

Simmons College Graduate Programs

Educational Leadership

About the Program

Based on a foundation of solid research, theory, knowledge, and successful practice, this 36-credit program prepares the professional educator for Massachusetts licensing as a supervisor/director and/or an assistant principal or principal in an elementary, middle or secondary school. Through close work with faculty and stimulating classes, each student will develop the necessary skills to become a leader, communicator, supervisor, and manager – as well as educator. Students gain the necessary competencies to address issues such as school reform and the restructuring of schools. In addition, students will participate in a supervised administrative experience with carefully designed clinical fieldwork and in-class seminars. Simmons has been successful in meeting a wide range of educational goals by providing each student with the advising necessary to develop a successful, individualized program of study. This personalized support is further enhanced by the small classes and close mentoring relationships that students develop with faculty in the program. Competitive merit scholarships are available for the most qualified applicants. Applicants are automatically considered for scholarships; there is no separate application. Students enrolled in this program may pursue two degree options - the Master's of Science in Education (M.S.Ed.) or a Certificate of Advanced Graduate Study (C.A.G.S.). C.A.G.S. candidates must already have a master's degree.

Coursework

GEDUC 500 Leadership Development - 4 credits Summer

Builds the cohort group and widens the lens on school leadership. Prepares aspiring principals to lead in changing and challenging school environments where they have to deal with diverse cultures and multiple demands and needs. Provides opportunities to examine a wide variety of perspectives on leadership and to develop a personal leadership philosophy and identify the skills to be successful.

GEDUC 502 The Law and Education Policy - 4 credits Fall

Studies topics including administrative authority, censorship, academic freedom and the curriculum, students' rights, discipline, sexual harassment, freedom of expression, religious freedom, special education, equity negotiations dismissal for cause, unions, and recent legislation. Examines and discusses social, legal, and ethical aspects of these topics in light of how they impact personnel and all-level students in public and private schools.

GEDUC 513 - Special Education Laws and Regulations for the Special Education Administrator - 2 credits Fall

This course offers an examination of the historical, philosophical, legal and ethical perspectives of special education services and the educational leader's role in implementing special education laws and regulations.

GEDUC 503 Principal as Manager: Fiscal, Facilities & Politics - 4 credits Spring 2010

Examines how public education is funded at the federal, state, and local levels. Analyzes contemporary issues relating to such funding, including fiscal equity and the operation of state and federal financial aid programs. Evaluates school district and school site budgeting processes and relates them to education planning. Teaches how to analyze and prepare school budgets; identify sources of external funding and prepare proposals for grants; use human resources, both staff or volunteer, optimally; and understand the benefits and constraints of time in fulfilling the school's mission. Examines the dynamics of local, state and national political decision-making.

“The Simmons Educational Leadership program guided me through extensive self-reflection, a necessary skill for an effective school leader. I was challenged to examine my strengths and weaknesses in communication, organization, and visionary thinking, to name goals in order to improve areas of weakness, and to implement a plan for making progress toward the goals. Course instructors, my practicum advisor, and members of our cohort challenged me to see and think from multiple perspectives and gave me support through conversation and ongoing feedback. Now, in my first year as the director of a Massachusetts charter school, I have an incredible network of passionate leaders in education that I can turn to for guidance, reflective backtalk, and empathetic laughs.”

KRISTIN HARRISON GS' 06; GS'10
M.A. IN TEACHING
M.S. IN EDUCATIONAL LEADERSHIP
EXECUTIVE DIRECTOR

CHRISTA MCAULIFFE REGIONAL CHARTER SCHOOL

“My Educational Leadership professor dramatically challenged my thinking and changed my personal beliefs in myself. Under his tutelage, I witnessed leadership in action, analyzed case studies, and participated in professional leadership opportunities. This class gave me the desire, knowledge, insight, opportunity, and tools to develop the personal leadership skills necessary to provide meaningful direction for those I seek to lead.”

PETER COHEN '96GS, '05GS
M.A. IN TEACHING
M.S. IN EDUCATIONAL LEADERSHIP
PRINCIPAL, STONY BROOK MIDDLE SCHOOL,
WESTFORD, MASSACHUSETTS

SIMMONS

GEDUC 506 Classroom Supervision in Theory and Practice - 4 credits Spring

Provides a theoretical framework for clinical supervision, including an exploration of strategies for observation, analysis, and evaluation. Applies knowledge of human resource management to plan initiatives, address personnel problems, and meet individual needs. Examines practices of supervising teachers and support personnel in light of fiscal constraints, unions and collective bargaining issues, legal rights, and other factors significant in the supervisory process. Uses lectures, discussions, in class exercises including role-play in supervisory situations, and videotape critiques.

GEDUC 529 Race, Culture, Identity and Achievement - 4 credits Spring

This course will examine theoretical and empirical studies that allow us to understand, explain, and intervene in the school performance of students of color in the United States. Particular attention will be given to variables affecting the school performance of African American, Black Immigrants, Asian American, and Latino students. The course will examine educational practices and institutional formations that promote high achievement among Black and Latino students.

GEDUC 505 Curriculum and Program Models, Development and Education - 4 credits Summer

Examines theories of the curriculum change process and develops specific competencies for designing curriculum in basic elementary, middle, and/or secondary level subject matter that reflects the diversity of the classroom, community, nation, and world. Evaluates computers and other technologies as they pertain to curriculum design. Enables students to plan curriculum change incorporating the requirements of the Massachusetts Curriculum Frameworks.

GEDUC 508 Organizational Management - 2 credits Fall

This course is designed to develop participants' understanding of school organization, including: mission, goals, structure, culture, constituencies, and leadership. Students will assess organizational factors and school culture, develop a repertoire of skills and practical strategies to manage the organization. Students will develop and lead a change initiative to impact school culture or to improve teaching and learning.

GEDUC 509 Foundations of Educational Leadership - 2 credits Fall

Provides an overview of school leadership focusing on the philosophical foundations of education; the psychological traditions of learning processes; legal parameters of the school as a social institution; cultural environments of urban, suburban, and rural educational settings; and educational trends indicated by current research and pertinent literature.

GEDUC 510 Seminar - 4 credits Spring

Applies theoretical knowledge of educational leadership skills and competencies, focusing on creating a learning environment and building a management toolbox. Revisits issues of leading in a diverse school environment, leading and managing change and hearing. Includes the challenges of leadership from recent graduates. Shares learning from internships and leadership practice.

GEDUC 511 Practicum - 4 credits 2/Fall, 2/Spring

Leads to provisional certification with advanced standing as assistant principal or principal at the elementary, middle, or secondary level. Provides a 150-hour supervised clinical experience in a school under the guidance of both the school administrator and a college faculty member. Gives responsibility for a range of activities of the school principal through shadowing and taking responsibility for individual projects. Facilitates professional reflection, the application of theory to practice, and the real-life challenge of policy implementation through writing assignments.

“For a program of this magnitude to be an effective and worthy investment of a charter school leader’s time, it needs to be both rigorous and manageable. This program is both. I feel as though I am being asked to engage in meaningful and relevant tasks. The structure of the program and flexibility of the professors are such that they allow someone working in a charter school to be successful, despite the incredible demands on time and energy. I know that what I am learning will impact my day to day job and the schools program - and ultimately, the success of our students.”

KELLY MCNAMARA PEAKE GS' 06, GS'11
M.A. IN TEACHING
M.S. IN EDUCATIONAL LEADERSHIP
DEAN OF INSTRUCTION
ACADEMY OF THE PACIFIC RIM CHARTER SCHOOL
HYDE PARK, MASSACHUSETTS

My experience and education at Simmons College has been phenomenal! The single greatest learning tool in this program has been the cohort model, and gaining a deeper and richer perspective from the other cohort members. I must offer accolades to the professors in this program. Every professor has helped me grow and reflect on my own style of educational leadership.”

ADRIAN MIMS GS'97, GS'04
M.A. IN TEACHING
M.S. IN EDUCATIONAL LEADERSHIP
DEAN OF STUDENTS
BROOKLINE HIGH SCHOOL
BROOKLINE, MASSACHUSETTS

“The program is practical and immediately applicable. Charter schools are flexible and autonomous, and this program guides you to do projects/ initiatives that can benefit the school enormously and immediately.”

JENNE COLASACCO GS'11
M.S. IN EDUCATIONAL LEADERSHIP
HIGH SCHOOL PRINCIPAL
STRATEGIC INITIATIVES COORDINATOR
ACADEMY OF THE PACIFIC RIM CHARTER SCHOOL
HYDE PARK, MASSACHUSETTS

Contact Us

Roberta Kelly
Program Director
T 617-521-2241
E roberta.kelly@simmons.edu

Graduate Studies Admission
T 617-521-2915
F 617-521-3058
E gsa@simmons.edu

Simmons College
300 The Fenway
Boston, MA 02115
www.simmons.edu/gradstudies