

**AAQEP Annual Report for 2023**

Provider/Program Name:	Le Moyne College Education Leadership Program
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2029

**PART I: Publicly Available Program Performance and Candidate Achievement Data**

**1. Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

**Introduction to Le Moyne College Education Leadership Programs (EDL)**

The webpage ([Educational Leadership Programs](#)) shares details of the programs and pathways to leadership.

Le Moyne College is a learning community in the Catholic and Jesuit tradition. Through scholarship, teaching, and service, the Department of Education is dedicated to preparing and inspiring leaders who practice participatory democracy and social justice in their classroom and schools. The authentic experiences in leadership and administration include multiple and varied opportunities to explore and assimilate the learnings of cultural responsiveness, reflection, and inquiry, among others, as means to develop these concepts into habits of mind.

The Education Leadership Programs (EDL) at Le Moyne provide the foundational coursework and numerous opportunities for leadership candidates to gather knowledge, skills, and theoretical background. The foundation of the programs includes a set of courses (outlined below)

that are specifically tailored to meet objectives relevant to the school leaders of today with authentic experiences in each course focused on leadership expectations, realities, and challenges. The New York State Education Department approved the EDL programs and the requirements for certification and regulations for school leaders to follow are integrated in the course for information and preparation.

The EDL programs lead to a Certificate of Advanced Study; (CAS). Students enter the School Building Leader (SBL) and School District Leader (SDL) programs with a Masters degree and with the intention of earning the CAS. Students may enter the SDBL program without a Masters degree and then have the additional thirty credits to earn. The EDL pathways to the CAS clearly delineate the necessary steps to earn the CAS.

The goals of the Education Leadership Programs are congruent with the mission of Le Moyne College and the Jesuit tradition. The programs seek to achieve the following:

- Prepare reflective, solutions-based, ethical leaders who are committed to promoting just and diverse work and community living environments. These leaders are recognized for creating a more socially just society through their research and actions. This focus on being men and women with and for others is congruent with the mission and Jesuit tradition at Le Moyne College.
- Challenge these leaders to engage in rigorous critical thinking and trans-disciplinary research that addresses these current needs and issues. Candidates will apply critical thinking skills to serve as role models for creative problem-solving as they seek unique solutions to local and global issues through trans-disciplinary research and collaboration with others, and through ongoing reflection and examination of their own core values and beliefs.
- Involve leaders who have traditionally been unserved or underserved and strengthen the pipeline for historically underrepresented groups to have access to the skills, content and dispositions that will enhance their ability to attain leadership positions.
- Utilize research that is trans-disciplinary to guide organizational and systemic changes and enhance success for diverse individuals within their own professional work environments and communities.

There are two EDL programs that lead to the CAS.SBL and the CAS.SDL. **LEADS (Le Moyne Educators Engaged in Accelerated Degree Success)** is an accelerated program in which students can complete the ten required SBL and SDL 3-credit courses, as well as the EDL internship 6-credit course in a span of 14 to 18 months. LEADS was developed to respond to the shortage of school leaders in the Central New York (CNY) region, and to allow districts to fill those positions in a timely manner. The second EDL program is **CNY LDP @ CiTi (Central New York Leadership Development Program at CiTi BOCES)**, a 3 year program affiliated with CiTi BOCES and the Oswego County school districts. CNY LDP @ CiTi is a collaborative instructional program taught by EDL Adjuncts and Adjuncts hired from the school districts. Courses are taken over two years, with an internship in the third year. Students typically take 30 to 36 months to complete CNY LDP @ CiTi.

### **Education Leadership Programs**

The Education Leadership Programs (EDL) are part of the Purcell School of Professional Studies and lead to three different certifications at the state level for school leadership, Office of Teaching Initiatives Home Page: OTI:NYSED - Higher Education

<https://www.highered.nysed.gov/tcert/>.

Successful completion of the required courses and leadership internship culminates in a Certificate of Advanced Study (CAS) in School Building Leadership (CAS.SBL), School District Leadership (CAS.SDL), or School District Business Leadership (CAS.SDBL).

The **School Building Leadership Program (SBL)** is a class of certification for school administrators that includes building level positions such as principal, housemaster, supervisor, department chairperson, assistant principal, coordinator, unit head or a supervisory position. This 30-credit program includes 24 credits of required coursework plus a 6-credit internship to earn a CAS (Certificate of Advanced Studies) degree, CAS.SBL. A total of 60 credits (including 30 from the Masters) is required for SBL certification, which is granted by New York State following the coursework and successful completion of the required NYSED (New York State Education Department) SBL assessments.

The **School District Leadership Program (SDL)** is a class of certification for school administrators that includes superintendent of schools, district superintendent, deputy superintendent, associate superintendent, assistant superintendent, and any other person having responsibilities involving general district-wide administration. This 36-credit program includes 30 credits of required courses selected from the SBL professional program, and an additional 6 credits with courses specific to school district leadership. A total of 66 credits (including 30 from the Masters) is required for SDL certification, which is granted by New York State following the coursework and successful completion of the required NYSED SDL assessments.

The **School District Business Leadership Program (SDBL)** is a class of certification for the position of deputy superintendent for business, associate superintendent for business, assistant superintendent for business, and any other person having professional responsibility for the business operation of the school district. In addition to a Masters degree, this 39-credit program, includes 24 credits of required coursework, 6 credits for an internship, and an additional 9 credits from the choices available among the education leadership courses. An additional 21 credits of electives must be selected from the SBL/SDL professional program specialty area courses or the student's Masters degree. A total of 60 credits (including up to 21 graduate credits as transfer or Masters degree credit) and passing the NYSED SDBL assessments is required for New York State certification.

**Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.lemoyne.edu/Academics/Graduate-Programs/Education/Educational-Leadership-Programs>

**2. Enrollment and Completion Data**

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023 – July 1, 2022 to August 31, 2023**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (14 months <b>July 1, 2022 to August 31, 2023</b> )	Number of Completers in most recently completed academic year (14 months <b>July 1, 2022 to August 31, 2023</b> )  Graduation dates August 2022, December 2022, May 2023 and August 2023
<i>Programs that lead to initial teaching credentials</i>			
CAS.SBL (Graduate) Certificate of Advanced Study: School Building Leadership 2 programs – LEADS or CNY LDP @ CiTi	School Building Leadership SBL Initial Certificate	July 2022: <b>99 Candidates</b> enrolled in SBL and SDL programs - 82 SBL Candidates  <i>39 new LEADS SBL 9 CiTi SBL (2<sup>nd</sup> year) 25 SBL Interns, also taking final courses</i>	August 2022: 25 SBL  December 2022: 8 SBL  May 2023: 4 SBL Total = 37

		<i>9 SBL taking SBL courses</i>	
CAS.SDL (Graduate) Certificate of Advanced Study: School District Leadership 1 program - LEADS	School District Leadership SDL Professional Certificate	July 2022: 7 SDL enrolled  December 22: 8 SDL enrolled  May 2023; 7 SDL	August 2022: 7 SDL  December 2022: 8 SDL  May 2023: 7 SDL Total = 22
<b>SBL and SDL Programs Combined for August 2023</b>  CAS.SBL (Graduate) Certificate of Advanced Study: School Building Leadership 2 programs – LEADS or CNY LDP @ CiTi  <i>And</i>  CAS.SDL (Graduate) Certificate of Advanced Study: School District Leadership 1 program - LEADS		August 2023: <b>82 Candidates</b> enrolled (cohorts 2023-2024, plus other cohorts)  <i>28 new LEADS SBL/SDL 17 new CiTi SBL/SDL 17 SBL Interns, also taking final courses 20 SBL (cohorts 21-22, 22-23 and 23-24) taking SBL and SDL courses</i>	<b>August 2023:</b> 5 SBL only 17 SBL/SDL (would be counted as 34) 7 SDL only Total = 46
CAS.SDBL (Graduate) Certificate of Advanced Study: School District Business Leadership	School District Business Leadership SDBL Professional Certificate	0	0
Total for programs that lead to initial credentials		181	105
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
CAS.SDL (Graduate)	School District Leadership Professional Certificate	2	August 2023:

Certificate of Advanced Study: School District Leadership  This program is for students returning to Le Moyne after earning the CAS.SBL and the SBL certificate, and for those students who enroll at Le Moyne after earning the CAS.SBL and the SBL certificate at another college/university.			2 additional (out of cohort) SDL only graduates
CAS.SDBL (Graduate) Certificate of Advanced Study: School District Business Leadership	School District Business Leadership SDBL Professional Certificate	0	0
Total for programs that lead to additional/advanced credentials		2	2
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Not Applicable		0	0
Total for additional programs		2	2
TOTAL enrollment and productivity for all programs		183	107
Unduplicated total of all program candidates and completers		128 (from various cohorts)	109

### Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Reactivated: The School District Business Leader (SDBL) Program has been reactivated and the EDL Programs hope to begin a cohort of students in January 2024.

### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

**A. Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

Cohort 2021-2022 (start July 2021) – finishing coursework summer 2022 – 23 candidates (LEADS), 18 completers to date (18/23)

Cohort 2022-2023 (start July 2022) – beginning coursework summer 2022 to summer 2023 – 45 candidates (36 LEADS and 9 CiTi), 19 completers by August 2023 (12 more completers in December 2023) (31/45)

Cohort 2023-2024 (start July 2023) – beginning coursework summer 2023 to summer 2024 – 45 candidates (LEADS and CiTi)

**B. Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

SBL – 37 completers from August 2022 to August 2023, an additional 12 completers in December 2023

SDL – all SDL graduates were SBL graduates first, with the exception of 2 SDL only completers

**C. Number of recommendations** for certificate, license, or endorsement included in Table 1.

Upon graduation, all EDL students are recommended to TEACH at NYSED for the SBL Initial and/or SDL Professional.

<b>EDL Student Graduation Date</b>	<b># Graduates</b>	<b># Recommendations SBL Initial Certificate</b>	<b># Recommendations SDL Professional Certificate</b>
August 2022	<b>32</b>	25	7
December 2022	<b>16</b>	8	8
May 2023	<b>11</b>	4	7
August 2023	<b>28</b>	19	28

**D. Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

Expected timeframe is 14 to 24 months, with most students completing in 14 to 18 months

<b>Cohort Start Date</b>	<b>Expected Cohort Graduation Date</b>	<b># Completers by Cohort</b>	<b># Completers by Date</b>	
<b>July 2022 Cohort SBL and/or SDL</b>  <b>45 Candidates in Cohorts for LEADS and CNY LDP @ CiTi</b>	<b>August 2022 to August 2023</b> (dependent upon internship dates)	<b>29/45 graduates</b>	<b>August 2023: 26 in cohort, 3 from earlier cohorts</b>	
<b>July 2023 Cohort SBL/SDL Pathway</b>  <b>45 Candidates in Cohorts for LEADS and CNY LDP @ CiTi</b>	<b>August 2024 to August 2025</b> (dependent upon internship dates)	<b>None yet/45 candidates</b>	<b>August 2024: None yet</b>	

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

**NYSTCS – New York State Teacher Certification Exams**

<b>Testing Dates</b>	<b>SBL parts 1 and 2</b>	<b>SBL parts 1 and 2</b>	<b>SDL parts 1 and 2</b>	<b>SDL parts 1 and 2</b>
From 02/2022 to 08/2022	70 test attempts	62 Pass/ 8 Fail – 86% passing rate	39 test attempts	38 Pass / 1 Fail = 97% passing rate
From 11/2022 to 08/2023	30 test attempts	28 Pass/ 2 Fail = 93% passing rate	30 test attempts	30 Pass = 100% passing rate

In 2022, the NYSTCE exams were just beginning to be offered again after the pandemic closure of the testing sites. Many of the students graduating in Summer 2022 took the exams from February 2022 to August 2023 (the range of testing for these cohorts). There are still graduates who have not taken either the SBL or SDL exams, or may have only taken one of the two types of exams.



F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

There are 5 EDL (Education Leadership) Pathways for candidates to follow to earn a Certificate of Advanced Study (CAS) degree and certification in school building (SBL) and/or school district leadership (SDL), or school district business leadership (SDBL). Each pathway serves a distinct population of students, working at a different pace for each semester, enrolling in some of the same courses, and resulting after passing the courses and the State assessments, New York State certification to serve as a leader in the schools. Refer to <http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-graduate/educational-leadership-programs-cas/> for more information.

There are two distinct programs leading to the CAS.SBL and CAS.SDL certificates at Le Moyne College. The LEADS @ CNY and the LEADS @ SCSD programs are accelerated cohort style programs with required coursework and leadership internship completion typically in 14 to 24 months. The CNY @ CiTi (BOCES) program is typically a 24 to 36 month program with expectations to complete the required ten EDL courses and the leadership internship. The key difference in months to complete the program is when the leadership internship begins and ends. Some EDL students are able to begin the program when they have completed 5/10 courses, halfway through the EDL program, and they do a spring and summer internship. Other internship options to meet the College and NYSED requirements of 600 hours are full-time, one semester or part-time, two semesters or two summers or one summer and part-time, one semester. These details are presented in the internship application and approved and monitored by the Internship Coordinator.

Students who enroll in and complete the LEADS SBL and SDL programs participate in cohorts based on whether they are employed in the urban school district, Syracuse City School District (SCSD,) or in the regional school districts in Onondaga, Madison, Cayuga, and Oswego Counties. Students are encouraged at the beginning of their coursework to initiate negotiations for their internship with their district of record. They are also provided information about other internships available in the region and hosted by BOCES or other school districts. The biggest challenge to completing the SBL and SDL programs in a timely manner is securing a leadership internship and fulfilling the expectations and requirements for an internship based on the requirements of the College and the New York State Education Department.

EDL graduates also provide information to the College about their subsequent hiring as school leaders, and in many cases, the College is informed of the next advancements in their careers. We have been actively seeking information via email and school district directories about completers and their leadership positions.

With the culmination of the internship and the programs, EDL students are asked to complete two surveys; *Le Moyne Education Leadership Post-Graduate/Completer Survey* and *Le Moyne College Intern Supervisor Evaluation Form*.

The EDL Director and Coordinator monitor students' progress from initial advisement to graduation and beyond. They maintain spreadsheets of student enrollment by cohort, continuance, and graduation by semester, and by cohort. There are EDL students who proceed through the LEADS program to complete ten courses and an internship to graduate in 14 months; others in 18 to 24 months; and still others who need additional time in an internship or in securing an appropriate internship. Students in the CNY LDP @ CiTi program take two years to complete ten courses (from fall to a second summer semester) and proceed to the internship which can take an additional year to complete. There are other EDL students who return to complete courses and/or the internship and they become part of an already enrolled cohort. The cohort and completer numbers do not align because all students do not follow a direct path, but for the most part, 75% of EDL students proceed directly through the LEADS and CNY LDP @ CiTi

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The EDL Programs have utilized a survey of regional school districts and BOCES (employers of EDL graduates) in the past, as recently as 2019, but not since the pandemic began and ended. The *Employment Survey for Le Moyne College Education Leadership Programs* is in the process of revision and redistribution to the school districts and BOCES in the CNY region in order to ascertain perspectives and opinions about the Le Moyne College EDL programs and the impact on hiring practices for school administrators and subsequently performance of staff and students in the districts.

Informal commentary from school Superintendents and Administrators at meetings, including at OCM BOCES, CiTi BOCES, and during school district Exit Interviews, and the Education Department Advisory Meeting (as recently as November 2023,) have included – *I only hired Le Moyne EDL graduates; Le Moyne graduates are well-prepared for the administrator role; graduates are informed and collegial; over half of the district administrators are Le Moyne EDL graduates.*

Survey format can be found at this link - <https://drive.google.com/drive/u/0/folders/1if1zKUR8eX0r7Aw0Gvh1S9ZEj5Us04vw>

Employment rates are not monitored by the College other than by maintaining an email listserv of each Internship cohort by academic year, and emailing the graduates about their current position and job description.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The Director and Internship Coordinator of the EDL programs maintain a list of graduates who have been hired for school leadership roles by regional and state school districts and BOCES. The roles range from assistant superintendent, principal, vice principal, Dean, instructional coach/specialist, special education liaison to administrative intern. This listing of the hires of recent graduates as school leaders (cohorts 2021-

2022 and 2022-2023 for this Annual Report) is used for networking, mentoring, and professional development purposes. To date 76% (56/74 program completers in those cohorts) of the graduates in cohorts 2021-2022 and 2022-2023 have been hired for school leadership roles.

Survey format for the *Employment Survey for Le Moyne College Education Leadership Programs* can be found at this link:

<https://drive.google.com/drive/u/0/folders/1if1zKUR8eX0r7Aw0Gvh1S9ZEj5Us04vw>

Anecdotal statements from area school leaders and district Superintendents reveal that the Le Moyne Education Leadership Programs and graduates are respected, recruited and preferred for hiring in school leadership roles. An email example - *I have heard wonderful comments about the Fulton connection with Le Moyne and the meaningful classes you offer in your program. You are strengthening the pipeline!!!! Way to go!* The Director and Internship Coordinator repeatedly hear at Seminars and meetings that Le Moyne graduates perform in an exemplary fashion, are well prepared for the position, and do an amazing job at the interviews. Some districts seek to interview and hire only Le Moyne EDL graduates.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>Rubric B – PSEL Standards  <a href="https://drive.google.com/drive/u/0/folders/1yMwtvg4Sl3cd7R5Fin9FI8Abxl_k3LBu">https://drive.google.com/drive/u/0/folders/1yMwtvg4Sl3cd7R5Fin9FI8Abxl_k3LBu</a></p> <p>EDL Interns completed Rubric B from 08/01/2022 - 09/30/2023</p>	<p>Rubric B is the mid-point and final point of the internship, a formal assessment of the Intern’s level of competency with regard to the leadership standards that will be completed by the Intern, the site supervisor, and the college supervisor at a three-way meeting to discuss the assessment Form B. This evaluation is based upon the Professional Standards for Education Leaders (PSEL). <i>Rubric A is the same rubric assessment and is used as the self-assessment for prospective</i></p>	<p>Rubric B has 10 rankings for 10 PSEL Standards. The rankings range from 1 to 4.</p> <p>The results of Rubric B Final are found at this link:  <a href="https://drive.google.com/drive/u/0/folders/1UVuphu-d3Szfypg2xjxYfNoM3YLGvHZ">https://drive.google.com/drive/u/0/folders/1UVuphu-d3Szfypg2xjxYfNoM3YLGvHZ</a></p> <p>Average of 10 Criterion            3.37/4            (84.28%)</p>

	<p><i>interns as they apply to the leadership internship.</i></p> <p>Average score of 3 (ranking 1-4) with evidence noted for each of the 10 PSEL Standards</p> <p>Students and College Intern Supervisors use Taskstream, an application through WaterMark, that serves as an e-portfolio. EDL 555 assignments and Rubrics B and E are posted in Taskstream. The Rubrics are graded in Taskstream and serve to create a report at the end of each semester.</p>	<p>Average of All Scores in Group (n=410) 3.37/4 (84.28%)</p> <p>AVERAGE FOR ALL CRITERIA 3.37/4 (84.28%)</p> <p>AVERAGE FOR ALL SCORES (N=410) 345.56/410 (84.28%)</p> <p>The scores for Rubric B reveal that the <b>highest</b> average scores (above 3.5) were for Standard 2: Ethics and Professional Norms (score 3.71,) Standard 3: Equity and Cultural Responsiveness, (score 3.52), and Standard 5: Community of Care and Support for Students (score 3.68.)</p> <p>The <b>lowest</b> scores were for Standard 10: School Improvement (score 3.05,) and Standard 6: Professional Capacity of School Personnel (score 3.21.)</p> <p><i>School improvement and working with all personnel in the district are two elements that the EDL Department will focus on with upcoming internships to ensure that Interns are given experiences with these standards.</i></p>
<p>Rubric E – AAQEP Standards <a href="https://drive.google.com/drive/u/0/folders/1yMwtvg4Sl3cd7R5Fin9FI8Abxl_k3LBu">https://drive.google.com/drive/u/0/folders/1yMwtvg4Sl3cd7R5Fin9FI8Abxl_k3LBu</a></p>	<p>A new rubric linked to the AAQEP accreditation standards, Form E, is to be used by the intern and supervisors to gather evidence that demonstrates that the intern has</p>	<p>Rubric E has 12 rankings for AAQEP Standards 1 and 2. The rankings range from 1 to 4. Standard 1 has 6 aspects, and Standard 2 has 6 aspects.</p>

	<p>met the AAQEP standards 1 and 2, and aspects a-f. The final point of the internship is a formal assessment of the Intern’s level of competency with regard to the AAQEP leadership standards. It will be completed by the Intern, the site supervisor, and the college supervisor. <i>This rubric was developed during the accreditation process.</i></p> <p>Average score of 3 (ranking 1-4) with evidence noted for Standards 1 and 2, and aspects a-f for each Standard regarded.</p> <p>Students and College Intern Supervisors use Taskstream, an application through WaterMark, that serves as an e-portfolio. EDL 555 assignments and Rubrics B and E are posted in Taskstream. The Rubrics are graded in Taskstream and serve to create a report at the end of each semester.</p>	<p>The results of Rubric E Final are found at this link:  <a href="https://drive.google.com/drive/u/0/folders/1UVuphu-d3Szfypgrg2xjxYfNoM3YLgVhZ">https://drive.google.com/drive/u/0/folders/1UVuphu-d3Szfypgrg2xjxYfNoM3YLgVhZ</a></p> <p>Average of 14 Criterion  3.48/4  (86.88%)</p> <p>Average of All Scores in Group (n=560)  3.48/4  (86.88%)</p> <p>AVERAGE FOR ALL CRITERIA  3.48/4 (86.88%)</p> <p>AVERAGE FOR ALL SCORES  (N=560)  486.50/560  (86.88%)</p> <p>The scores for Rubric E reveal that the <b>highest</b> average scores (above 3.5) were for the following Standards (1 or 2) and aspects (a-f):</p> <p>Standard 1  1b Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory (3.53)</p> <p>1d Assessment of and for student learning, data literacy, to inform practice (3.53)</p>
--	--	---

		<p>1e Creation and development of positive learning and work environments (3.6)</p> <p>1f Dispositions and behaviors required for successful professional practice (3.73)</p> <p>Standard 2</p> <p>2b Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts (3.55)</p> <p>2e Establish goals for their own professional growth and engage in self- assessment, goal setting, and reflection (3.73)</p> <p>The scores for Rubric E reveal that the <b>lowest</b> average scores were for the following Standards (1 or 2) and aspects (a-f):</p> <p>1a Content, pedagogical and/or professional knowledge relevant to the credential or degree Sought (3.43)</p> <p>2d Support students’ growth in international and global perspectives (3.0)</p> <p><i>The weaknesses with these aspects indicate that the EDL programs should continue to teach students and interns how to apply the knowledge they gain in each course and experience to their leadership internship for practice and future employment. The Professors have begun to integrate concepts related to international and global</i></p>
--	--	---

		<i>perspectives, into the courses and will continue to do so. Intern Seminars provide information about ENL students, culturally responsive leadership, and discussions about national and global political connections to education.</i>
Internship Leadership Project Leadership Projects for 2021-2022 and 2022-2023 at this link - <a href="https://drive.google.com/drive/u/0/folders/1vtmPjhzvGAR3cCX3cnocEJk69Jx5OgQx">https://drive.google.com/drive/u/0/folders/1vtmPjhzvGAR3cCX3cnocEJk69Jx5OgQx</a>	Participation as leader of the Project, completion as determined by school district/BOCES and reviewed at the Exit Interview	100% of Interns led a district Leadership Project – the projects contribute to solving a challenge the school or district is facing
EDL 555 (Education Leadership Internship) Assignments	100% completion of EDL 555 course Assignments as noted in Intern Handbook and listed on Internship Requirements document at this link - <a href="https://drive.google.com/drive/u/0/folders/1uGPxIMROVkJGfY-ID0fXIR-Xk9VSj9R">https://drive.google.com/drive/u/0/folders/1uGPxIMROVkJGfY-ID0fXIR-Xk9VSj9R</a> Assignments are assessed by College Intern Supervisor.  Leadership Project summaries are posted in Taskstream and presented at the year end celebration.	100% of Interns completed the EDL 555 assignments – the assignments guide the Intern through EDL 555 and the internship

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Rubric B – PSEL Standards <a href="https://drive.google.com/drive/u/0/folders/1yMwtvg4Sl3cd7R5Fin9FI8Abxl_k3LBu">https://drive.google.com/drive/u/0/folders/1yMwtvg4Sl3cd7R5Fin9FI8Abxl_k3LBu</a>	Rubric B is the mid-point and final point of the internship, a formal assessment of the Intern’s level of competency with regard to	Rubric B has 10 rankings for 10 PSEL Standards. The rankings range from 1 to 4.

	<p>the leadership standards that will be completed by the Intern, the site supervisor, and the college supervisor at a three-way meeting to discuss the assessment Form B. This evaluation is based upon the Professional Standards for Education Leaders (PSEL). <i>Rubric A is the same assessment and is used as the self-assessment for prospective interns as they apply to the leadership internship.</i></p> <p>Average score of 3 (ranking 1-4) with evidence noted for each of the 10 PSEL Standards</p>	<p>The results of Rubric B Final are found at this link:  <a href="https://drive.google.com/drive/u/0/folders/1UVuphu-d3Szfypg2xjxYfNoM3YLgVhZ">https://drive.google.com/drive/u/0/folders/1UVuphu-d3Szfypg2xjxYfNoM3YLgVhZ</a></p> <p>Average of 10 Criterion  3.37/4  (84.28%)</p> <p>Average of All Scores in Group (n=410)  3.37/4  (84.28%)</p> <p>AVERAGE FOR ALL CRITERIA  3.37/4 (84.28%)</p> <p>AVERAGE FOR ALL SCORES  (N=410)  345.56/410  (84.28%)</p> <p>The scores for Rubric B reveal that the <b>highest</b> average scores (above 3.5) were for Standard 2: Ethics and Professional Norms (score 3.71,) Standard 3: Equity and Cultural Responsiveness, (score 3.52), and Standard 5: Community of Care and Support for Students (score 3.68.)</p> <p>The <b>lowest</b> scores were for Standard 10: School Improvement (score 3.05,) and Standard 6: Professional Capacity of School Personnel (score 3.21.)</p>
--	---	--



		<p><i>School improvement and working with all personnel in the district are two elements that the EDL Department will focus on with upcoming internships to ensure that Interns are given experiences with these standards.</i></p>
<p>Rubric E – AAQEP Standards  <a href="https://drive.google.com/drive/u/0/folders/1yMwtvg4Sl3cd7R5Fin9FI8Abxl_k3LBu">https://drive.google.com/drive/u/0/folders/1yMwtvg4Sl3cd7R5Fin9FI8Abxl_k3LBu</a></p>	<p>A new rubric linked to the AAQEP accreditation standards, Form E, is to be used by the intern and supervisors to gather evidence that demonstrates that the intern has met the AAQEP standards 1 and 2, and aspects a-f. The final point of the internship is a formal assessment of the Intern’s level of competency with regard to the AAQEP leadership standards. It will be completed by the Intern, the site supervisor, and the college supervisor. <i>This rubric was developed during the accreditation process.</i></p> <p>Average score of 3 (ranking 1-4) with evidence noted for Standards 1 and 2, and aspects a-f for each Standard regarded.</p>	<p>Rubric E has 12 rankings for AAQEP Standards 1 and 2. The rankings range from 1 to 4. Standard 1 has 6 aspects, and Standard 2 has 6 aspects.</p> <p>The results of Rubric E Final are found at this link:  <a href="https://drive.google.com/drive/u/0/folders/1UVuphu-d3Szfypg2xjxYfNoM3YLgVhZ">https://drive.google.com/drive/u/0/folders/1UVuphu-d3Szfypg2xjxYfNoM3YLgVhZ</a></p> <p>Average of 14 Criterion  3.48/4  (86.88%)</p> <p>Average of All Scores in Group (n=560)  3.48/4  (86.88%)</p> <p><b>AVERAGE FOR ALL CRITERIA</b>  3.48/4 (86.88%)</p> <p><b>AVERAGE FOR ALL SCORES</b>  (N=560)  486.50/560  (86.88%)</p>

		<p>The scores for Rubric E reveal that the <b>highest</b> average scores (above 3.5) were for the following Standards (1 or 2) and aspects (a-f):</p> <p>Standard 1</p> <p>1b Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory (3.53)</p> <p>1d Assessment of and for student learning, data literacy, to inform practice (3.53)</p> <p>1e Creation and development of positive learning and work environments (3.6)</p> <p>1f Dispositions and behaviors required for successful professional practice (3.73)</p> <p>Standard 2</p> <p>2b Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts (3.55)</p> <p>2e Establish goals for their own professional growth and engage in self- assessment, goal setting, and reflection (3.73)</p> <p>The scores for Rubric E reveal that the <b>lowest</b> average scores were for the following Standards (1 or 2) and aspects (a-f):</p> <p>1a Content, pedagogical and/or professional knowledge relevant to the credential or degree Sought (3.43)</p>
--	--	---

		<p>2d Support students' growth in international and global perspectives (3.0)</p> <p><i>The weaknesses with these aspects indicate that the EDL programs should continue to teach students and interns how to apply the knowledge they gain in each course and experience to their leadership internship for practice and future employment. The Professors have begun to integrate concepts related to international and global perspectives, into the courses and will continue to do so. Intern Seminars provide information about ENL students and families, anti-racist leadership and allyship, diversity, inclusion and belonging, culturally responsive leadership, and discussions about national and global political connections to education.</i></p>
<p>Internship Leadership Project Leadership Projects for 2021-2022 and 2022-2023 at this link - <a href="https://drive.google.com/drive/u/0/folders/1vtmPjhzvGAR3cCX3cnocEJk69Jx5OgQx">https://drive.google.com/drive/u/0/folders/1vtmPjhzvGAR3cCX3cnocEJk69Jx5OgQx</a></p>	<p>Participation as leader of the Project, assigned project and completion as determined by school district/BOCES</p>	<p>100% of Interns led a district Leadership Project – the projects contribute to solving a challenge the school or district is facing</p>
<p>EDL 555 (Education Leadership Internship) Assignments</p>	<p>100% completion of EDL 555 course Assignments – assessed by College Intern Supervisor</p>	<p>100% of Interns completed the EDL 555 assignments – the assignments guide the Intern through EDL 555 and the internship</p>

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

In June 2022, the Director who led the AAQEP accreditation process, Dr Maureen Patterson, stepped aside to accept the newly-created role of Internship Coordinator and a new Director, Mrs. Elizabeth Connors, accepted the position to lead the department. Director Connors leads the programs 3 days per week, and Dr Patterson coordinates the Interns on a once weekly basis with an additional day allowed weekly for leading double groups of interns. Of course, both individuals work beyond the assigned days and duties to ensure the Le Moyne Education Leadership Programs continue to meet the level of excellence and to ensure that the leadership of the Education Leadership Programs is in place on a full-time basis.

The Le Moyne Education Leadership Programs (EDL) have continued to blossom under their direction with enrollment numbers increasing on an annual basis, and correspondingly graduating more students with the CAS.SBL and CAS.SDL certificates. The reputation of the EDL programs is excellent and valued in the Central New York region for preparing individuals to be school leaders, and successively filling the openings in school districts and BOCES with exemplary school leader.

One of the key elements of the excellence of the Le Moyne Education Leadership Programs (EDL) is the remarkable collaboration of the EDL Adjuncts and EDL Intern Supervisors on syllabi, pedagogy, assessments, and internship expectations. Communication is a constant with the EDL team via email and text, and quarterly meetings. The Adjuncts are working practitioners (administrators in local school districts) and the Supervisors are retired administrators. Together they form a network of skilled professionals who are revered and regarded highly in the Central New York educational community, and in New York State.

Based on the reported list of analytical reviews and actions put in place prior to accreditation in 2022, the following continue each semester with revisions as noted: *(changes noted in italics)*

***Continue the following program elements:***

- ***Continue to review course syllabi*** (course objectives, assignments, assessments, pedagogy) with an ad hoc committee using a google document and during quarterly meetings with Adjuncts and Intern Supervisors to determine that course content is relevant and consistent with the Professional Standards of Education Leadership (PSEL) ***and the AAQEP standards.***
- ***Continue to review course pedagogy*** and continue to update with new modes of instruction and assessment, particularly with the COVID pandemic that moved the courses online in a synchronous and asynchronous structure. ***Determination to remain a hybrid program offering courses and seminars in a combined in-person and online format that meets the schedule of the EDL students and their learning styles.***
- ***Continue to review EDL programs, processes and policies*** to ensure the effectiveness of those currently in place for course development and course scheduling, hiring and assignment of Adjuncts and Intern Supervisors, provision of professional

development for the EDL team, and establishment of networks with regional school districts and community agencies. The focus is to determine if the programs, processes and policies are efficient, effective, and allowed for maximum information and opportunity. ***Hiring additions made to EDL Adjuncts and Intern Supervisors based on increasing student numbers and subsequently multiple offerings each semester of the same course. Quarterly meetings with the EDL Team reflect a shared understanding of the programs' purposes and an alignment with the PSEL and AAQEP standards***

- ***Continue to review Graduate programs, processes and policies*** to ensure the effectiveness of those currently in place for registration, progress monitoring, program completion and certification met the approved State guidelines for credits and experiences. ***Proposed changes to the NYSED requirements for SBL and SDL certificates could impact the processes for program completion and students earning the certificates in a timely manner upon completion. Monitoring the situation.***
- ***Continue implementation of the leadership program and partnership***, CNY LDP @ Center for Instruction, Technology and Innovation (CiTi). Annual review of the MOU between the college and CiTi (Center for Instruction, Technology, & Innovation) BOCES is conducted and the MOU is signed on a biannual basis.
- ***Continue revision and use of surveys with EDL students, regional school district and BOCES employers*** to gather information for planning and development purposes:
  - *Employment Survey for Le Moyne College Education Leadership Programs* with regional school districts to determine if and why Le Moyne EDL graduates were hired, and how the program contributed to their success as interviewees and leaders)
  - *Le Moyne College Intern Supervisor Evaluation Form Survey*
    - *Results are unanimously and overwhelmingly positive noting the support, communication, mentoring, shared expertise, and qualities such as patience, resourceful, and professional.*
  - *Le Moyne Education Leadership Post-Graduate/Completer Survey*
    - *Results included feedback and suggestions about coursework – adding more information about data, school law, restorative practice, special education leadership, behavior management and time management*
    - *Students appreciated the group projects, networking, extensive mentoring and support*
- ***Continue implementation of an intentional recruitment program working directly with Graduate Admissions***
  - developed a public relations campaign with flyers, postcards and a brochure; visited regional school districts to promote and recruit;
  - held multiple recruitment webinars for the SBL, SDL and SDBL programs
  - solidified and shared the recruitment, application and acceptance process - *shared with Dean and EDL Team of Adjuncts, Supervisors*

- **Continue celebratory Graduate Event** and Graduation – ensuring connections to students and College (*most recent annual event held May 2023*)
- **Continue to hold quarterly Adjunct and Intern Supervisor meetings** to discuss all elements of work and develop a ‘team’ of EDL professionals
- **Continue to learn about the AQQEP accreditation process**, informing the EDL team and requesting their feedback on the process, self-study proposal and the QAR.
- **Created an Internship Requirements document** for Intern Supervisors and Interns. The document can be found at this link - <https://drive.google.com/drive/u/0/folders/1uGPxIMROVkJfY-ID0fXIR-Xk9VSj9R>
- **Updated and revised Intern Handbook** to ensure that all requirements are clearly noted and that NYSED and College regulations are adhered to. The Handbook can be found at this link - <https://drive.google.com/drive/u/0/folders/1uGPxIMROVkJfY-ID0fXIR-Xk9VSj9R>
- **Continue to participate in Education Department Program Advisory Committee Meetings** (*most recent held November 2023*)

An analysis of EDL graduates in cohorts 2021-2022 and 2022-2023 indicates that 77% of graduates moved into leadership roles with titles ranging from Principal, Assistant Principal, Dean, Instructional Specialist/Coach, Director, Administrative Liaison, and Administrative Intern (a title used by Syracuse City School District to denote administrative hires for a 2-year term). 23% of the graduates in those cohorts continue to work as classroom educators in their school districts.

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

	<b>Standard 1</b>
<b>Goals for the 2023-24 year</b>	Based on the current realities of the world, we will focus on Standard 1, aspect 1c - candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including: culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop a common understanding of aspect 1c as it related to the EDL programs</li> <li>2. Determine how 1c can be incorporated into EDL course syllabi</li> <li>3. Determine how 1c can be incorporated into the EDL internship expectations and the monthly seminars</li> </ol>
<b>Expected outcomes</b>	<ol style="list-style-type: none"> <li>1. Increased awareness and knowledge of the leadership practices that demonstrate a culturally responsive learning and teaching environment in schools</li> <li>2. Ability of new school leaders to institute culturally responsive practices in schools</li> <li>3. Ability of new school leaders to model, observe and provide feedback on culturally responsive practices</li> </ol>
<b>Reflections or comments</b>	Consider how to include the topic of culturally responsive practices for school leaders as one of the EDL Intern Seminars. Currently, there is an Anti-racism Leadership and Allyship Seminar at the beginning of the year. The EDL Programs must continue to add discussions, speakers and content related to global and international education.
	<b>Standard 2</b>

<b>Goals for the 2023-24 year</b>	In preparation for developing a CTLE (Continuing Teacher and Leader Education) program at Le Moyne, we will focus on Standard 2, aspect 2f - developing a program that builds on the collaboration with colleagues to support professional learning. The program is already approved by NYSED.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Review PSEL and AAQEP standards to determine relevant topics for the CTLE workshops</li> <li>2. Solicit volunteers among the EDL Adjuncts and Supervisors to share their expertise on the topics</li> <li>3. Work with the College on the financial aspects of the CTLE program – payment for the workshop, payment of the presenter</li> <li>4. Develop a schedule of topics, speakers, dates, presentation formats (webinar, in person)</li> <li>5. Implement the CTLE program</li> </ol>
<b>Expected outcomes</b>	<ol style="list-style-type: none"> <li>1. Increase the knowledges and skills of attendees and presenters</li> <li>2. Add the CTLE workshops to the Intern Seminar presentations</li> </ol>
<b>Reflections or comments</b>	Develop an evaluation and reflection process for the CTLE workshops Determine if and how the workshops enhance the EDL programs – in particular add PD for school improvement planning and strategies, and building capacity in school personnel (to improve the skill sets for Rubric B).
	<b>Standard 3</b>
<b>Goals for the 2023-24 year</b>	As the EDL programs continue to grow, we will focus on Standard 3, aspect 3d - enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards. This goal will ensure that candidates, students and graduates meet the expectations of the program and the state to be effective school leaders.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Clarify and delineate the expectations for admission to the EDL programs</li> <li>2. Create an application and interview process that includes the admission expectations and practices if expectations are not met</li> <li>3. Continue to monitor candidates and students throughout the program – coursework and internship – to ensure that they maintain the required professionalism, grades, and performance of an EDL graduate</li> <li>4. Develop a process to counsel candidates who do not meet the expectations and skills to exit the programs</li> </ol>



<b>Expected outcomes</b>	Cohorts of EDL candidates, students and graduates will meet the expectations and requirements of the earned degrees of CAS.SBL and CAS.SDL
<b>Reflections or comments</b>	Develop a process to review and share the goal and specific practices pertaining to students as it is put into practice.
	<b>Standard 4</b>
<b>Goals for the 2023-24 year</b>	Revise and implement an employer (of Le Moyne EDL graduates) survey to meet Standard 4, aspect 4d - Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Review current employer (of Le Moyne EDL graduates) survey</li> <li>2. Revise survey to respond to regional needs for school leaders and the implementation of Micron in the community</li> <li>3. Implement employer survey</li> <li>4. Review survey results with EDL team and regional school leaders to determine changes to EDL programs as appropriate</li> </ol>
<b>Expected outcomes</b>	<ol style="list-style-type: none"> <li>1. Development of a new employer (of Le Moyne EDL graduates) survey to determine any changes or enhancements to EDL programs</li> <li>2. Review of survey results to inform changes in EDL programs and possible recommendations to regional school districts and BOCES</li> </ol>
<b>Reflections or comments</b>	Continue to use an employer (of Le Moyne EDL graduates) survey on an annual basis and use the results for EDL program improvement. Networking and discussions with regional school leaders provide extensive feedback and compliments for the EDL Programs.

## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

The first AAQEP-identified concern was the need for a full-time Director for the EDL programs. At the time of the Site visit, the Director was a part-time, 3 day per week position with the Director essentially working a full-time job to fulfill the needs of the position. At the Site visit, the

College announced that there would be two roles to lead the EDL Programs - Director and Internship Coordinator. The Director continues to be a 3 day position, and the Internship Coordinator is 1 day per week plus an additional day paid through coursework. The two roles began on June 1, 2022. The teamwork of the Director and Coordinator effectively and collaboratively leads the EDL Programs.

A second AAQEP concern was that some of the data used for continuous improvement was of a holistic fashion and a question was raised about how to use information and data, qualitative and quantitative, to improve the programs. Collaboration and communication are the key to turning holistic data into progressive change. That occurs through

- Quarterly meetings and monthly emails with the EDL Adjuncts and Supervisors (EDL Team)
- Professional Development of the EDL Team online and at quarterly meetings – topics include: rubric design, instructional engagement, supervision feedback, grading, writing platform statements, and AI
- Enhancing the use of Advisory meetings for EDL students by institutionalizing initial, midway, and internship advisories, followed with the final Exit Interview
- The Rubrics for evaluation are also used for providing feedback to Interns. After a review of the rubrics by Adjuncts and Intern Supervisors, it was decided to delete rubrics C and D as redundant, and to revise and strengthen the wording in rubrics B and E in terms of the ranking and rubric descriptions, as well as requiring Interns to provide evidence for each of the Rubric standards and aspects. The Rubrics were revised to enhance the rigor and provide more detail about acceptable levels of performance. The requirement for an Intern to show evidence of attainment of a standard and/or aspect is similar to the APPR process for teachers in New York State. Evidence collecting shifts the responsibility for determining experience and attainment of each standard to make the Intern responsible for learning the necessary skills and knowledges and defending their developed skills at the Exit Interview and the final rubric evaluations with clear evidence.

The third concern from AAQEP is to integrate international and global perspectives into coursework and Seminars and that has been done, and will continue to occur with course speakers, college webinars, student presentations, and course assignments. This concern is the lowest scoring aspect on the evaluation Rubric E, so it is yet another piece of evidence that coursework, Intern Seminars and expectations during the internship should incorporate international and global perspectives.

## **8. Anticipated Growth and Development**

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The EDL Programs are always in the process of continuous improvement with ideas flowing from the EDL Team, EDL Students and partner school districts.

A key change in 2023 is that the SBL and SDL programs are combined as a pathway, rather than having students earn their SBL (30 credits) and then the SDL (6 credits). Students pursue and complete a pathway to the CAS.SBL and CAS.SDL that will guide them to SBL and SDL certification, and prepare them for any district or BOCES leadership position.

The following initiatives are in process or under consideration as the EDL Programs evolve with the school leadership needs of the Central New York community:

- **Conduct an annual program review of LEADS and CNY LDP @ CiTi.**
  - *As enrollment grows, it's important to review program elements such as course offerings, pedagogy, internship opportunities, and reasons why students are choosing Le Moyne's EDL programs*
- **Continue to institute a formal mentoring element** (implemented by new Director and Internship Coordinator in June 2022) to the EDL brand – emphasizing that mentoring begins at advisory meeting, and continues to a midpoint meeting, then the internship advisory meeting, monthly Intern Seminars, Director visits to intern sites, and a final Exit Interview.
  - *Intern Seminar memo can be found at this link - <https://drive.google.com/drive/u/0/folders/1uGPxIMROVkJGJfhY-ID0fXIR-Xk9VSj9R>*
- **Exit Interviews** with the Internship Coordinator, Site Supervisor and College Supervisor yield feedback that is incorporated into the EDL Programs. Feedback is found at this link:  
<https://drive.google.com/drive/u/0/folders/1vtmPjhzvGAR3cCX3cnocEJk69Jx5OgQx>
- **Continue to use the Updated Rubrics B and E**, including expecting Interns to add evidence for each standard
- **Continue to review grading procedures and expectations** for Pass/Fail – average of 3.0 on rubrics and for grade point average (gpa)
- **Continue to have all Interns complete a Leadership Project, and implement a new presentation session at the May Graduate Event**
- **Consider the development and implementation of an Alumni Survey** to determine the application of the EDL courses and internships to the development of effective leaders
- **Create application and admission practices** to ensure that candidates are appropriate for the EDL programs and will be successful graduate
- **Plan an introductory mini-course on leadership skills** to begin with next summer 2024 cohort – to be taught by Director and Internship Coordinator
- **Reactivate the SDBL Program in January 2024**– recruitment, cohort creation, hiring of Adjuncts, addition of courses to schedule
  - *The closing of another college in the state that specialized in an online SDBL program is creating a sense of urgency to assist those students with a place to complete the SDBL*

- ***Work with local school leaders and business leaders to respond to the business entity, Micron, that is moving into the CNY region with families, students, and a renewed focus on economics, STEM and technology*** – one meeting has been held with area Superintendents to determine what different skills school leaders should have to lead schools in this new business arena
- ***Develop and implement an observation/evaluation process for EDL Adjuncts***
- ***Development of a CTLE program*** that utilizes the talents and teaching expertise of the EDL faculty
- ***Use of an Exit Interview protocol*** for each of the Supervisors and Intern Coordinator to use as a guide to the conversation
- ***Use of a survey for Interns to evaluate their College Intern Supervisor*** – survey can be found at this link - <https://drive.google.com/drive/u/0/folders/1if1zKUR8eX0r7Aw0Gvh1S9ZEj5Us04vw>
  - *Surveys are remarkably positive noting the presence and attention provided by the College Supervisors via journal, email, text, calls and biweekly conferences with the Interns. Interns feel supported, mentored and allowed to inquire and seek assistance.*

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

NYSED (New York State Education Department) and the Board of Regents have proposed changes to educator certification, including educational leadership. The proposed changes include combining the SBL Initial and Professional certificates and the SDL Professional certificate into a single Professional Administrator certificate.

NYSED indicates in the memo - “With the Professional Administrator certificate, individuals would be able to hold building level or district level administrator positions, thereby optimizing flexibility for a range of administrator positions and creating a natural pathway from building leadership to district leadership positions. This single certificate would also eliminate the current confusion about whether an individual needs to hold an SBL or SDL certificate for their position.

Removing the Initial/Professional SBL certificate progression would eliminate the Professional SBL experience requirement, which has been a persistent challenge for Initial SBL certificate holders. There is also a lack of parity between the Professional SBL and Professional SDL certificate experience requirement (six years versus three years, respectively).

The Education Leadership (EDL) Program Director and Internship Coordinator are in favor of this proposed change because the SBL and SDL programs are now combined as a 36 credit program and Certificates of Advanced Study (CAS.SBL and CAS.SDL) that are earned and conferred at the college after completing 36 EDL credit hours, including a rigorous 6 credit professional internship. Expecting graduates to then apply for and pass certification exams for two separate leadership certificates has become cumbersome due to the lack of testing dates and

locations, as well as the expense of taking 4 exams to earn two certificates. We anticipate that the change in certification will lead to a change in exam requirements, also.

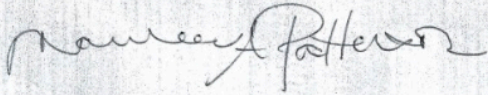
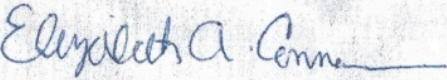
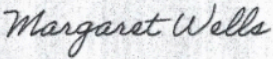
The EDL program already applies the PSEL Standards and AAQEP Standards into the programs, and integrates EDL coursework and internship experiences for both the SBL and SDL. This certification change would complement the EDL programs goals and status, and in turn make it easier for districts to hire certified administrators for SBL and SDL roles.

**10. Sign Off**

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Maureen A Patterson, EdD, Internship Coordinator, Education Leadership Programs  Elizabeth Conners, Director, Education Leadership Programs	

Date sent to AAQEP:	
---------------------	--

**10. Sign Off**

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
<p>Maureen A Patterson, EdD, Internship Coordinator, Education Leadership Programs</p>  <p>Elizabeth Conners, Director, Education Leadership Programs</p> 	<p></p> <p>Dean, Purcell School of Professional Studies</p>

Date sent to AAQEP:	
---------------------	--