



## Master of Science in Education:

# Educational Leadership

School Building Leader (SBL) Program or  
School Building Leader (SBL) /School District Leader (SDL) Program

### Program Overview

The Educational Leadership Programs are designed for candidates who hold a New York State (NYS) teaching certificate (professional or permanent) and are seeking NYS certification at the school building, or school building and school district level. They are also designed to provide high-quality and innovative standards-based educational experiences and ethical future educational leaders.

The programs use an integrated approach by combining theory, authentic case studies, class discussions, candidates' experience, and field-based internships to address current and emerging issues impacting the quality of education. This integrated approach infuses theory with practice to support the acquisition of the skills, knowledge, and values necessary to create optimum school conditions that promote a high-quality learning environment for all candidates. The case studies and field experiences both teach and measure candidate competence against national and state standards.

### Program Highlights

- Supportive learning environment for candidates
- Engaging classroom experiences with concurrent internships
- Required texts are delivered to the classroom for purchase. Tuition includes a laptop computer with tech support.
- Alternate weekend class schedule using a cohort format
- Career and networking support for candidates and alumni



# Master of Science in Education: Educational Leadership



## Contact Information

For information regarding application and admission to the Master of Science in Educational Leadership programs, please contact the Office of Graduate Admissions at **(585) 385-8161** or email at [grad@sjfc.edu](mailto:grad@sjfc.edu).

For specific information regarding the Master of Science in Education: Educational Leadership programs, please contact one of the Program Directors, Dr. William Stroud **(585-385-7258)** at [wstroud@sjfc.edu](mailto:wstroud@sjfc.edu) or Dr. Diane Reed **(585-385-7257)** at [dreed@sjfc.edu](mailto:dreed@sjfc.edu).

## Office of Graduate Admissions

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P: (585) 385-8161  
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## Mission

The mission of the Educational Leadership Programs is to prepare highly capable, compassionate, and ethically responsible school leaders who can meet the challenge of providing a high-quality education for all learners. The core of the programs centers on the philosophy of social justice and the fundamental belief that all children, regardless of background, can learn and that learning occurs best in environments that foster high expectations; shared responsibility and accountability; standards of excellence; mutual respect; and equity of results.

## Vision

The Educational Leadership Programs will provide a high-quality program of study and practice that prepares future educational leaders to have the skills, knowledge, and values necessary to provide effective leadership in a variety of complex and diverse school settings. To this end, the programs and faculty are committed to providing the highest level of professional preparation that will enable our candidates to address the challenges and recognize the opportunities in leading a school/district organization toward achieving standards of excellence.

## Program Format

The Educational Leadership Programs require 24 credits of course work and 8 credits of internship for a total of 32 credits. Each semester's studies constitute a module, and each module is made up of two 3-credit courses and a 2-credit internship experience. Classes meet on alternate weekends on Friday nights from 4:30 - 8:00 p.m. and on Saturdays from 9:00 a.m. - 3:30 p.m., with a working lunch. The programs can be completed in four semesters.

Field-based internships are crucial elements of the Programs' curricula. The programs have four internships of two credits each that are taken concurrently with the courses offered each semester. Each internship requires a minimum of 160 hours per 16-week semester, plus one full week (40 hours) sometime during the program. The internships will total 680 clock hours (four internships) of 160 hours each, plus one full week [40 hours]. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications. At least one internship will be in a diverse setting. At least one internship needs to be at the building level and one at the district level. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or partnering district.

## Faculty

Our faculty members are committed to providing the highest level of preparation for candidates participating in the programs. All full-time faculty members have extensive and successful experiences as administrators in a variety of educational settings, and possess New York State Administrative certificates and doctoral degrees.

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## Program Modules

Both of the Educational Leadership Programs' curricula have four interrelated modules comprised of three courses each.

### Module I: Developing Effective Leadership

Strong and effective leadership has been shown to be a correlate to school success. This framework is designed to: provide candidates with an understanding of the major influences affecting American education; and expose candidates to the research on motivational theory, leadership effectiveness, and best practices in school/district leadership that enhance learning for all students. The courses in Module I will employ lectures, discussions, assigned readings, case studies, and first-person accounts to provide candidates with a theoretical context and understanding of the various components of effective leadership.

### Module II: Planning and Implementing School Improvement Strategies

This module is designed to increase candidates' understanding of the various planning and implementation processes that promote and support school improvement. Specific emphasis will be placed on the study of various models and strategies that have been used to engage and guide the school community in the school improvement process. Candidates will examine case histories of high and low performing schools in diverse settings, and develop school improvement plans that include the use of technology and information literacy for such schools. The courses offered in this module will focus on strategies that promote high-quality learning environments for all students, including the use of technology and information systems to enrich curriculum and instruction.

### Module III: Effective Public Communication

The studies in this module will teach the candidate how to effectively engage the public in the school/district enterprise at all levels. The courses will focus on parent and community involvement, media relations, creating partnerships, and communicating results. The courses will also discuss strategies for communicating effectively with groups from diverse backgrounds. The goal is to make each candidate an effective communicator.

### Module IV: Continuous School Improvement

This module is designed to provide candidates with the knowledge and skills required to apply a systems approach to continuous school improvement. The courses offered in this module will focus on systems that provide: frequent monitoring and assessment of student and staff performance; ongoing staff and student development; opportunities to express and include diverse perspectives, professional development initiatives, programs, and practices to celebrate and reward success; and a framework for collaborative internal and external review of school programs, practices and results. The courses also will include the examination and application of model technology systems that collect, analyze, and use data to inform decision-making and improve results.

## Admission Requirements for the School Building Leader (SBL) program

Individuals who apply for admission to the School Building Leader (SBL) program must meet the following criteria:

- The applicant must be certified as a teacher and have at least two years of teaching experience before admission to the program.
- Have completed three years of classroom teaching service and/or educational leadership service and/or personnel pupil service experience in public or non-public schools N-12 by the time of program completion.
- At the discretion of the Educational Leadership Admissions Committee, any applicant with a GPA lower than 3.0 may be required to take the Graduate Record Examination (GRE) and score 500 or higher on each of the two tests.
- The two letters of recommendation must be from certified school administrators familiar with the applicant's potential to be successful as an educational leader.
- At the discretion of the program Admissions Committee, an applicant may be required to come to campus for a personal interview and provide an on-demand writing sample.

## Admission Requirements for the School Building Leader (SBL) / School District Leader (SDL) Program

Individuals who apply for admission to the SBL/SDL program must meet all of the above criteria **and** the following criteria:

- Individuals seeking admission to the SBL/SDL Program must have a master's degree from an accredited institution with a minimum of 30 credits in an area that leads to permanent or professional teacher or pupil personnel services certification in addition to the requirements listed above.

Upon successful completion of the programs and assessment, candidates will receive a Master of Science in Education Degree with a specialty in Educational Leadership. In addition, candidates will be eligible for New York State certification as a School Building Leader or School Building Leader and School District Leader.

Please refer to the Graduate Application form for more specific application requirements.

# Master of Science in Education: Educational Leadership

MS Education: Educational Leadership SBL Degree Requirements			
Term	Course Title	Credits	Total
1st Semester	GEDA 560: Achieving Standards of Excellence	3	8
	GEDA 561: Leadership by Collaboration	3	
	GEDA 562: Internship I	2	
2nd Semester	GEDA 563: Planning for School and District Assessment and Improvement	3	8
	GEDA 564: Improving Instruction and Learning	3	
	GEDA 565: Internship II	2	
3rd Semester	GEDA 566: Developing Effective Partnerships	3	8
	GEDA 567: Effective Communication	3	
	GEDA 568: Internship III	2	
4th Semester	GEDA 569: Accountability, Assessment, and Performance	3	8
	GEDA 570: Producing and Sustaining School Improvement	3	
	GEDA 571: Internship IV	2	
<b>Total Credit Hours</b>			<b>32</b>

## Learning Outcomes

The learning outcomes are to produce school leaders who:

- Have a thorough grounding in and understanding of the challenges and opportunities in education.
- Have the ability to work effectively with members of the school district and local community.
- Demonstrate effective leadership, management, and communication skills, and are agents for effective and positive change.
- Have a strong sense of ethics and ethical responsibility to the children and families served by the school and school district.
- Have a broad understanding of the role of the school/district and its relationship to the broader community in which it operates.
- Have a broad awareness and knowledge of curriculum issues, the ISLCC 2008 standards, and the State's learning standards and assessment program.
- Are prepared based on State and national leadership standards and assessments for school building and district leaders.
- Are knowledgeable about and committed to teaching and learning

MS Education: Educational Leadership SBL/SDL Degree Requirements			
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1st Semester	GEDA 560: Achieving Standards of Excellence	3	8
	GEDA 561: Leadership by Collaboration	3	
	GEDA 562: Internship I	2	
2nd Semester	GEDA 563: Planning for School and District Assessment and Improvement	3	8
	GEDA 564: Improving Instruction and Learning	3	
	GEDA 565: Internship II	2	
3rd Semester	GEDA 566: Developing Effective Partnerships	3	8
	GEDA 567: Effective Communication	3	
	GEDA 568: Internship III	2	
4th Semester	GEDA 569: Accountability, Assessment, and Performance	3	8
	GEDA 570: Producing and Sustaining School Improvement	3	
	GEDA 571: Internship IV	2	
<b>Total Credit Hours</b>			<b>32</b>

Successful completion of the School District Leader Assessment is a New York State Requirement for earning a Master of Science in Education degree with a Specialty in Educational Leadership.

principles that support effective classroom practices and procedures based on the developmental learning needs of P-12 students and State learning standards.

- Are knowledgeable about educational research, research techniques, and interpretation of research findings in education.
- Have a general understanding of educational technology and its applications in research, communication, and instruction.
- Can design and implement effective programs for faculty and staff development.
- Have an understanding of education law, finance, and the legal and financial issues facing schools and school districts.
- Have the knowledge and skills related to a school leader's responsibility to establish a school or district budget and provide the necessary fiscal oversight required to support the achievement of planned educational objectives and goals.

# Master of Science in Education: Educational Leadership

## Course Descriptions

### GEDA 560 Achieving Standards of Excellence (3)

This course will focus on setting the stage for a successful career in school/district leadership by: (a) providing a historical and contemporary context on the philosophical, ethical, social and economic influences affecting education; (b) examining the core values and characteristics of effective leadership; (c) connecting leadership research with best practices, and (d) developing high standards and expectations; (e) a positive culture that supports success for all learners in diverse school settings; (f) issues in school and district-wide instructional improvement, (g) strategies for using categorical and local funds included in building-level and district budgets to support instructional initiatives; (h) the ongoing responsibility to use the funds designated for special needs students in accordance with the authorizing legislation (free appropriate public education in the least restrictive environment); (i) successful student engagement; (j) school and district responsibilities and obligations in regard to federal and state standards and regulations. Issues of instructional improvement, and successful student engagement will be examined and addressed. The course also will examine and apply various uses of technology to enhance teaching and learning, and improve school operations.

### GEDA 561 Leadership by Collaboration (3)

School success is most likely to occur when there is a commitment by all stakeholders to standards of excellence and the focus is on success for all students. Continuing the studies begun in GEDA 560, this course will focus on the application of motivational theory in building shared commitment and ownership to achieve the school's and district's vision and enhance learning for all students. This course provides candidates with a theoretical understanding of educational politics, governance, financing, and regulations with internal and external constituencies. Candidates will acquire the knowledge, skills, and dispositions needed to serve as the chief executive officer of a school district and instructional leader of a school. The use of various information technologies to support collaboration will also be explored.

### GEDA 562 Internship I (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g., candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight responsibilities associated with the student activity funds). This internship experience is aligned with the topics covered in Module I. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship.

### GEDA 563 Planning for School and District Assessment and Improvement (3)

Effective school-based planning and assessment serve as the foundation in building a system of school and district improvement. This course will focus on how to maximize diversity in creating effective planning groups, successful school planning, assessment and improvement techniques that support positive school and district improvement, enhance teaching and learning for all students, and improve student and staff results. This course provides an opportunity to analyze the district requirement for the evaluation and instructional support for all students in their district including students home-schooled or in a private school setting. Candidates will develop strategies for engaging a range of community groups at the building and district levels, in planning, implementing and assessing a budget that uses federal, state, local and donated funds to enhance teaching and learning for all students. The course also will review organizational theory in the context of reflective practice to help students develop ways of reading and understanding the complexities of school systems.

### GEDA 564 Improving Instruction and Learning (3)

This course will focus on the major issues that impact the quality of teaching and learning in a proactive, nurturing, data-driven learning environment. Topics will include: (1) strategies for aligning, curriculum, instruction and assessments with federal, state and local learning standards; (2) collaborative strategies for developing with others curriculum, instruction and assessment appropriate for varied teaching and learning styles, and specific student needs; (3) ensuring that students with disabilities are provided with the appropriate services in the least restrictive environment; (4) dynamics of change and school reform; and (5) using technology as a means of improving teaching, learning and assessment for all students. The coursework or training will also include studying the warning signs within developmental and social contexts that relate to violence and other troubling behaviors in children; effective classroom management techniques and other academic supports that promote problem-solving skill development within their regular curriculum.

### GEDA 565 Internship II (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g., candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight responsibilities associated with the student activity funds). This internship experience is aligned with the topics covered in Module II. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship.

## Course Descriptions (continued)

### GEDA 566 Developing Effective Partnerships (3)

Partnerships are at the heart of effective schools and districts. Parents, community-based and philanthropic organizations, colleges, businesses, the media, human service providers and others need to be actively and positively engaged as partners in the school and district improvement process. Many of the problems faced by schools and districts come from the lack of consensus on and understanding of the school or district's mission, goals, and guiding principles. These problems are compounded by misunderstandings about the school or district and their function and purposes. This course is designed to provide candidates with the skills needed to improve school effectiveness through meaningful school and parent partnerships, communication through local media, and effective relationships with local service agencies, businesses and community-based organizations. Embedded in the strategies for developing and sustaining partnerships are discussions of the responsibility for appropriate accounting for grant, school activity and fundraising funds. Candidates will consider how to use technology to develop, implement and sustain partnerships.

### GEDA 567 Effective Communication (3)

This course supplements GEDA 566 by expanding the topical areas and focusing on effective marketing and public relation strategies, the impact of internal and external political systems, and successful steps to organizing school and district-wide data and reporting such information to various community audiences and constituency groups. Emphasis is placed on communications including media and employee relations. This course also will include demonstrations on the use of various technology software applications that can be applied in different communication venues.

### GEDA 568 Internship III (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g., candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight responsibilities associated with the student activity funds). This internship experience is aligned with the topics covered in Module III. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship.

### GEDA 569 Accountability, Assessment, and Performance (3)

Successful operation of and change in an organization, including schools and districts, depends to a large extent on effective leadership. An effective leader understands the importance of identifying and selecting a quality team, and delegating the appropriate level of authority, responsibility and accountability to the various members of the team. An effective leader also knows that a systems approach, that views schools/districts as interactive instructional systems operating within external environments, is required to positively affect the processes, structures, and dynamics that make up a school/district. Candidates will examine employee induction and evaluation models, and the use of technology to track performance and monitor accountability over time within a structure that includes mandated fiscal oversight practices and periodic auditing by an independent organization.

### GEDA 570 Producing and Sustaining School Improvement (3)

This course focuses on the essential skills that leaders need in order to create a culture of continuous improvement. The research suggests that an effective leader has the ability to create conditions that support an environment of recognition and appreciation. One of the most critical steps in cultivating such conditions is to embrace diversity as an asset, regularly reinforce and recognize the improvement efforts of individual staff and students and the school community, as a whole. The course will examine a variety of research studies that have been conducted. For example, reward and incentive programs and their impact on improvement, successful programs and practices for self-review and renewal of schools, including celebrating diversity. This course emphasizes building and district leaders' fiscal oversight responsibilities; the fiscally sound practices, and ways to monitor and periodically audit school systems to sustain continuous school improvement. The use of technology to support financial management operations and resource allocation decisions is explored. The course provides opportunities to discuss No Child Left Behind legislation and to close achievement gaps as a legal and moral responsibility of leadership. This course also includes a review of the academic supports that promote problem-solving skill development for students within their regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. A final capstone project is required as part of the course.

### GEDA 571 Internship IV (2)

Field-based clinical administrative internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g., candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight responsibilities associated with the student activity funds). This internship experience is aligned with the topics covered in Module IV. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship.

### Capstone Project

The capstone project is an integral part of this program. The purpose of the capstone project is to provide candidates with an opportunity to demonstrate the skills, knowledge, and values necessary to provide effective leadership in a variety of complex and diverse settings. The project should reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the School of Education's Conceptual Framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he/she has acquired facility in the use of technology and information literacy to support instruction and learning. The project requires candidates to complete a portfolio of their best work and make an oral presentation using various technologies, on an approved topic that focuses on the state and national standards for effective school/district leadership, including but not limited to: Effective Leadership Behavior; School/District Assessment; Curriculum and Instruction; Diversity; Improving Student Achievement; Oral and Written Communication; Parent and Community Participation; and Staff Evaluation and Professional Development.

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