



SCHOOL *of* EDUCATION

BUFFALO STATE • The State University of New York

The Christmann Family Educational Leadership Program

Certificate of Advanced Studies

Professional Administrator Program

School District Business Leader Program

The Aspiring Superintendents' Program

Candidate Handbook

5th Edition – Summer, 2026

Introduction

The Christmann Family Educational Leadership programs enable students to pursue post-graduate studies in school administration leading to certification as a Professional Administrator.

The program provides post-graduates with leadership qualities that are essential for success as school administrators. In addition to preparing candidates to attain New York State certification as a Professional Administrator, critical knowledge, skills, and dispositions for effective leadership in a variety of settings will be developed. Candidates in the leadership program will experience coursework that develops two essential areas: Character and Capability.

There are two unique aspects of this program that provide cutting edge learning, setting the program apart from other Educational Leadership programs. Candidates engage in creative problem-solving facilitation coursework to effectively lead innovations in educational systems. Additionally, the Christmann Family Educational Leadership Program is framed using learning from the renowned Franklin Covey organization. This principle-based leadership development process helps build sustainable advantages: leaders at every level who model integrity, trustworthiness, and personal effectiveness and who are also able to apply frameworks and tools to engage others to achieve important goals of the organization. More detail about this component of the programs will be described later in this handbook.

The Educational Leadership programs provide expert mentorship experiences in two ways. An onsite mentor at a building or district office who has been vetted through an established process is assigned to each new candidate upon acceptance to the program. Additionally, an outside mentor will be identified who has expertise that will support the candidate and serve as a sounding board to issues as they arise. More details about this component of the programs will be described later in the handbook.

The program has a set of core courses and electives. The required courses provide a foundation in leadership integrated with internship experiences and theoretical understandings. Descriptions of each course as well as a suggested sequence of courses can be found in this handbook.

Handbook Topics

School of Education Conceptual Framework

Educational Leadership Conceptual Framework

The Christmann Family Educational Leadership Program Professional and Pedagogical Knowledge, Skills, and Dispositions

Program Requirements

Course Descriptions

Leadership Coaching/Mentoring

Franklin Covey Workshops & Leader U

Field Experiences

Internship

Advisement & Financial Aid

Watermark Tools

DASA Information

Graduation Requirements & Certification Process

Appendix A Professional Standards for Educational Leaders(PSEL's)

Appendix B Administrative Internship Evaluation Form

Appendix C Watermark Assignments

Appendix D Graduation & Certification Actions & Dates

Appendix E School District Business Leader

Appendix F Aspiring Superintendents Program

Appendix G Professional Standards for Educational Leaders by course (PSELs)

School of Education Conceptual Framework



Buffalo State Teacher and Leadership Candidates are...

Professional

- Follow the New York State Code of Ethics • Maintain confidentiality • Exhibit professional pride in appearance and demeanor • Demonstrate high quality communication skills in both written and oral communications

Reliable and Dependable

- Are punctual and organized • Complete essential tasks without prompting • Meet deadlines

Respectful

- Committed to meeting student needs • Practice judicious and empathetic interactions with students and colleagues on campus and in the community • Show care and thoughtfulness in using the intellectual and physical property of others

Committed to Student Learning

- Make decisions and plans that are student centered and foster higher-order thinking skills • Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences • Use culturally-relevant curricula • Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research & practice in differentiating instruction to reach all learners' needs • Display in their lessons and plans a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices

Reflective

- Show an openness to continuous improvement • Listen effectively • Demonstrate receptivity to feedback by improving performance • Tailor and reformat instruction based on assessed student needs

Enthusiastic

- Show initiative and leadership • Practice creative problem solving • Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations • Are energetic and open to new ideas

Collaborative

- Work well with peers, faculty and mentors and seek to learn from them and share ideas • Practice tactful communication skills, especially when sharing critique and constructive suggestions with others • Seek appropriate leadership roles

Candidate Dispositions

Buffalo State Teacher Candidates and Leadership Candidates must demonstrate the following dispositions. These dispositions are introduced early in the program, monitored throughout the program, and assessed at the end of the program.

Candidates are:

1. **Professional:** Ethical (follow New York State Code of Ethics), honest, maintain a professional appearance, utilize appropriate technologies and pedagogies
2. **Reliable and Dependable:** Punctual, organized, meet deadlines, demonstrate thorough knowledge of content, attend to tasks without prompting.
3. **Respectful:** student-centered, maintain confidentiality, use culturally relevant curricula fostering higher-order thinking skills
4. **Committed to Student Learning:** empathetic, embrace diversity, seek to learn from peers, stay current with content, and demonstrate a belief that all students can learn
5. **Reflective:** open to learning, receptive to feedback, and adjust performance, assess effectively, tailor instruction to student needs, listen effectively
6. **Enthusiastic:** show initiative, creative problem solvers, willing to take risks, energetic, and open to new ideas.
7. **Collaborative:** work well with peers, faculty and mentors, willing to share ideas, tactful and seek appropriate leadership roles.

The Christmann Family Educational Leadership Conceptual Framework

The conceptual framework guides The Christmann Family Educational Leadership Program experiences and clinical internships. Three principles evident throughout the leadership experiences and internships are

1. A commitment to dynamic cultural contexts.
2. A reflective model in the preparation of school leaders.
3. A dedication to promoting diversity.

Dynamic Cultural Contexts:

Our unique location in Western New York and the Buffalo/Niagara Region affords candidates a wide variety of field experiences and internship opportunities. The clinical internships are implemented at two different sites: urban, rural, or suburban. Candidates have experiences at both the building and district levels. Within the field experiences (EDL 702), candidates experience settings across the region for three continuous semesters. (5 sites x 3 semesters). The 15 experiences allow candidates first-hand knowledge of diverse school populations. All internship experiences begin at program initiation and are field based.

Accomplished Reflective Leaders:

All leadership and internship experiences are geared toward intellectual, personal, and professional growth. To this end, a reflective model that includes an experiential, field-based project in each required course, creation of a personal rubric and action plan related to the National Leadership Standards, and maintenance of a personal log that includes standards-based reflections are used. Candidates create a rubric for self-evaluation and an action plan for improvement. This rubric and action plan is utilized throughout the leadership experiences and internship activities as a reflective learning tool to evaluate personal, intellectual, and professional growth.

Diversity:

An important program feature that influences leadership experiences and the internship is our commitment to diversity. The commitment is realized through a respect for all students, a belief that all students can learn, and the development of the professional knowledge and skills that enable candidates to work effectively with diverse student populations, their families, and teachers and staff having diverse backgrounds and orientations. Each candidate has structured, planned, and supervised leadership experiences in districts with diverse student populations. Throughout the program, a commitment to diversity prevails. The strength of this commitment is embedded in the curriculum, performance-based activities, assessment tools that evaluate the candidate's performance, and in placements at internship sites. Candidates are provided with opportunities to work in area schools with diverse student and teacher populations with respect to race, ethnicity, language, culture, socio-economic status, academic achievement levels, and religion.

The Christmann Family Educational Leadership Program Professional and Pedagogical Knowledge, Skills, and Dispositions

Upon graduation from the program, candidates will be successful in applying the following professional and pedagogical knowledge, skills, and dispositions.

1. Facilitate the development and implementation of a school vision of learning.
2. Promote a positive school culture.
3. Effectively manage the school organization.
4. Act ethically and with integrity.
5. Understand and influence the larger educational context.

EDL Program Requirements & Course Descriptions

Program Requirements for Building & District Certification

1. A minimum GPA of 3.0 (4.0 scale) is required to remain in the program. Coursework (including transfer credit) and field and internship experiences must be completed within six years of the date of enrollment in the program.
2. A maximum of 6 credit hours of independent study may be included in the program.
3. All coursework must receive a minimum grade of C to meet program requirements.
4. A maximum of 12 graduate credits may be transferred upon approval. Only grades of B or better will be accepted as transfer credit.

Educational Leadership: Professional Administrator

This post-master's degree program leads to a certificate of advanced study (CAS) in educational leadership and to New York State certification as a Professional Administrator.

Required Courses 36 credit hours (All courses are 3 credit hours unless otherwise indicated.)

EDL 552 PUBLIC SCHOOL LAW 3

EDL 559 PRINCIPLES IN CREATIVE PROBLEM SOLVING 3

EDL 602 ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS 3

EDL 607 SITE-BASED LEADERSHIP 3

EDL 612 SCHOOL BUSINESS MANAGEMENT AND FINANCE 3

EDL 613 SCHOOL DISTRICT ADMINISTRATION AND GOVERNANCE 3

EDL 630 CURRICULUM LEADERSHIP 3

EDL 631 SUPERVISION OF TEACHING 3

EDL 683 FACILITATION OF GROUP PROBLEM SOLVING 3

EDL 702 EDUCATIONAL LEADERSHIP FIELD EXPERIENCES 1 x 3

EDL 704 SEMINAR IN EDUCATIONAL CHANGE 3

EDL 706 Professional Administrator Internship 3

Elective Courses

Select from the following: 3

EDL 560 METHODS, THEORIES, AND MODELS OF CREATIVE LEARNING 3

EDL 714 PERSONNEL ADMINISTRATION IN SCHOOLS 3

EDU 646 LITERACY LEADERSHIP 3

Total Credit Hours 36

Course Descriptions – Required Courses

EDL 552- Public School Law - Foundations of public-school law; legal problems arising out of the operation of the public school system; New York State education law; selected cases from state and federal courts; common law principles.

EDL 559 – Principles in Creative Problem Solving - Theory and application of the Creative Problem Solving (CPS) process; practice in both individual and group uses for either personal or professional contexts; group work and active participation are expected.

EDL 602 – Administration of Special Education Programs - Aspects of educational leadership necessary to formulate, organize, implement, and evaluate high-quality public-school programs and services for students with special needs.

EDL 607 – Site-Based Leadership - Principles of school administration and leadership; the changing role of site leadership as it relates to the dominant themes of leadership, change, shared decision making, school characteristics, standards-based education, and student achievement.

EDL 612 – School Business Management and Finance - School district business management functions and financing: accounting, reporting, and auditing; program budgeting systems; investments and debt service; purchasing, inventory, and insurance; sources of income; Civil Service law and personnel; collective negotiations; auxiliary services.

EDL 613 – School District Administration & Governance - Instructional, managerial, and political roles of the chief school administrator and central office staff; school district organization, governance, and core or governing values used in decision-making; collective bargaining; facilities management; school and community relations; relationships with federal and state governments; and the role and operation of the board of education.

EDL 630 – Curriculum Leadership - Educational leader's role in the design, implementation, and evaluation of curriculum, focusing on the principles of curriculum leadership; needs assessment, school improvement, curriculum alignment, and evaluation; leadership roles in curricular decision making are examined in relationship to current research.

EDL 631 – Supervision of Teaching - Principles of supervision: classroom observation; evaluating teaching; effect of teachers' purposes and research on choice of subject matter and teaching procedures; teacher-pupil relationships; group and individual conferences; induction of new teachers; inter-visitation; demonstration teaching; teachers' meetings; bulletins; workshops; evaluation of programs.

EDL 683 – Facilitation of Group Problem Solving - Prerequisite: EDL/CRS 559. Prerequisite: CRS 559. Advanced strategies for leading small groups through the Creative Problem-Solving (CPS) process; mastery of facilitation techniques and skills. Students receive expert feedback on their facilitation skills as they apply creative strategies to real issues. Examines conceptual relationships between facilitation and change leadership; develops basic change leadership skills.

EDL 702 – Field Experiences - A sequence of three 1-credit courses (upon entry into the EDL program, students are required to register for EDL 702 for three terms) designed to engage students in field experiences from the time they enter the EDL/C.A.S. program. Common core field experiences, Saturday sessions, student teacher supervision, and special involvement days. Students receive a grade upon completion of each field experience.

EDL 704 – Seminar in Educational Change - Issues in pre-K-12 educational leadership, change, and policy; functions of theories, practices, and philosophies in problem solving, decision making, group collaboration, and facilitation. Site-based action research project required.

EDL 706 – Professional Administrator Internship (3 cr.) – See separate description.

Course Descriptions – Elective Courses

EDL 560 – Foundations of Creative Learning - Theory and research on the discipline of creative studies: developing awareness and understanding of basic principles and select definitions, models, and theories; practical application in a variety of contexts. Group interaction, discussion, and project work.

EDL 707 – Computer Applications in Education Administration - Recent advances in cybernetic systems as effective tools to improve instruction, organization, and administration of education. Laboratory experiences emphasize effective use of data-processing systems rather than technical aspects of programming.

EDL 714 – Personnel Administration in Schools - Concepts of human resource administration and problems related to personnel programs, policies, and procedures, related goals of organization and management to goals and welfare of staff members.

Course by Contract and/or Independent Study – See your advisor for permission to register for these types of courses.

Leadership Coaching/Mentoring

An important component of the Christmann Family Educational Leadership Program is the addition of mentoring, to provide aspiring educational leaders with support, encouragement, guidance, decision making skills, "critical friends", and courageous leadership opportunities.

Included in the components of the Christmann Family Educational Leadership Program is the assignment of a mentor to each candidate upon entrance to the program. The mentors are veteran school administrators who have many years of experience as a principal, central office administrator, or superintendent. The mentor will meet with you on a regular basis throughout the program. They will also work with you during your first year as an administrator following graduation.

All Educational Leadership students are expected to attend monthly mentoring meetings. Mentors will continue mentoring candidates throughout their years here and into the first year of their administrative career and beyond. Key program components include research based professional readings, discussions involving current issues in education, collaborative decision-making and sharing of ideas, as well as creatively problem-solving real-world issues. In addition, sessions are devoted to administrative assessments, resume writing, interview skills and personal reflections.

Franklin Covey Workshops

The Buffalo State Christmann Family Educational Leadership Program will help candidates develop leadership qualities that are essential for success. Along with preparing candidates to attain NYS certification as a Professional Administrator, candidates will develop critical knowledge and skills to help them become an effective school leader. Candidates will experience classes that help you develop in two essential areas. Character – your ability for personal and interpersonal effectiveness and Capabilities – your ability to achieve sustainable results.

Candidates will engage with cutting edge learning from the renowned Franklin Covey organization in their coursework. The Franklin Covey organization has long earned its accolades for helping all levels of organizations with its “Lead Myself, Lead My Team, Lead the Organization,” system of personal empowerment. “This principle-based leadership development process helps you build both sustainable advantages: leaders at every level who model integrity, trustworthiness and personal effectiveness, and who are able to apply frameworks and tools to engage others to achieve the most important goals of your organization.”

The Buffalo State School of Education is proud to be a partner with Franklin Covey in bringing these experiences to the Educational Leadership Program. Candidates will develop an effective mind-set, skill set, and toolset as they engage with this content during their studies as described below.

1. *Student Orientation*: An introduction to leadership traits through the **“Fundamental Beliefs of Trust & Inspire Leaders.”**
2. *EDL 607, Site-Based Leadership*: An introduction to the 7 Habits of Highly Effective People through the **“7 Habits Signature”** workshop.
3. *EDL 613, School District Administration & Governance*: An in-depth study of the effective components needed to become a great educational leader through the **“Principal’s Academy”** workshop.
4. *EDL 631, Supervision of Teaching*: An introduction to the importance of a positive environment through the **“Inspiring Trust Module.”**
5. *EDL 630, Curriculum Leadership*: An exploration of “The Leader in Me/LEAD” process and its implementation in schools today through the **“Rethinking Leadership”** workshop.
6. *EDL 704*: An in-depth exploration of the 7 Habits of Highly Effective People through the **“4 Imperatives of Great Leaders”** workshop.

Leader U

Leader U is an interactive learning platform designed to help you learn and apply leadership, wellness, and career readiness skills. The platform includes award-winning content, videos, and other resources to help internalize your learning. You will be able to learn essential mindsets and skillsets to enable you to stand apart from others in the job market. Leader U will be used in many of the courses in the EDL program.

Field Experiences

Field Experiences (EDL 702) is a one-credit-hour course required for three semesters. The course meets on Saturdays from 9:00-1:00, five times per semester. Classes meet primarily off-campus in area schools or other locations (e.g., police units, juvenile detention facilities, family crisis organizations). Major intentions of the classes are to network with area education and agency leaders and to network with other EDL students. Additionally, there are "common experiences" each EDL student is expected to engage in and write-ups of the common experiences. Each semester's schedule and locations/topics are announced a week before the semester or during the first two weeks of the semester.

Internship

EDL 706: Professional Administrator Internship

The EDL 706 Professional Administrator Internship is a program-embedded leadership experience designed to develop the knowledge, skills, and dispositions necessary for effective school and district leadership. EDL 706 emphasizes authentic, job-embedded leadership experiences that are integrated throughout the Educational Leadership (EDL) program.

Beginning at program entry and continuing through program completion, candidates engage in meaningful building-level and district-level leadership activities aligned to the Professional Standards for Educational Leaders (PSEL). Through collaboration with mentor administrators and faculty, candidates apply leadership theory to practice while developing proficiency in areas such as instructional leadership, organizational management, ethical leadership, equity, family and community engagement, human capital development, and continuous improvement.

Candidates maintain an Electronic Leadership Portfolio (ELP) to document and reflect upon leadership experiences, demonstrate alignment to PSEL standards, and provide evidence of professional growth. Regular faculty checkpoints and mentor feedback support candidates as they progress toward leadership proficiency and readiness for future administrative roles.

The internship is grounded in the belief that leadership is learned through authentic practice, reflection, and continuous growth. Candidates are expected to actively participate as members of leadership teams, contribute to real organizational work, maintain professional and ethical standards, and demonstrate increasing leadership capacity throughout the program.

Successful completion of EDL 706 results in a demonstrated record of leadership experiences, reflective practice, and evidence of proficiency aligned to the PSEL standards, preparing candidates for school and district leadership positions.

See Appendix B for mentor evaluation rubrics.

Advisement

All Educational Leadership candidates will be assigned a faculty advisor. The advisor will meet with the EDL students at least two times a year. During these meetings, progress in the Christmann Family Educational Leadership Program, Field Experiences, and Internships; copies of documents received; classes for the next semester, and generally "How's it going?" etc. will be discussed. Typically, these sessions last 1 to 1-1/2 hours and often include a tour of the school/agency and meeting with the site mentor.

Financial Aid

To qualify for financial aid, EDL students must enroll in a minimum of six (6) hours of course work for the semester even though they may be on their last 3 or 5 hours of required work. Contact the Financial Aid office for more information. If you receive financial aid you need to enroll in 6 hours per term.

Watermark

Watermark products (TaskStream, Student Learning) is a web-based tool that enables candidates to submit common assignments in the Christmann Family Educational Leadership Program. These tools provide a comprehensive assessment system that enables instructors to collect and monitor candidate performance. Candidates have easy access to assignment details and scoring rubrics as well as to grades and comments from professors. The course-embedded assessments not only provide feedback to candidates but are essential for professors to use as they continually improve the effectiveness of a course. This performance data is aligned with the PSEL Standards and assists in the preparation for program accreditation. The following is a list of courses with the assignments associated with that course.

<i>EDL Course</i>	<i>Course Title</i>	<i>Assignment</i>
EDL 602	Administration of Special Ed. Programs	Compliance for Students with Disabilities
EDL 613	School District Admin and Governance	Cooperative Partnership Plan
EDL 607	Site-based Leadership	Implementation of School-wide Initiative
EDL 630	Curriculum Leadership	Design for Curriculum Reform
EDL 631	Supervision of Teaching	Supervision Cycle
EDL 704	Seminar in Educational Change	Exit Survey

See Appendix C for details about each assignment.

DASA Information

We wanted to make sure that you all know that you need to document completion of the Dignity for All Students Act (DASA) Workshop in order to be complete the Christmann Family Educational Leadership Program at Buffalo State (or any college in NYS). If you have already completed the DASA training, you can submit a copy of your certificate or a screenshot of your TEACH account documenting completion.

If you have completed your seminars/workshops (from Buffalo State and outside providers) and they are not documented in DegreeWorks, please provide copies of your certificate to office of Teacher Certification at Buffalo State:
teachercertification@buffalostate.edu

If you need to complete the DASA training, you can do this on campus at one of the sessions listed in the link on this page:

<https://teachercertification.buffalostate.edu/seminars>

DASA workshops are also available from other providers (make sure you submit your certificate upon completion).

<http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>

Please plan ahead to meet this requirement so that your graduation will not be held up when the time comes.

Graduation Requirements & Process

Advisement is a critical element for successful completion of the Christmann Family Educational Leadership Program. The use of Degree Works and regular meetings with an advisor will ensure that all graduation requirements are met and seamless certification for both School Building Leader and School District Leader may be obtained. Two key elements include an application for graduation and graduation checks during the final semester. See

Appendix D for a detailed timeline that describes the actions you should take in order to graduate from the EDL program and become certified.

Certification & Testing Information

NYS Certificates for administrative titles Professional Administrator & Superintendents Extension) are issued through the New York State Education Department's Office of Teaching Initiatives. Requirements for certification are subject to change at any time and without notice. For the most up-to-date information regarding the current exam requirements, please visit the testing website: <http://www.nystce.nesinc.com/>

The Buffalo State Teacher Certification Office is available to assist with the process to obtain NYS Certification upon completion of the Christmann Family Educational Leadership Program. For more information, including contact information, go to: teachercertification.buffalostate.edu.

Be sure to send the **Release Authorization** form to the Teacher Certification Office in Chase Hall, Room 222. To access the release form and for information regarding certification requirements, go to:
<http://teachercertification.buffalostate.edu/>

Appendix A

Professional Standards for Educational Leaders

PSELs

Professional Standards for Educational Leaders

(NYS Version)

Adopted by NYSED in 2017

1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

EFFECTIVE LEADERS:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
 - b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
 - c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
 - d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
 - e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
 - f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
 - g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.
-

2. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

EFFECTIVE LEADERS:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
 - b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
 - c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
 - d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
 - e) Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
 - f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
-

-
3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

EFFECTIVE LEADERS:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
 - b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
 - c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
 - d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
 - e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
 - f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
 - g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
 - h) Address matters of equity and cultural responsiveness in all aspects of leadership.
-

4. Effective educational leaders develop and support intellectually rigorous, *culturally relevant*, and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of *all* students.

EFFECTIVE LEADERS:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
 - b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
 - c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
 - d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
 - e) Promote the effective use of technology in the service of teaching and learning.
 - f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
 - g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
-

-
5. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *all* students.

EFFECTIVE LEADERS:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
 - b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
 - c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
 - d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
 - e) Cultivate and reinforce student engagement in school and positive student conduct.
 - f) Infuse the school's learning environment with the cultures and languages of the school's community.
-

6. Effective educational leaders develop the professional capacity, cultural competence, and practice of school personnel to promote the love of learning, academic success, and well-being of all students.

EFFECTIVE LEADERS:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
 - b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
 - c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
 - d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
 - e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
 - f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
 - g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
 - h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
 - i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
-

-
7. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

EFFECTIVE LEADERS:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
 - b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
 - c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
 - d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
 - e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
 - f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
 - g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
 - h) Encourage faculty-initiated improvement of programs and practices.
-

8. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

EFFECTIVE LEADERS:

- a) Are approachable, accessible, and welcoming to families and members of the community.
 - b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
 - c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
 - d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
 - e) Create means for the school community to partner with families to support student learning in and out of school.
 - f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
 - g) Develop and provide the school as a resource for families and the community.
 - h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
 - i) Advocate publicly for the needs and priorities of students, families, and the community.
 - j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
-

.....

9. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

EFFECTIVE LEADERS:

.....

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
 - b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
 - c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
 - d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
 - e) Protect teachers' and other staff members' work and learning from disruption.
 - f) Employ technology to improve the quality and efficiency of operations and management.
 - g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
 - h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
 - i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
 - j) Develop and manage productive relationships with the central office and school board.
 - k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
 - l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.
-

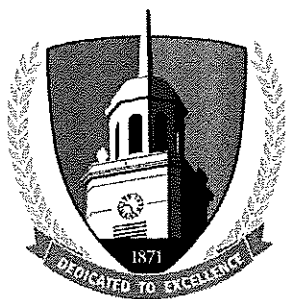
10. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

EFFECTIVE LEADERS:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Appendix B

Internship Mentor Evaluation Rubrics



ELEMENTARY EDUCATION, LITERACY, *and* EDUCATIONAL LEADERSHIP DEPARTMENT

BUFFALO STATE • The State University of New York

Administrative Internship Evaluation Form

Please see Professional Standards for Educational Leaders (PSEL) for more details and rate each standard as Unacceptable, Acceptable, or Target.

Leadership Candidate Name _____

Standard	Evaluation U = Unacceptable A = Acceptable T = Target
Standard 1. Mission, Vision, and Core Values Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	U A T
Standard 2. Ethics and Professional Norms Act ethically and according to professional norms to promote each student's academic success and well-being.	U A T
Standard 3. Equity and Cultural Responsiveness Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	U A T
Standard 4. Curriculum, Instruction, and Assessment Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	U A T
Standard 5. Community of Care and Support for Students Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	U A T
Standard 6. Professional Capacity of School Personnel Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	U A T
Standard 7. Professional Community for Teachers and Staff Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	U A T

Appendix C

Watermark Assignments

Compliance for Students with Disabilities: Focus: 8 NYCRR Parts 100, 200, 201 (NYS) and 34 CFR Part 300 (IDEA)

Part 100 Regulations

Part 200 and 201 Regulations

Part 300 Regulations

Abstract (revised)

The NYS Parts 100, 200, and 201—together with federal IDEA regulations in 34 CFR Part 300—govern the design, delivery, and accountability of services for students with disabilities. School leaders must balance these mandates with student needs, operational realities, and equity obligations. Across this project, you will: (1) analyze a targeted regulatory area; (2) evaluate a current program/process for compliance; and (3) produce an actionable plan with measurable outcomes and monitoring.

Instructions & Deliverables

This project has three sections and required artifacts. Use the rubric below for assistance.

A. Background (analysis & legal standard)

1. **Regulatory focus (narrowed):** Choose **one specific** statute/regulatory focus (e.g., IEP content under 8 NYCRR §200.4; MDR timelines under Part 201; FAPE standard under 34 CFR §300.101, §300.320–324). Include **2–3 paragraph** summary of the legal standard with citations.
2. **Compliance matrix (required):** Map **requirement → current practice → evidence → gap → risk**. Attach in appendix (table).
3. **Equity & data context:** Identify relevant **SPP/APR indicators** (e.g., 4, 9, 10, 11, 12, 13) and any **disproportionality** concerns in New York State (NYS). Note **data sources** (SIRS/VR, IEP logs).

B. Plan of Action (implementation)

1. **Action plan (narrative):** Describe how teachers, related service providers, aides, and administrators will implement compliant practices in the areas you have addressed throughout the semester. Include roles/owners, **timeline**, and alignment to **UDL/access**.
 - o Determine whether the district is currently compliant; **support with evidence**. If not compliant, specify **who** is accountable and proposed **remedies** (e.g., compensatory services).
 - o Include a **communication plan** (audiences, messages, cadence) and **PD plan** (objectives, format, evaluation).
2. **Resources & risk:** Outline staffing, scheduling, budget (IDEA 611/619, Medicaid, ESSA/Title), and **risk analysis** (due process/OCR/NYSED exposure) with mitigations.

C. Measuring Success (monitoring & CAP)

1. Identify **3–6 issues** (leading/lagging) and discuss your **review timeline at 1, 3, 6, and 12 months**. Assign **data owners** and **report formats** (dashboard, board summary).
2. **Corrective Action Plan (CAP) template**: Include triggers, corrective steps, responsible parties, and verification of sustained compliance (attach template).

Format & Submission

- **Length**: 2,500–3,500 words (excluding appendices).
- **Citations**: APA 7th; cite **8 NYCRR** and **34 CFR** precisely (e.g., 8 NYCRR §200.4(d)(2), 34 CFR §300.320).
- **Confidentiality**: No PII; de-identify districts/schools/students.
- **Accessibility**: Use headings, lists, tables with titles/notes; provide alt text for figures.

RUBRIC

ELCC Element	Unacceptable (1)	Acceptable (2)	Target (3)
ELCC 3.3: Equitable Access SBL & SDL	Candidate does not demonstrate the capability to ensure that students have at least two of the following: • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports	Candidate demonstrates the capability to ensure that students have at least two of the following: • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports	Candidate demonstrates the capability to ensure that students have all of the following: • Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports
Element 5.3: Advocacy Gather Information so All Needs are Considered SBL	Candidate does not demonstrate capability to advocate for the needs and priorities of at least 3 of the following groups: • School • District • Families • Communities • Students	Candidate demonstrates the capability to advocate for the needs and priorities of at least 3 of the following groups: • School • District • Families • Communities • Students	Candidate demonstrates the capability to advocate for the needs and priorities of all of the following groups: • School • District • Families • Communities • Students
ELCC 4.4: Assessment System SDL	Candidate does not demonstrate the capability to lead an appropriate assessment system	Candidate demonstrates the capability to lead an appropriate assessment system	Candidate does not demonstrate the capability to lead an appropriate assessment system

ELCC Element	Unacceptable (1)	Acceptable (2)	Target (3)
	that does at least 2 of the following: • Data Collection • Data Management Systems • Data Analysis • Data use for improvement	that does at least 2 of the following: • Data Collection • Data Management Systems • Data Analysis • Data use for improvement	that does all of the following: • Data Collection • Data Management Systems • Data Analysis • Data use for improvement
ELCC 6.1: Managing Systems SDL	Candidate does not demonstrate capability to manage at least 3 of the following systems to support each student's learning needs: • Administration • Management • Governance • Operations	Candidate demonstrates capability to manage at least 3 of the following systems to support each student's learning needs: • Administration • Management • Governance • Operations	Candidate demonstrates capability to manage all of the following systems to support each student's learning needs: • Administration • Management • Governance • Operations
ELCC 6.4: Policies and Procedures SBL & SDL	Candidate does not demonstrate the capability to comply with at least 2 of the following to promote student and adult success: • Applicable laws • Applicable rights • Applicable policies • Applicable regulations	Candidate demonstrates the capability to comply with at least 2 of the following to promote student and adult success: • Applicable laws • Applicable rights • Applicable policies • Applicable regulations	Candidate demonstrates the capability to comply with all of the following to promote student and adult success: • Applicable laws • Applicable rights • Applicable policies • Applicable regulations
ELCC 7.2 District Governance SDL	Candidate does not demonstrate the capability to do at least one of the following: • Understand district governance • Manage effective systems for district governance	Candidate demonstrates the capability to do at least one of the following: • Understand district governance • Manage effective systems for district governance	Candidate demonstrates the capability to do both of the following: • Understand district governance • Manage effective systems for district governance

EDL 613 – School District Administration & Governance

EDL 613 Planning for Cooperative Partnerships with Community Stakeholders

Introduction:

You will design a district newsletter, providing information to parents and other community stakeholders, including articles highlighting initiatives, invitations to community stakeholders to participate in decision-making, and dissemination of school building and district performance, among other things.

The newsletter should support the underlying goal of encouraging community participation and using that cooperation to advance the district mission. You will be uploading it to TaskStream, handing in a hard copy and sharing your newsletter with the class.

Below is a list of articles that you should include in your newsletters. Please use the attached rubric to guide your planning.

1. An article on the role of the Board of Education and its members
2. An article on district data, such as graduation rates, test results, student honors, etc. disaggregated by building and district
3. An in-depth article on literacy and how to enhance reading at home
4. An article on a recent staff development day and what all staff members were engaged in
5. A brief summary of the district activities planned to welcome new kindergarteners...to honor graduating seniors...and to welcome new HS students
6. An invitation to parents and community members for a series of coffee hours with the Superintendent and Building Administrators to discuss test scores, volunteer for building and district committees and to answer any questions they may wish to pose
7. An article on the importance of parent/family involvement in schools
8. District vision and mission statements
9. An article on professional norms: integrity, fairness, trust, and collaboration
10. An article on the operations/management of the district's schools, i.e. budget or capital projects, building maintenance or emergency closings

Grading Rubric:

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 1.1 Mission and Vision	Candidate does not demonstrate the capability to analyze data-informed mission and vision focused on at least 2 of the following:	Candidate demonstrates the capability to analyze data-informed mission and vision focused on at least 2 of the following:	Candidate demonstrates the capability to analyze data-informed mission and vision focused on all of the following:
Connecting Tasks to Mission and Vision	• Academic Success • Overall well-being of each student • Overall well-being of district and school personnel.	• Academic Success • Overall well-being of each student • Overall well-being of district and school personnel.	• Academic Success • Overall well-being of each student • Overall well-being of district and school personnel.

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 1.2 Values	Candidate does not demonstrate the capability to promote core democratic values including at least 4 of the following:	Candidate demonstrates the capability to promote core democratic values including at least 4 of the following:	Candidate demonstrates the capability to promote core democratic values including all of the following:
Identify in Tasks Where Values are Emphasized	• High expectations and student support • Imperative of child-centered education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust	• High expectations and student support • Imperative of child-centered education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust	• High expectations and student support • Imperative of child-centered education • Equity • Inclusiveness • Social Justice • Openness, caring, and trust

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 5.1: Community Engagement	Candidate does not demonstrate the capability maintain communication with at least 3 of the following groups:	Candidate demonstrates the capability maintain communication with at least 1 of the following groups:	Candidate demonstrates the capability maintain communication with all of the following groups:
Highlight at Least One Opportunity for Each Constituency to Be Involved	• Families • Community • Public Sector • Private Sector • Non-Profit Sector	• Families • Community • Public Sector • Private Sector • Non-Profit Sector	• Families • Community • Public Sector • Private Sector • Non-Profit Sector

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
---------	--------------------	------------------	---------------

Element 5.2: Partnerships Identify at Least One Opportunity for Each Type of Entity to Participate in School Improvement and Student Development	Candidate does not demonstrate the capability to build and sustain at least one of the following types of partnerships to promote school improvement and student development: - Public sector entities - Private sector entities	Candidate demonstrates the capability to build and sustain at least one of the following types of partnerships to promote school improvement and student development: - Public sector entities - Private sector entities	Candidate demonstrates the capability to build and sustain both of the following types of partnerships to promote school improvement and student development: - Public sector entities - Private sector entities
---	---	---	---

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 5.3: Two-way Communication Ensure that Two-way Communication Exists for Both Groups	Candidate does not demonstrate the capability to maintain two-way communication with at least one of the following: - Families - Community	Candidate demonstrates the capability to maintain two-way communication with at least one of the following: - Families - Community	Candidate demonstrates the capability to maintain two-way communication with both of the following: - Families - Community

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 5.4: Representation Ensure that this Plan Represents both the District and the Stakeholders	Candidate does not demonstrate the capability to represent at least one of the following: - School District - Interested Stakeholders	Candidate demonstrates the capability to represent at least one of the following: - School District - Interested Stakeholders	Candidate demonstrates the capability to represent both of the following: - School District - Interested Stakeholders

EDL 607 – Site-based Leadership

Implementation of School-Wide or District-Wide Initiative (607)

Instructions:

School Building Leaders are often tasked with implementing a school-wide or district-wide initiative that affects all constituencies within the school district. This project will require you to consider such an initiative from start to finish. You will be able to select your own initiative, but you must consider all aspects of implementation to ensure success of the initiative, and share a PowerPoint presentation on the following:

1. Identify the initiative that you would like to implement (ex. PBIS, RTI, Restorative Justice, Parent Involvement, Attendance Initiatives, etc.)
2. Share the district's/building's mission/vision statement and how your initiative relates to the vision/mission.
3. Discuss fiscal, physical, and technological resources that are needed for your initiative and where those resources will come from.
4. Develop a plan to communicate the initiative to all constituencies. How will you reach each group and gain support (Board, families, teachers, administrators)?
5. Discuss how the implementation of the initiative demonstrates ethical behavior throughout the school and district.
6. Identify the various sub-groups of students within the school/district and discuss how the initiative will impact each group. Use a school report card to identify student populations.
7. Create a plan to introduce the plan to the faculty and staff and provide professional development to ensure success of the initiative.

Implementation of School-wide Initiative

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 6.1: Management and Operation Systems Identify a School-wide Initiative and Discuss How it Fits in Current Operations	Candidate does not demonstrate capability to do at least 2 of the following to support each student's learning needs: • Develop school management and operation system • Monitor school management and operation system • Evaluate school management and operation system	Candidate demonstrates capability to do at least 2 of the following to support each student's learning needs: • Develop school management and operation system • Monitor school management and operation system • Evaluate school management and operation system	Candidate demonstrates capability to do all of the following to support each student's learning needs: • Develop school management and operation system • Monitor school management and operation system • Evaluate school management and operation system
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)

Element 6.2: Data and Resources Discussion of Fiscal, Physical, and Technical Resources Needed for Initiative	Candidate does not demonstrate the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement: • Seek, acquire, and manage fiscal resources • Seek, acquire, and manage physical resources • Seek, acquire, and manage technological resources and data	Candidate demonstrates the capability to cultivate at least two of the following resources to support student learning, collective professional capability, and community and family engagement: • Seek, acquire, and manage fiscal resources • Seek, acquire, and manage physical resources • Seek, acquire, and manage technological resources and data	Candidate demonstrates the capability to cultivate all of the following resources to support student learning, collective professional capability, and community and family engagement: • Seek, acquire, and manage fiscal resources • Seek, acquire, and manage physical resources • Seek, acquire, and manage technological resources and data
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 6.3: Communication Systems Communication to Various Constituencies	Candidate does not demonstrate the capability to develop and coordinate communication for at least 2 of the following: • Actionable information for the classroom • School improvement • Community engagement	Candidate demonstrates the capability to develop and coordinate communication for at least 2 of the following: • Actionable information for the classroom • School improvement • Community engagement	Candidate demonstrates the capability to develop and coordinate communication for all of the following: • Actionable information for the classroom • School improvement • Community engagement
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 2.2: Ethical Behavior Demonstration of Ethical Behavior Throughout the School	Candidate does not demonstrate the capability to model ethical behavior in at least 31 of the following: • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources	Candidate demonstrates the capability to model ethical behavior in at least 31 of the following: • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources	Candidate demonstrates the capability to model ethical behavior in all of the following: • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 3.3: Equitable Access	Candidate does not demonstrate the capability to ensure that students have at least three of the following: • Access to effective	Candidate demonstrates the capability to ensure that students have at least three of the following: • Access to effective	Candidate demonstrates the capability to ensure that students have all of the following: • Access to effective

Effect of Initiative on Sub-Groups of Students	• Access to effective teachers • Access to learning opportunities • Academic, social, behavioral, and other supports • Accommodations and interventions • A quality library and learning materials and technology	teachers • Access to learning opportunities • Academic, social, behavioral, and other supports • Accommodations and interventions • A quality library and learning materials and technology	teachers • Access to learning opportunities • Academic, social, behavioral, and other supports • Accommodations and interventions • A quality library and learning materials and technology
Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 7.2: Professional Culture Introduction and Support of Initiative for Faculty and Staff in the School	Candidate does not demonstrate the capability to do at least one of the following: • Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child	Candidate demonstrates the capability to do at least one of the following: • Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child	Candidate demonstrates the capability to: • Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child

EDL 630 – Curriculum Leadership

EDL 630 Capstone Project Backward Design for Curriculum Reform Curriculum, Instruction, and Assessment Systems (Aligned to PSEL Standard 4)

Project Overview

The EDL 630 Capstone Project requires candidates to design, analyze, and reflect on a coherent system of curriculum, instruction, and assessment aligned to PSEL Standard 4. This capstone applies a Backward Design for Curriculum Reform model, requiring candidates to lead at the systems level rather than design at the classroom level.

Candidates may complete this project in pairs or triads. Each member assumes leadership for one stage of the reform framework while demonstrating understanding of the entire system.

Element 1: Mission & Vision Alignment (Shared – Pair/Triad) *Aligned to: PSEL 4 (a), (b), (c), (d)*

Purpose: Establish the system-level rationale (“why”) for the curriculum reform initiative. Describe how the reform advances mission, vision, standards alignment, and equity commitments. Integrate at least three course readings.

Submission Requirements:

- 2–3 pages, 12-point font, Double-spaced
- Written in a system-level voice
- APA format required for cited course readings

Element 2: Backward Design for Curriculum Reform Framework

If Working in a Triad (3 Members):

Stage 1 Lead – Desired Results *Aligned to PSEL 4 (a), (b), (c), (d)*

Purpose: To define the systemic curriculum challenge and articulate clear, measurable reform outcomes that build coherence, strengthen equity, and clarify what will improve for students, teachers, and leaders across the system.

- Define the systemic curriculum challenge.
- Establish measurable reform goals.
- Identify stakeholder understandings.
- Develop essential questions guiding reform.
- Identify adult knowledge and skills required.

Stage 2 Lead – Assessment Evidence *Aligned to: PSEL 4 (f), (g)*

Purpose: To determine how curriculum reform success will be measured by designing valid, actionable indicators that monitor coherence, rigor, equity, and alignment over time.

- Design short- and long-term reform indicators.
- Identify direct and indirect evidence.
- Ensure assessments are valid and aligned.
- Develop monitoring tools and feedback loops.

Stage 3 Lead – Action Plan Aligned to: PSEL 4 (a), (b), (c), (g)

Purpose: To translate reform goals into a strategic, sustainable implementation plan that aligns professional learning, structures, resources, and accountability systems to ensure lasting impact.

- Develop short- and long-term strategic actions.
- Identify professional learning structures.
- Clarify responsibilities and resources.
- Plan communication and sustainability systems.

If Working in a Pair (2 Members)

Pair Member 1 – Stage 1 Lead

- Leads Desired Results section.
- **Co-develops Stage 3 Action Plan.**

Aligned to: PSEL 4 (a), (b), (c), (d)

Pair Member 2 – Stage 2 Lead

- Leads Assessment Evidence section.
- **Co-develops Stage 3 Action Plan.**

Aligned to: PSEL 4 (f), (g)

Element 3: Leadership Reflection (Individual)

Purpose: To demonstrate systems-level leadership thinking by analyzing decision-making within the assigned stage and connecting reform actions to mission, research, coherence, equity, and sustainability.

Submission Requirements:

- 2–3 pages, 12-point font, Double-spaced
- Written in the first person

Element 4: Equity, Responsiveness & Capacity Building (Shared – Pair/Triad) Aligned to: PSEL 4 (a), (b), (d)

Purpose: To ensure the curriculum reform meaningfully reduces inequities, strengthens access to rigorous grade-level curriculum, and builds the organizational capacity necessary for sustained improvement.

- Explain how curriculum reform reduces inequities.
- Demonstrate access to rigorous grade-level curriculum for all students.
- Identify strategies to reduce variability across classrooms.

Element 5: Technology Integration (Shared – Pair/Triad) *Aligned to: PSEL 4 (e), (g)*

Purpose: To leverage technology intentionally to enhance curriculum coherence, strengthen monitoring systems, support collaboration, and promote equitable access to learning opportunities.

- Explain how technology enhances coherence and monitoring.
- Identify technological tools used to support reform.
- Describe how technology promotes equitable access.

Element 6: Assessment & Data Use (Shared – Pair/Triad); Stage 2 Lead Primary) *Aligned to: PSEL 4 (f), (g)*

Purpose: To ensure assessment systems are valid, responsibly used, and strategically leveraged to monitor curriculum reform progress and inform instructional and leadership decisions.

- Explain how valid assessments monitor reform progress.
- Describe how data informs instructional and leadership decisions.

Element 7: Leadership Reflection & Implementation (Individual) *Aligned to: PSEL 4 (a), (b), (c), (g)*

Purpose: Describe implementation strategy, communication plan, professional learning supports, and long-term sustainability structures. Identify curriculum gaps and overlaps and provide short- and long-term recommendations.

- 2–3 pages, 12-point font, Double-spaced
- Written in a leadership-focused voice
- APA format required for cited course readings

Project Section	Expectation of This Section	Guiding Questions to Be Addressed in This Section	Team Member Responsibility	PSEL Indicator

					Addressed
Element 1: Mission & Vision Alignment		Establish the system-level rationale for the curriculum reform. Align curriculum, instruction, and assessment systems to mission, vision, standards, and equity commitments. Integrate research.	- How does this curriculum reform advance the district's mission and vision? - How does it strengthen coherence across curriculum, instruction, and assessment? - Why is this curriculum reform necessary now?	Shared-Pair/Triad (System-Level Voice)	PSEL 4 (a), PSEL 4 (b), PSEL 4 (c), PSEL 4 (d)
Element 2	Stage 1: Desired Results (Leadership Lens)	Define curriculum reform goals, stakeholder understandings, essential questions for change, and adult knowledge/skills needed to build coherence and capacity.	- What systemic curriculum challenge are you addressing? - What measurable improvement do you seek? - What will be different for students across the system? - What will be different for teachers and leaders? - What must stakeholders understand for this curriculum reform to succeed?	Stage 1 Lead (Primary); All ensure alignment	PSEL 4 (a), PSEL 4 (b), PSEL 4 (c), PSEL 4 (d)
	Stage 2: Assessment Evidence (System-Level)	Identify direct and indirect evidence of curriculum reform success. Design measurable indicators that reflect coherence, rigor, equity, and alignment.	- How will we know if this curriculum reform is working? - What short-term indicators will demonstrate progress? - What long-term outcomes define success?	Stage 2 Lead (Primary); All demonstrate understanding	PSEL 4 (f), PSEL 4 (g), PSEL 4 (a), PSEL 4 (b)

			- What data will monitor coherence and equity?		
	Stage 3: Action Plan (Leadership Implementat ion)	Develop short- and long-term strategic actions for curriculum reform including professional learning, structural alignment, monitoring systems, and resource allocation.	- What specific actions will move the system toward the desired results? - Who is responsible for each action? - What professional learning is required? - What structures must change to sustain curriculum reform?	Stage 3 Lead (Primary); All ensure coherence	PSEL 4 (a), PSEL 4 (b), PSEL 4 (c), PSEL 4 (g)
Element 3: Leadership Reflection (Individual)	Analyze leadership decisions within the assigned stage. Connect curriculum reform work to mission, research, coherence, equity, and sustainability.	- Why did you prioritize these strategies? - How does your stage support the overall curriculum reform? - What strengths and gaps exist in the design?	Individual Submission	PSEL 4 (a)–(g) as applicable	
Element 4: Equity, Responsiveness & Capacity Building	Demonstrate how curriculum reform increases equitable access to grade-level curriculum, reduces variability, and builds organizational capacity.	- How does this curriculum reform reduce inequities? - How does it ensure access to rigorous curriculum for all students? - How will adult capacity be strengthened?	Shared – Pair/Triad	PSEL 4 (a), PSEL 4 (b), PSEL 4 (d)	

Element 5: Technology Integration	Demonstrate purposeful, equitable use of technology to support curriculum reform, collaboration, and monitoring systems.	- How does technology enhance coherence and monitoring? - What technological tools will you use to enhance coherence and monitoring? - How does technology promote equitable access?	Shared – Pair/Triad	PSEL 4 (e), PSEL 4 (g)
Element 6: Assessment & Data Use	Explain how valid assessments are used appropriately and within technical limitations to monitor curriculum reform progress and improve instruction.	- How will assessment data inform instructional and leadership decisions? - How will data be used responsibly and accurately?	Stage 2 Lead (Primary); All demonstrate understanding	PSEL 4 (f), PSEL 4 (g)
Element 7: Leadership Reflection & Implementation	Describe implementation strategy, communication plan, professional learning supports, and long-term sustainability structures for curriculum reform. Identify curriculum gaps and overlaps.	- How will this curriculum reform be implemented and communicated? - What barriers might arise? - How will the curriculum reform be sustained over time?	Individual Submission	PSEL 4 (a), PSEL 4 (b), PSEL 4 (c), PSEL 4 (g)

Capstone Project Scoring Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Element 1: Mission & Vision Alignment <i>(Shared – Pair/Triad)</i>	A 2–3 page system-level narrative demonstrates sophisticated, coherent alignment between mission, vision, core values, standards, equity commitments, and the proposed curriculum reform. Coherence across curriculum, instruction, and assessment is clearly articulated. At least three course readings are meaningfully and seamlessly integrated.	Narrative demonstrates clear alignment to mission and vision with appropriate attention to coherence and equity. At least three course readings are referenced , though integration may lack depth.	Alignment is present but superficial or inconsistently developed. Equity and coherence are underexplored. Fewer than three readings or limited integration of readings.	Alignment is minimal or unclear. Narrative is incomplete or lacks required references.
Element 2: UbD Stage 1: Desired Results <i>(Shared – Stage 1 Lead)</i>	Curriculum reform challenge is clearly defined, systemic, and data-informed. Measurable goals are rigorous and coherent. Stakeholder understandings and capacity needs are thoughtfully articulated. Demonstrates strong systems thinking.	Reform challenge and goals are clear and appropriate. Stakeholder understandings are identified. Some evidence of systems thinking.	Reform challenge lacks clarity or measurable focus. Limited articulation of stakeholder understanding or adult capacity needs.	Reform focus is unclear, incomplete, or lacks measurable goals and systems alignment.

Stage 2: Assessment Evidence (System-Level) <i>(Shared – Stage 2 Lead Primary)</i>	Direct and indirect indicators are comprehensive, valid, and aligned to reform goals. Monitoring systems are clearly articulated. Data use reflects technical understanding and equity awareness.	Indicators are aligned and functional. Monitoring structures are described. Some attention to validity and data use.	Indicators are limited, unclear, or weakly aligned. Monitoring systems are underdeveloped.	Assessment design and monitoring structures are missing, misaligned, or invalid.
Stage 3: Action Plan (Leadership Implementation) <i>(Shared – Stage 3 Lead Primary)</i>	Action plan is strategic, coherent, and sustainable. Short- and long-term actions are aligned to goals. Professional learning, resource allocation, communication, and accountability structures are clearly articulated.	Action plan is aligned and realistic. Key structures are identified. Sustainability is addressed.	Action plan lacks depth or sustainability. Alignment to goals is partial.	Action plan is unclear, incomplete, or misaligned to reform goals.
Element 3: Pedagogical Reflection <i>(Individual)</i>	A 2–3 page reflection demonstrates deep systems-level leadership thinking and strong theory-to-practice integration. Decisions are clearly connected to reform goals and research. At least three readings are meaningfully integrated.	Reflection demonstrates clear leadership reasoning and connection to research. At least three readings are referenced , though analysis may be uneven.	Reflection demonstrates surface-level leadership thinking. Limited connection to research. Fewer than three readings or superficial integration.	Reflection is minimal, unclear, or lacks required references.
Element 4: Equity, Responsiveness & Capacity Building	Reform plan demonstrates strong, actionable strategies to reduce	Equity considerations are clear and appropriate. Adult	Equity is acknowledged but underdeveloped.	Equity considerations

<i>(Shared – Pair/Triad)</i>	inequities, increase access to rigorous grade-level curriculum, and build adult capacity. Variability reduction is clearly addressed.	capacity building is identified.	Limited focus on capacity or variability.	are minimal or absent.
Element 5: Technology Integration <i>(Shared – Pair/Triad)</i>	Technology integration is purposeful, equitable, and strategically aligned to monitoring, coherence, and collaboration. Tools clearly enhance reform implementation.	Technology is appropriate and aligned to reform goals.	Technology use is basic, inconsistent, or weakly aligned.	Technology integration is lacking, inappropriate, or misaligned.
Element 6: Assessment & Data Use <i>(Shared – Pair/Triad; Stage 2 Lead)</i>	Assessment systems are valid, aligned, and actionable. Data use protocols are clearly articulated and reflect technical understanding. Instructional and leadership decisions are strongly informed by evidence.	Assessments are aligned and functional with evidence of data-informed decisions.	Limited validity or unclear data use processes.	Assessment and data use are weak, missing, or misaligned.
Element 7: Leadership Reflection & Implementation <i>(Individual)</i>	A 2–3 page leadership reflection demonstrates strong systems-level thinking. Implementation, communication, collaboration, and sustainability are clearly articulated. Gaps and overlaps	Reflection demonstrates thoughtful leadership considerations for implementation and sustainability. At least three readings referenced , though analysis may lack depth.	Reflection demonstrates surface-level leadership thinking. Limited connection to coursework. Fewer than three readings or superficial use.	Reflection is minimal, unclear, or lacks required references.

	are identified. Short- and long-term recommendations are grounded in at least three readings.			
--	--	--	--	--

EDL 631 – Supervision of Teaching

Supervision Cycle

Instructions:

This project allows the candidate to complete a teacher observation and supervision cycle from start to finish. Each step in the process is related to a different NELP standard element as shown in the rubric below.

1. Have a discussion with the teacher to ascertain the depth of knowledge that they have for how their lesson and teaching style are consistent with the culture in the school. Write up a short summary that describes the consistencies. If none are present, this is a good time for the supervisor to stress the importance of this aspect of teaching.
2. Conduct a pre-observation conference with a teacher. This conference should allow the supervisor to understand the intent of the teacher and how they intend to utilize supports and other collaborative relationships.
3. Conduct an observation of a lesson. Take notes of this observation that will be used for discussion with the teacher afterward. Submit these notes as part of this project.
4. Specifically observe how the candidate uses data to drive the lesson, and course correction if necessary. Write a short summary of what you observed and feedback that you would give to the teacher.
5. Observe the interactions of the teacher with the students and note whether they are displaying ethical behavior. Also, notice how appropriately they use resources that are available to them. Write a short summary to be shared with the teacher at the supervision conference.
6. Conduct a supervision conference with the teacher. Share the information that you gathered and observe their reaction to your constructive feedback. Write a short summary that describes their willingness to internalize professional norms as described in the rubric.
7. Write a recommendation to the teacher for resources of professional development that might help them to improve future lessons.
8. Write a post-conference analysis assessing your own performance as an evaluator. Identify how your feedback developed the professional capacity of the teacher.
9. Ask the teacher to provide written feedback to you on your performance as an evaluator. Write a short summary reacting to their feedback.

Evaluation Rubric:

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 1.3: Coherent System Pre-Observation Conference	Candidate does not demonstrate the capability to support students by building, maintaining, and evaluating at least 2 of the following: - Academic Supports - Social Supports - Collaborative relationships with staff, families, and other community members	Candidate demonstrates the capability to support students by building, maintaining, and evaluating at least 2 of the following: - Academic Supports - Social Supports - Collaborative relationships with staff, families, and other community members	Candidate demonstrates the capability to support students by building, maintaining, and evaluating all of the following: - Academic Supports - Social Supports - Collaborative relationships with staff, families, and other community members

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 7.1: Professional Capacity Management Post-Conference Analysis - Capacity Development	Candidate does not demonstrate the capability to develop and implement an human resource management system that does at least 3 of the following: - Recruits - Hires - Supports and Develops - Retains Personnel - Creates leadership pathways	Candidate demonstrates the capability to develop and implement an human resource management system that does at least 3 of the following: - Recruits - Hires - Supports and Develops - Retains Personnel - Creates leadership pathways	Candidate demonstrates the capability to develop and implement an human resource management system that does all of the following: - Recruits - Hires - Supports and Develops - Retains Personnel - Creates leadership pathways

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 7.2: Professional Culture Place Lesson in Context of School Culture	Candidate does not demonstrate the capability to do at least one of the following: • Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child	Candidate demonstrates the capability to do at least one of the following: • Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child	Candidate demonstrates the capability to: • Develop a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child • Sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 7.3: Conditions Reaction to Teacher Feedback	Candidate does not demonstrate the capability to develop workplace conditions that do at least two of the following: • Promote employee leadership • Promote employee well-being • Promote employee professional growth	Candidate demonstrates the capability to develop workplace conditions that do at least two of the following: • Promote employee leadership • Promote employee well-being • Promote employee professional growth	Candidate demonstrates the capability to develop workplace conditions that do all of the following: • Promote employee leadership • Promote employee well-being • Promote employee professional growth

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 7.4: Supervision and Evaluation Classroom Observation	Candidate does not demonstrate the capability to implement supervision and evaluation procedures that meet at least 2 of the following: • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability	Candidate demonstrates the capability to implement supervision and evaluation procedures that meet at least 2 of the following: • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability	Candidate demonstrates the capability to implement supervision and evaluation procedures that meet all of the following: • Are anchored in research • Provide actionable feedback about instruction • Promote collective accountability

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 2.1: Professional Norms Supervision Conference	Candidate does not demonstrate the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including all of the following: • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 2.2: Ethical Behavior Observe Interaction of the Teacher with the Students as Well as their Use of Appropriate Resources for the Student Population	Candidate does not demonstrate the capability to model ethical behavior in at least 31 of the following: • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources	Candidate demonstrates the capability to model ethical behavior in at least 31 of the following: • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources	Candidate demonstrates the capability to model ethical behavior in all of the following: • Personal conduct • Relationships with others • Decision-making • Response to unethical actions • Stewardship of the school's resources

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 4.2: Instructional Practices Evaluate Strategies and Use of Data for Course Correction	Candidate does not demonstrate the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following: • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy	Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with at least 2 of the following: • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy	Candidate demonstrates the capability to promote challenging and engaging instructional practice consistent with all of the following: • Knowledge of learning theory • Knowledge of child development • Knowledge of effective pedagogy

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 4.3 Curriculum Supports Recommend Resources or Professional Develop	Candidate does not demonstrate the capability to employ at least 2 of the following learning supports: • Technologies • Staffing • Professional Development • Structures and communication to support equitable access to learning	Candidate demonstrates the capability to employ at least 2 of the following learning supports: • Technologies • Staffing • Professional Development • Structures and communication to support equitable access to learning	Candidate demonstrates the capability to employ all of the following learning supports: • Technologies • Staffing • Professional Development • Structures and communication to support equitable access to learning

EDL 631 – Supervision of Teaching

Professional Plan to Implement APPR

Instructions:

Teacher evaluations are governed by a New York State Law that describes the Annual Professional Performance Review process (APPR). Your job as an administrator will be to help teachers to understand the process and put mechanisms into place to help them to show they are successful using the outlined measures. The APPR is comprised of state generated measures and locally selected measures. The foundation of the APPR are data and observations collected that generate a HEDI score which drives employment decisions. Teachers can be rated as Highly Effective, Effective, Developing, and Ineffective. Details can be found at this website: <https://www.engageny.org/resource/appr-3012-d>.

1. Create a professional development presentation that helps teachers to use data in their own classrooms to improve their own professional practice. This should serve two purposes. Teachers should learn how student data can help them to modify practice to serve all students, but it will also allow them to show that they are being effective as teachers in the classroom.
2. Write a paragraph describing the procedures used for comprehensive evaluation in your school/district or the procedures that were used for this project. Find a “critical friend” who is willing to participate in this process and explain the procedures to them. This could be the same person who participated in the Supervision Cycle project.
3. Select an approved observation rubric either from your district or from the EngageNY website. Write a summary that discusses how the rubrics will guide teachers to consider the values identified in Element 1.2 as they develop their lesson and assessment plans.
4. Reflect on the APPR process and discuss how it allows for each of the elements of 2.1 to be demonstrated by the evaluator. Provide a written summary of the evaluation results (use teacher evaluation vocabulary appropriate to a comprehensive evaluation).
5. Write a short essay on the importance of ethical behavior on the part of the evaluator to the APPR process. Use at least one professional reference supporting your position.
6. Can the collaborative process of APPR be considered a PLC? Why or why not. Use at least one professional reference supporting your position.
7. Discuss how the APPR process can help principals to identify candidates for future leadership positions. Describe your impressions of the processes. Include any pitfalls and/or positive benefits of the comprehensive evaluation process used. Consider the supervisee feelings about the process used at your school. What changes would you make to the process? How might you expand or contract the evaluation to be more authentic (provide documentation).

Evaluation Rubric:

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 1.1 Mission and Vision Professional Development on the Use of Data in the Classroom	Candidate does not demonstrate the capability to analyze data-informed mission and vision focused on at least 2 of the following: - Academic Success - Overall well-being of each student - Overall well-being of district and school personnel.	Candidate demonstrates the capability to analyze data-informed mission and vision focused on at least 2 of the following: - Academic Success - Overall well-being of each student - Overall well-being of district and school personnel.	Candidate demonstrates the capability to analyze data-informed mission and vision focused on all of the following: - Academic Success - Overall well-being of each student - Overall well-being of district and school personnel.

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 1.2 Values Review Approved Rubrics and Show How to Use for Lesson and Assessment Development	Candidate does not demonstrate the capability to promote core democratic values including at least 4 of the following: - High expectations and student support - Imperative of child-centered education - Equity - Inclusiveness - Social Justice - Openness, caring, and trust	Candidate demonstrates the capability to promote core democratic values including at least 4 of the following: - High expectations and student support - Imperative of child-centered education - Equity - Inclusiveness - Social Justice - Openness, caring, and trust	Candidate demonstrates the capability to promote core democratic values including all of the following: - High expectations and student support - Imperative of child-centered education - Equity - Inclusiveness - Social Justice - Openness, caring, and trust

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 2.1: Professional Norms Reflect on How APPR Process Allows the Evaluator to Demonstrate All Elements of 2.1.	Candidate does not demonstrate the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including at least 3 of the following: • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement	Candidate demonstrates the capability to enact professional norms in their actions, decision making, and relationships with others including all of the following: • Integrity and fairness • Transparency and trust • Collaboration • Perseverance • Learning and continuous improvement

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 2.2: Ethical Behavior Importance of Ethical Behavior	Candidate does not demonstrate the capability to model ethical behavior in at least two of the following: • Personal behavior • Relationships with others • Decision-making • Stewardship of district resources	Candidate demonstrates the capability to model ethical behavior in at least two of the following: • Personal behavior • Relationships with others • Decision-making • Stewardship of district resources	Candidate demonstrates the capability to model ethical behavior in all of the following: • Personal behavior • Relationships with others • Decision-making • Stewardship of district resources

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 2.3: Professional Culture Can APPR be Part of a PLC?	Candidate does not demonstrate the capability to ensure at least one of the following: - Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms - Collaboratively work to achieve the district's shared vision, goals, and objectives	Candidate demonstrates the capability to ensure at least one of the following: - Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms - Collaboratively work to achieve the district's shared vision, goals, and objectives	Candidate demonstrates the capability to ensure both of the following: - Sustain a positive culture that empowers teachers and other staff with responsibility for enacting professional norms - Collaboratively work to achieve the district's shared vision, goals, and objectives

Element	Unacceptable (0-6)	Acceptable (7-8)	Target (9-10)
Element 4.2: Developing Instructional Leadership How Can APPR Help to Identify Future Leaders?	Candidate does not demonstrate the capability to use learning theory and research to do at least one of the following: - Support development of principals - Develop individual instructional capacity of teachers and other staff	Candidate demonstrates the capability to use learning theory and research to do at least one of the following: - Support development of principals - Develop individual instructional capacity of teachers and other staff	Candidate demonstrates the capability to use learning theory and research to do both of the following: - Support development of principals - Develop individual instructional capacity of teachers and other staff

Appendix D

Graduation & Certification Actions & Dates

Important Graduation & Certification Actions & Dates

Having graduated with the Certificate of Advanced Study (CAS) and being certificated as a School Building Leader (SBL) and School District Leader (SDL) are two different actions by you and by the college. Here are some important graduation & certification dates, actions by you, and actions by the college.

Not later than DATE	Actions by EDL student	Actions by the college
Prior to 1 Feb or 1 Oct	Review your record in Degree Works to identify and rectify any issues preventing graduation.	
Prior to 1 Feb or 1 Oct	In the NYSED TEACH system apply for the Professional Administrator with Superintendents Extension. See the BSU Certification Office website for step-by-step directions to apply: http://teachercertification.buffalostate.edu/	
1 Feb (for May grad) 1 Oct (for Dec grad)	Complete the Online Graduation Application. https://buffalostate.wufoo.com/forms/q1n5wrh11kicnhb/	Completing the online graduation application by 1 Feb (or 1 Oct) provides the EDL student sufficient time for the initial review of degree requirements by the Graduate School Office.
Feb or Oct	Receive, sign, and return the "Release Authorization" form to the Certification Office (Chase, Room 222). The form is available on-line at TeacherCertification.buffalostate.edu .	This permits the college Certification Officer to enter your TEACH account with NYSED and (when requirements are met) to recommend you for SBL, SBL Professional, and SDL Professional certification.

Not later than DATE	Actions by EDL student	Actions by the college
March/April or Oct/Nov		Graduate School office will notify student and dept via email to student's Buffalo State email address of deficiencies or no deficiencies to graduation. Deficiencies include missing required courses; Incomplete, X, or N grades; missing required workshops; petitions; 6-year waivers; adjustments to Degree Works; etc. Upon receipt of students' deficiencies, the EDL department reviews deficiencies and makes adjustments and notations in Degree Works which requires dept approval and notifies Graduate School Office when adjustments are completed. <u>Unresolved deficiencies prevent timely graduation and, therefore certification.</u> The EDL student should work with the EDL advisor to resolve deficiencies ASAP.
1 st Wednesday after graduation		Deadline for faculty to electronically submit semester grades to Registrar's Office.

Not later than DATE	Actions by EDL student	Actions by the college
1 st Friday after graduation, unless there are computer problems		Registrar's Office (typically) completes processing grades into the system (Banner) and the grades are "rolled" for the Graduate Office to then use. When grades are "rolled" students can access their final grades.
By the 4 th Friday after graduation		Graduate Office completes final review of the EDL student degree requirements. Once degree requirements have been met, the student degree is "conferred" in Banner and Degree Works. Students are advised to resolve deficiencies prior to the 4th Friday after graduation in order to ensure the earliest possible date for degree conferral. At this time a student can obtain a transcript showing the completion of the degree.
Within a week of successful <i>final review</i> by Grad Office		The college Certification Office will enter college recommendations on TEACH for certification. At this time the former EDL student can print the actual recommendation page from the college and enclose a copy with admin applications.

Not later than DATE	Actions by EDL student	Actions by the college
Once grades have been posted	Students must submit official transcripts to NYSED: NYSED-OTI 89 Washington Avenue Room 5N Albany NY 12234	

The college Certification Office will never write a letter prior to graduation that a student has met the NYS certification requirements.

For EDL students having no graduation deficiencies, the School of Education Dean has agreed to write a letter re admin certifiability early April for students graduating in May. Such a letter can be copied and enclosed with applications for admin positions. Dean's letter will encourage human resource administrators to strongly assume that NYS admin certification is virtually assured.

Appendix E

School District Business Leader



ELEMENTARY EDUCATION, LITERACY, *and* EDUCATIONAL LEADERSHIP DEPARTMENT

BUFFALO STATE • The State University of New York

School District Business Leader (CAS)

About the Program

The School District Business Leader CAS provides candidates with required content to demonstrate upon program completion the knowledge and skills necessary to perform the required tasks and responsibilities of a school district business leader. The program consists of 12 credit hours of school business courses and a three-credit supervised internship in school business. Candidates may combine the required SDBL coursework with 21 additional credits in the combined School Building/School District Leadership program to be recommended for certification in all three titles. Candidates will also have to pass the State Education Department school district business leadership exam prior to being recommended for certification.

Admission Requirements

Graduate Admissions standards require a GPA of 3.0 from the applicants' undergraduate program. Program admission requirements:

- 1) Evidence of a valid permanent or professional certificate in classroom teaching, pupil personnel service, or administration that was issued by any state or national government (submit one copy with application).
- 2) A master's degree from an accredited college or university.
- 3) Three recommendation forms that attest to applicant's potential as an educational leader. recommenders' email address must be entered in the online application.
- 4) Three years of successful teaching and/or supervisory and/or pupil personnel service experience in schools or agencies (pre-K-12).
- 5) Statement of leadership interests, goals, and relevant professional and community service.
- 6) An interview providing evidence of successful leadership potential.
- 7) Evidence of satisfactory verbal and written English language skills.

Program Requirements

EDL 552 PUBLIC SCHOOL LAW 3

EDL 612 SCHOOL BUSINESS MANAGEMENT AND FINANCE 3

EDL 613 SCHOOL DISTRICT ADMINISTRATION AND GOVERNANCE 3

EDL 702 EDUCATIONAL LEADERSHIP FIELD EXPERIENCES 3

EDL 705 SCHOOL DISTRICT INTERNSHIP 3

EDL 714 PERSONNEL ADMINISTRATION IN SCHOOLS 3

Appendix F

Aspiring Superintendents Program



The Aspiring Superintendents program is specifically tailored for current educational leaders who are looking to transition into the role of superintendent. This program also offers invaluable insights for building principals exploring various district-level administrative positions. Participants will develop essential skills, knowledge, and a strong foundation crucial for effective school district leadership.

ABOUT THE PROGRAM

The Buffalo State University Aspiring Superintendents program is a fully in-person, experience-based initiative designed to help participants develop the key dispositions, skills, and knowledge essential for meaningful and lasting leadership as a school superintendent.

Through hands-on activities, in-depth collaboration with the instructors and cohort members, and an emphasis on using the current context and contemporary issues as a backdrop, this experience will prepare you to be the true leader of significance who all communities need in the role of school superintendent.

Cohort #1 begins on September 30 and runs through May 5. Throughout the program, cohort members will have experiences that emphasize the following themes:

- **Relationship Building and Communication:** The program emphasizes building strong relationships with the school board, leadership cabinet, community, and staff through effective communication and team building. This includes cultivating a culture of collaboration, adaptability, and trust, which is crucial for a superintendent to navigate the complex challenges of the work.
- **Financial Stewardship:** Hands-on and practical experiences to illuminate the details of district finance, including budget development and management, capital projects, as well as internal, external, and Office of the Comptroller audits.
- **Leadership of Learning:** The program focuses on the superintendent's role as a leader of learning for everyone in the school district, covering strategic planning, data-informed decision-making, and assessing instructional culture. This helps aspiring superintendents develop a vision for school improvement and effectively lead instructional change.
- **Crisis Management and Media Relations:** The program equips participants with strategies for making good decisions in the moments that matter most and communicating effectively and completely in those moments. This is vital for a superintendent to navigate challenging situations while maintaining the trust and confidence of your school community.

• Emotional Intelligence and Well-Being:

Recognizing the demanding nature of the role, the program emphasizes emotional intelligence, personal well-being, and resilience. This helps aspiring superintendents develop self-awareness, empathy, and stress management skills, which are crucial for effective leadership and maintaining a positive school culture.

• Decision-Making and Change Leadership:

The program explores ways to assess the need for change, as well as strategies for leading change of critical district structures and systems. As the world changes, so much the way we organize schools to educate children.

- **Superintendent Search Process and Interview Skills:** The program provides practical guidance on the superintendent search process, including district research, interview preparation, and mock interviews. This prepares participants for the job search so they can confidently present themselves to school communities throughout the process.

- **Networking and Collaboration:** The program fosters a collaborative learning environment and provides opportunities for networking with other aspiring superintendents. This allows participants to share experiences, learn from each other, and build a professional network.

The Aspiring Superintendents program is looking for leaders of significance who want to become outstanding superintendents. You will leave the program not only knowledgeable and skilled, but you will have the opportunity to develop the dispositions to lead collaboratively, reflectively, and strategically. The experiences you will have will help prepare you for the multifaceted nature of the superintendent's role with the confidence, curiosity, and humility required of all effective leaders.

ELIGIBILITY REQUIREMENTS

Candidates must possess a NYS SBL, SDBL, or SDL certification and have a minimum of five years of successful leadership experience at either the building or district level.

APPLICATION PROCESS

To be considered for the Aspiring Superintendents program, candidates must submit a complete application, which will undergo a thorough review by our faculty. This process includes confidential discussions with the candidate's references. Please note that applications will only be reviewed once all required materials have been received.

Please download the application at <https://elementaryeducation.buffalostate.edu/aspiring-superintendents>.

APPLICATION CHECKLIST

1. **Letter of Interest:** This letter should express your enthusiasm for the program, showcase your writing skills, and highlight the unique contributions you will bring to the cohort.
2. **Current Resume**
3. **Written Endorsement from Superintendent:** Each candidate must include a written endorsement from their current superintendent to participate in the program.

Note: Applications will be reviewed in the order they are received. Please ensure all required information is submitted to avoid any delays in the review process.

APPLICATION PROCESS TIMELINE

June 1: Application Deadline

July 1: Acceptance Confirmation

September 30: Introduction/Networking Gathering Session

APPLICATION SUBMITTAL AND MORE INFORMATION

Completed applications should be sent to: Jon MacSwan via email.

For more information, contact:
Mike Cornell, co-director,
cornelmr@buffalostate.edu

Jon MacSwan, co-director,
macswajt@buffalostate.edu

Appendix G

Professional Standards for Educational Leaders (PSELs)

Focus Standards by Course

EDL Retreat Notes		
Course Name	Focused PSEL numbers	Focused Elements Letters
EDL 552	1. Mission, Vision and Core Values	c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support, equity, inclusiveness, and social justice; openness, caring and trust; and continue improvement.
Public School		t. Develop shared understanding of and commitment to mission, vision, and core values within the school and community.
Law		
	2. Ethics and Professional Norms	a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
		b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
		d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
		f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
	3. Equity and Cultural Responsiveness	a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
		d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
	4. Curriculum, Instruction, Assessment	g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
	6. Professional Capacity of School Personnel	b Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
		e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.
	7. Professional Community for Teachers and Staff	c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice,

		trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
	9. Operations and Management	e. Protect teachers' and other staff members' work and learning from disruption.
		Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
		h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
		l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.
	9. Operations and Management	f. Employ technology to improve the quality and efficiency of operations and management.
EDL 559	5. Community of Care and Support	a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.
PRN CREAT	For Students	b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected,
PRB SLVNG		cared for and encouraged to be an active and responsible member of the school community.
		d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
		f. Infuse the school's learning environment with the cultures and languages of the school's community.
	7. Professional Community for	a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
	Teachers and Staff	c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
		e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
EDL 602	2. Ethics and Professional Norms	Effective educational leaders act ethically and according to professional norms to promote each student's academic

Admin.		success and well-being.
Spec. Ed.	3. Equity and Cultural Responsiveness	Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
	5. Community of Care and Support for Students	Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
	8. Meaningful Engagement of Families and Community	Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
EDL 607	1. Mission, Vision and Core Values	a. Develop an educational mission for the school to promote the academic success and well-being of each student.
Site-Based		b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
Ldrshp.		f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
	5. Community of Care and Support for Students	a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
		b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
		e. Cultivate and reinforce student engagement in school and positive student conduct.
	7. Professional Community for Teachers and Staff	b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
		c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child, high expectations for professional work, ethical and equitable practice, trust and open communication, collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
		e. Develop and support open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.
		g. Provide opportunities for collaboration examination of practice, collegial feedback, and collective learning.

	8. Meaningful Engagement of Families	b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
	and Community	t. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
		h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
EDL 612	9. Operations and Management	a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
School		b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
Business		c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instructions, and assessment; student learning community; professional capacity and community; and family and community engagement.
Mngmt. &		d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources engage in effective budgeting and accounting practices.
Finance		e. Protect teachers' and other staff members' work and learning from disruption.
		f. Employ technology to improve the quality and efficiency of operations and management.
		g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
		h. Know, comply with, and help the school community understand local, state and federal laws, rights, and policies, and regulations so as to promote student success.
		i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
		j. Develop and manage productive relationships with the central office and school board.
		k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community.
		l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.
EDL 613	2. Ethics and Professional Norms	a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the

School		school's resources, and all aspects of school leadership.
District		b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
Admin. &		f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
Governance		a. Recruit, hire, support, develop, and retain caring teachers and other professional staff and form them into an educationally effective faculty.
	6. Professional Capacity of School	
	Personnel	f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
		h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
		i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
	9. Operations and Management	a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
		d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources engaging in effective budgeting and accounting practices.
		j. Develop and manage productive relationships with the central office and school board.
		l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.
EDL 630	4. Curriculum, Instruction and	Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
Curriculum	Assessment	
Ldrshp.		
EDL 631	2. Ethics and Professional Norms	a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources and all aspects of school leadership.
Supervision		b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration perseverance, learning, and continuous improvement.
Of Tchng.		c. Place children at the center of education and accept responsibility for each student's academic success and well-being.
		e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
		f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

	6. Professional Capacity of School Personnel	e. Deliver actionable feedback and instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.
		f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
		i. Tend to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.
	7. Professional Community for Teachers and Staff	e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practices.
		g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
		h. Encourage faculty-initiated improvement of programs and practices.
	10. School Improvement	d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement
		f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
		j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
EDL 683	6. Professional Capacity of School	d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
Facil. GP	Personnel	
Prob. Slvng.		f. Empower and motivate teachers and staff to the highest levels of professional practice and continuous learning and improvement.
		g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
		i. Tend to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.
	7. Professional Community for Teachers and Staff	a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
		b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

		c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication, collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
		d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
		e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
		g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
		h. Encourage faculty-initiated improvement of programs and practices.
	10. School Improvement	b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
		d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
		i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
		j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
EDL 702	5. Community of Care and Support	a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and the physical needs of each student.
Ed. Ldshrp.	For Students	c. Provide coherent systems of academic and social support, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
Field Ex.		f. Infuse the school's learning environment with the cultures and languages of the school's community.
	8. Meaningful Engagement of	b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
	Families and Community	e. Create means for the school community to partner with families to support student learning in and out of school.
		g. Develop and provide the school as a resource for families and the community.
	10. School Improvement	b. Use methods of continuous improvement to achieve vision, fulfill the mission, and promote the core values

		of the school.
		e. Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
		f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
		h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
EDL 704	10. School Improvement	Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.
Ed. Ldrshp.		
Seminar	2. Ethics and Professional Norms	d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
		e. Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
	3. Equity and Cultural Responsiveness	c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
		e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
		f. Promote the preparation of students to live productively and contribute to the diverse cultural contents of a global society.
	6. Professional Capacity of School Personnel	h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
	7. Operations and Management	e. Protect teachers' and other staff members' work and learning from disruption.
	10. School Improvement	a. Seek to make school more effective for each student, teachers, and staff, families, and the community.

		c. Prepare the school and the community for improvement, promoting readiness, and imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
		d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
		e. Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
		j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement
EDL 714	6. Professional Capacity of School	a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
Personnel	Personnel	b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
Admin. In		d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
Schools		e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
		f. Empower and motivate teachers and staff to the highest levels of professional practice and continuous learning and improvement.
		g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of school community.
		h. Promote the personal and professional health, well-being and work-life balance of faculty and staff.