

Mission

The non-licensure Master of Education in Educational Leadership and Management online program at Fitchburg State University expands your skillset as an educator and administrator while delivering curriculum in an accelerated online format to meet your needs as a working professional. No teaching license is required to enter the program.

Academic Year 2024-2025

Online Accelerated MEd Educational Leadership & Management Learning Outcomes

Supervision

Develop a supervision and feedback approach for faculty that grows and strengthens best practices, including best practices for online learning

MEASURES
No measures have been added.

Curriculum and Instruction Design

Demonstrate leadership capacity to ensure instructional units of faculty are anchored to key principles of Understanding by Design and Universal Design for Learning

MEASURES
No measures have been added.

Leading Assessment Data Based Instruction

Exhibit capacity to lead in the design of data and progress monitoring meetings

MEASURES	RESULTS	ACTIONS								
<p>Mock Licensure Task</p> <p>You will be drafting a mock Task 1 of the PAL portfolio for licensure in the state of Massachusetts for consideration and feedback. You should use the elements of the PAL task handbook as a guide, but you will NOT be held accountable for a 1:1 completion of all these tasks, but drafting a document for each artifact that shows understanding of the essential elements of each artifact. In that spirit, it is NOT necessary to submit all of the Documents. In lieu of the Commentary component, you will complete the ‘Reflection on the Change Process’ (below) that will include your reflections on both the Task 1 work, and all the other elements of the course content.</p> <p>Direct - Portfolio</p> <p><i>Leading the Change Process: EDLM 9006</i></p> <p>Target</p> <p>90% of student score 85% or higher on the rubric for the assessment</p>	<p>NOT MET</p> <p>Mock Licensure Task</p> <p>■ Met ■ Not Met</p> <table><tr><td>Met:</td><td>81%</td></tr><tr><td>Not Met:</td><td>19%</td></tr><tr><td>Met Total:</td><td>81%</td></tr><tr><td>Not Met Total:</td><td>19%</td></tr></table> <p>Analysis</p> <p>See below in 'Actions'</p>	Met:	81%	Not Met:	19%	Met Total:	81%	Not Met Total:	19%	<p>Modify Policies / Procedures</p> <p>Not Started</p> <p>**Summary of Task 1 of the Massachusetts PAL Portfolio for Principal Licensure and Reflection on the Graduate Program Mock Assignment**</p> <p>Task 1 of the Massachusetts Performance Assessment for Leaders (PAL) portfolio is titled *Leadership through a Vision for High Student Achievement*. This task is designed to evaluate a principal candidate's ability to establish a clear and compelling vision for student success and to engage school stakeholders in analyzing school-wide data in order to identify a meaningful problem of practice. The candidate is required to develop a problem statement grounded in student learning data, select a high-leverage focus area, and engage a team of stakeholders—such as teachers, support staff, and community members—in collaboratively analyzing the data and crafting a vision-driven plan for improvement.</p> <p>The task is structured around several key</p>
Met:	81%									
Not Met:	19%									
Met Total:	81%									
Not Met Total:	19%									

		<p>components. First, the candidate must identify and describe a current, school-wide problem related to student achievement or well-being, supported by multiple sources of qualitative and quantitative data. Next, the candidate must analyze root causes of the problem and develop a theory of action aligned with a vision of equitable student outcomes. The process must include meaningful engagement with stakeholders through structured conversations or meetings, demonstrating collaborative leadership. Finally, the candidate must submit a written commentary supported by artifacts, such as meeting agendas, notes, data summaries, and the drafted vision and action plan.</p> <p>The purpose of Task 1 is to assess the candidate's capacity to lead school improvement efforts using a vision-driven, data-informed, and inclusive approach. It highlights the importance of using leadership to promote equity and build collective ownership among school staff and community stakeholders.</p> <p>As part of an online M.Ed. program with students located across the country, a "mock" Task 1 was incorporated as a required assignment to ensure a</p> <p>Recommended Due Date: 09/10/2025</p>
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Differentiation
Apply understanding of diverse learning needs in the leadership of schools and their faculties
MEASURES
No measures have been added.

Current Research and School Law
Design school environments that apply current research in effective pedagogy and relevant elements of educational law
MEASURES
No measures have been added.

Response to Inequity
Exhibit effective leadership to respond to achievement gaps caused by institutional racism and societal inequities
MEASURES
No measures have been added.

