

MESPA CERTIFICATION PROGRAM FOR ADMINISTRATIVE LICENSURE

A UNIQUE AND CREATIVE PROGRAM



The MESPA CPAL Program is approved by the Department of Elementary and Secondary Education, and commended by the Department of Elementary and Secondary Education, National Association of Elementary School Principals, and other state associations.

For more information about this program, please contact:

MESPA Education and
Technology Center
28 Lord Road -
Suite 125
Marlborough, MA 01752

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DIRECTIONS:

Directions to MESPA can
be found on our Website:
www.mespa.org

PROGRAM OVERVIEW

Since its establishment in 1991, MESPA has offered an outstanding administrative preparation program leading to licensure as an elementary, middle or high school principal or assistant principal. This unique program, the first of its kind in the United States, has become the model for preparation programs in the state and across the nation. The MESPA Certification Program for Administrative Licensure (CPAL) is intended for educators in other fields of the profession as well as those whose work experience is outside of the field of education.

The MESPA CPAL Program involves students in individual study, cohort group discussions, class presentations, and practical fieldwork all related to current research, practitioners' insights, and successful practices. An exceptional faculty and experienced mentors guide students through the coursework and field experiences so that the students:

- ◆ Sharpen their beliefs about the purposes of public education
- ◆ Develop a deeper understanding of what needs to be known in order to be a successful principal
- ◆ Gain experience using the skills, tools, and strategies to apply this understanding in actual administrative settings, and
- ◆ Become ready to take on the principal's role and responsibilities

SPECIAL FEATURES

This creative program includes:

- ◆ Cohort groups that continue as support groups after the program has been completed
- ◆ Connections between theory and practice
- ◆ Faculty, facilitators, and practitioners who share their relevant professional insights
- ◆ Site-based experiences supervised by selected supervising practitioners, mentors, and facilitators, who help students link their field experiences to coursework and standards
- ◆ Opportunities to discuss coursework with practitioners during classes
- ◆ Development of professional networks during the Program
- ◆ Implementation of field experiences that meet student's individual needs
- ◆ Access to, training with, and use of technology for multiple purposes
- ◆ Preparation for seeking a job (writing letters and resumes, participations in role-playing interviews with practitioners, benefiting from MESPA's job placement network)
- ◆ An integrated curriculum designed by practitioners and based on recent research, promising best practices, and common everyday professional experiences
- ◆ An integration of course content with practical experiences to solve problems, create plans, acquire and use data, collaborate with others, and evaluate real work products and performance.
- ◆ A participation plan that enables students to:
 - Maintain their full time job while taking the Program
 - Spend less time away from a job and less time traveling
 - Participate in an exceptional preparation program at a moderate cost
 - Earn semester graduate credits towards a Ph.D. in Educational Leadership (at Lesley University)

Summer Classes

Development of understanding and skills related to leadership, communication, and school culture

- Group leadership and group development
- Effective communication
- Interpersonal attitudes and skills
- Development of effective interpersonal attitudes
- School culture and climate
- Effective leadership skills
- Leading and motivating leaders
- Technological applications to management and instruction
- Supervision and Evaluation

Fall Classes

Development of understanding and skills related to leading, learning, management, and community

- School law
- Effective instructional practices
- Supervision and Evaluation
- Issues in education - gender, equity, multicultural education

Winter Classes

Development of understanding and skills related to leading, learning, management, and community

- Leadership of change
- Creating safe schools
- Curriculum development, evaluation
- Staff development

Spring Classes

Development of understanding and skills related to leading, learning, management, and community

- Building management, pupil placement, discipline, scheduling, fiscal management, site-based management
- Hiring practices, teacher induction, interviewing skills
- Communication styles, office simulation and problem analysis
- Problem analysis and evaluation

Schedule

The MESPA Certification Program is usually completed in 11-18 months, depending on the participant's work schedule, Practicum schedule and initiative. Some students need the second summer and fall to complete the Practicum field experience.

Summer - 11 days

1 orientation day, 5 consecutive days in July, 5 consecutive days in August

Fall - 6 days

1 Saturday and Sunday weekend per month in September, October, and November

Winter - 5 days

1 Saturday and Sunday weekend in January, 3 days of February public school recess

Spring - 8 days

1 Saturday and Sunday weekend in March, 3 days of April public school recess and 3 days in May at the MESPA Spring Conference

Summer/Fall - as needed to complete the Practicum portion of the program

Cost Options

Students may elect to participate in one of the three following options leading to licensure as a principal or assistant principal:

- Coursework and PDP's
- Coursework and 15 semester graduate credits from Lesley University
- Coursework and additional courses leading to a Ph.D. in Educational Leadership from Lesley University to which semester credits will be applied

Financial assistance may be available.

All classes are held at:

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