeting other requirements as follows:

**(a) New Field:** Administrators holding an Initial or Professional license may earn additional licenses of the same type as follows:

1. Superintendent/assistant superintendent or principal/assistant principal by:
  1. Completing one of the following:
    1. Three full years of employment under a valid administrator license.
    2. A practicum/practicum equivalent or internship of 300 hours in the role of the license sought.
  2. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License. Administrators who successfully completed a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial License.
2. School business administrator by completing:
  1. One of the following:
    1. Three years' full-time employment under a valid license as a superintendent or assistant superintendent.
    2. A practicum/practicum equivalent or internship of 300 hours in the role of a school business administrator.
  2. A Performance Assessment for Initial License that meets the requirements set forth in 603 CMR 7.09 (5) (a) 2. and 7.10.
3. Supervisor/director by:
  1. Completing one of the following:
    1. Three years of employment under a valid administrator license.
    2. A practicum/practicum equivalent or internship of 300 hours in the role of the supervisor/director license sought.
  2. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 through a Performance Assessment for Initial License. Administrators who successfully completed a Performance Assessment for Initial License to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial License.
  3. Possessing the appropriate prerequisite license and experience as specified in 603 CMR 7.09(3)(b)1., 2. and 6.
4. Special education administrator by:
  1. Completing one of the following:

1. Three years of employment under a valid superintendent/assistant superintendent, principal/assistant principal, or school business administrator license.
2. A practicum/practicum equivalent or internship of 300 hours in the role of a special education administrator.
2. Demonstrating successful application of the Professional Standards for Administrators as set forth in 603 CMR 7.10 and the appropriate knowledge of special education laws, regulations, and issues through a Performance Assessment for Initial License.
3. Possessing the appropriate prerequisite experience as specified in 603 CMR 7.09 (4) (a) 1.

**(b) New Level:** Licensed principals/assistant principals may earn an additional principal/assistant principal license of the same type at a new level by completing one of the following:

5. A seminar, institute, or course approved by the Department, addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
6. A practicum/practicum equivalent or internship of 300 hours in the role and at the level of the license sought.

**(b) Prerequisite Licenses:** The requirement that an applicant for licensure hold a Massachusetts educator license may be waived for an applicant who has earned an equivalent license based on the same level of preparation in another state or jurisdiction.