



AAQEP Annual Report for 2024

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 (<http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-graduate/educational-leadership-programs-cas/>) 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 Master's degree and with the intention of earning the CAS. Students may enter the SDBL program without a Master's 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.

The most recent cohort of students have enrolled in a single, rather than two separate, EDL programs that lead to a combined 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.

A 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 who are working administrative practitioners hired from the school districts also serve as EDL Adjuncts. Courses are taken over a period of two years, with an internship in the third year. Students typically take 30 to 36 months to complete CNY LDP @ CiTi and earn the CAS.SBL and CAS.SDL.

The third EDL program is **Aspiring Leaders**. It was launched with a single introductory administrative leadership course developed in collaboration with OCM BOCES. Component districts nominate and mentor students through the first class and into their chosen CAS program (from among the four universities/colleges in the region). The first course, EDL 500, provides exposure to all 10 of the PSEL Standards. At Le Moyne students who complete the EDL 500 course enter the LEADS Program to complete the remainder of the courses to earn the CAS.SBL and CAS.SDL.

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), and/or School District Business Leadership (CAS.SDBL).

Le Moyne College has combined the SBL and SDL programs so that students have more choices of leadership courses and can complete both programs and proceed to state certification without having to complete the SBL program, and later add an additional 6 credits to earn the SDL. Previously, students could determine if they wanted to finish the two programs simultaneously or return at a later date, even years later, in need of the SDL courses and the SDL.CAS to move to district level positions. Districts often offer school leaders the opportunity to move from a building position to a district level position, and without the completed SDL, the school leader with the SBL cannot accept the position. The change to combine programs ensured that all students were able to leave Le Moyne with both the SBL and SDL courses and degrees completed, Our goal was to have all students complete those SDL courses before they graduate. The SBL/SDL pathway ensures that all students have had instruction embedded into all of the PSEL standards.

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 Master's 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 Master's degree. A total of 60 credits (including up to 21 graduate credits as transfer or Master's degree credit) and passing the NYSED SDBL exams is required for New York State certification.

The course progression for the SDBL remains the same as the program had used previously. For students with their SBL/SDL degrees, they need an additional 15 credits as follows:

- EDL 601 School Fund Accounting
- EDL 602 Financial Management for School Business Leaders
- EDL 606 Supervision and Operations School Support Personnel
- EDL 607 School Finance and Decision Making for District Business
- EDL 556 Internship

We are in the process of adding an on-site assignment to each course where they would be working side by side with current School District Business Leaders. In collaborating with current school district business leaders, they discussed the need for hands-on practical experience throughout an entire school year to develop a comprehensive understanding of the role.

In terms of recruitment, we have recruited students who already have their SBL/SDL courses. The response has already gathered five students to the cohort. The SDBL rubrics for evaluation were revised and the SDBL Internship Handbook was created. In January 2025, the first SDBL Intern will participate in an internship.

We are currently collaborating with OCM BOCES to begin a new Aspiring Leaders program for the SDBL pathway. This program will engage the 23 school districts in an initial course at Le Moyne, offering students an opportunity to choose the SDBL program at Le Moyne or SUNY Cortland. The program will involve nominations from district business officials of prospective EDL students. The Le Moyne SDBL program would include practicum activities in each course related to SDBL.

We are also currently collaborating with the Le Moyne Madden School of Business to create a Master’s program as a SDBL pathway that would have a focus on the School District Business Leader role throughout the entire 60 credit hours.

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):

<http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-graduate/educational-leadership-programs-cas/>

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 2023-2024

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 July 1, 2023 to August 31, 2024)	Number of Completers in most recently completed academic year (14 months July 1, 2023 to August 31, 2024)
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			Graduation dates August 2023, December 2023, May 2024 and August 2024
<i>Programs that lead to initial teaching credentials</i>			
CAS.SBL (Graduate) <i>Certificate of Advanced Study: School Building Leadership</i> 2 programs – LEADS or CNY LDP @ CiTi	School Building Leadership SBL Initial Certificate	<p>Spring and Summer 2023: 27 (also counted in SBL/SDL)</p> <p>Fall 2023: 21 (also counted in SBL/SDL)</p> <p>Spring 2024: 8 (also counted in SBL/SDL)</p> <p>Summer 2024: 21 (also counted in SBL/SDL)</p>	<p>May 2023: 2 SBL Only</p> <p>August 2023: 3 SBL Only 14 (also counted in SBL/SDL)</p> <p>December 2023: 1 SBL Only 12 (also counted in SBL/SDL)</p> <p>May 2024: 1 SBL Only 9 (also counted in SBL/SDL)</p> <p>August 2024: 1 SBL only 8 (also counted in SBL/SDL)</p> <p>Total = 8 SBL Only Graduates 43 SBL/SDL Graduates (also counted in SBL/SDL)</p>
CAS.SDL (Graduate) <i>Certificate of Advanced Study: School District Leadership</i>	School District Leadership SDL Professional Certificate	<p>Spring and Summer 2023: 1 SDL Only</p> <p>Fall 2023:</p>	<p>August 2023: 4 SDL Only</p> <p>December 2023:</p>

1 program - LEADS		<p>1 SDL Only</p> <p>Spring 2024: 0 SDL Only</p> <p>Summer 2024: 0 SDL Only</p>	<p>2 SDL Only</p> <p>May 2024: 1 SDL Only</p> <p>August 2024: 2 SDL Only</p> <p>Total = 9 SDL Only Graduates</p>
<p>SBL and SDL Programs Combined for August 2023</p> <p>CAS.SBL, <i>Certificate of Advanced Study: School Building Leadership and</i> CAS.SDL, <i>Certificate of Advanced Study: School District Leadership</i></p> <p>2 programs LEADS and CNY LDP @ CiTi</p>	School District Business	<p>Spring and Summer 2023: 27 (also noted above in SBL/SDL)</p> <p>Fall 2023: 21 (also counted in SBL/SDL)</p> <p>Spring 2024: 8 (also counted in SBL/SDL)</p> <p>Summer 2024: 21 (also counted in SBL/SDL)</p>	<p>August 2023: 14 (also counted in SBL/SDL)</p> <p>December 2023: 12 (also counted in SBL/SDL)</p> <p>May 2024: 9 (also counted in SBL/SDL)</p> <p>August 2024: 8 (also counted in SBL/SDL)</p> <p>Total = 43 SBL/SDL Graduates</p>
CAS.SDBL (Graduate) Certificate of Advanced Study: School District Business Leadership	School District Business Leadership SDBL Professional Certificate	<p>Spring and Summer 2023: 1 SDBL</p> <p>Fall 2023: 0 SDBL</p> <p>Spring 2024: 0 SDBL</p> <p>Summer 2024:</p>	<p>August 2023: 0</p> <p>December 2023: 0</p> <p>May 2024: 0</p> <p>August 2024:</p>

		3 SDBL	0
			Total - 0 SDBL Graduates
Total for programs that lead to initial credentials		77 SBL/SDL 2 SDL Only 4 SDBL Total = 83 Candidates	8 SBL Only Graduates 43 SBL/SDL Graduates 9 SDL Only Graduates 0 SDBL Graduates Total = 60 Graduates
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
CAS.SDL (Graduate) 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.	School District Leadership Professional Certificate	Spring and Summer 2023: 1 SDL Only Fall 2023: 1 SDL Only Spring 2024: 0 SDL Only Summer 2024: 0 SDL Only	August 2023: 4 SDL Only December 2023: 2 SDL Only May 2024: 1 SDL Only August 2024: 2 SDL Only Total = 9 SDL Only Graduates
CAS.SDBL (Graduate) Certificate of Advanced Study: School District Business Leadership - <i>program reinstated in Summer 2024</i>	School District Business Leadership SDBL Professional Certificate	Spring and Summer 2023: 1 SDBL Fall 2023: 0 SDBL Spring 2024: 0 SDBL	August 2023: 0 December 2023: 0 May 2024: 0

		Summer 2024: 3 SDBL	August 2024: 0 Total - 0 SDBL Graduates
Total for programs that lead to additional/advanced credentials		83	60
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
<i>Not Applicable</i>			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		83	60
Unduplicated total of all program candidates and completers		83	60

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 began a small cohort of students in SDBL courses in Summer 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

<p>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.</p>			
<p>Cohort 2023-2024 for the SBL/SDL (start July 2023) – beginning coursework spring/summer/fall 2023 – 49 candidates (LEADS and CiTi), with an additional 29 students beginning in spring and summer 2024 to equal 77 students working on SBL/SDL</p>			
<p>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.</p>			
<p>SBL/SDL – 43 completers from May 2023 to August 2024 SBL Only - 8 completers from May 2023 to August 2024 SDL Only - 9 completers from May 2023 to August 2024</p>			
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>			
<p>Upon graduation, all EDL students are recommended to TEACH at NYSED for the SBL Initial and/or SDL Professional.</p>			
EDL Student Graduation Date	# Graduates	# Recommendations SBL Initial Certificate	# Recommendations SDL Professional Certificate
May and August 2023	5 SBL Only 14 SBL/SDL 4 SDL Only	19	18
December 2023	1 SBL Only 12 SBL/SDL 2 SDL Only	13	14
May 2024	1 SBL Only 9 SBL/SDL 1 SDL Only	10	10
August 2024	1 SBL Only 8 SBL/SDL 2 SDL Only	9	10

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

Cohort Start Date	Expected Cohort Graduation Date	# Completers by Cohort	# Completers by Date	
2023-2024 Cohort SBL, SBL/SDL and/or SDL, and SDBL 83 Candidates in Cohorts for LEADS and CNY LDP @ CiTi	August 2023 to August 2024 (dependent upon internship dates) 60 Graduates	60/83 graduates	August 2024: 60 (majority of EDL students began coursework in spring/summer 2023 with expected graduation in August or December 2024, dependent upon completion of internship)	

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

Testing Dates	SBL parts 1 and 2	SBL parts 1 and 2	SDL parts 1 and 2	SDL parts 1 and 2	SDBL part 2 <i>(apparently taken by mistake)</i>
From 06/2023 to 08/2024	76 test attempts	Pass 71 Fail 5 93 % passing rate	48 test attempts	Pass 43 Fail 5 90 % passing rate	1 test attempt Fail 1 0% 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).

This year's Annual Report notes the students who took the NY State certification exams from June 2023 to August 2024. To date, EDL students are taking the SBL 1 and 2 and the SDL 1 and 2 exams as they complete the internship, graduate and seek certification. We have a 93% passing rate for the SBL exams and a 90% passing rate for the SDL exams. *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. Reminder emails are sent periodically.*

At the urging of the EDL Department and with Boot Camp training twice a year on 'taking the SBL and SDL exams', subsequent EDL cohorts have taken the SBL and SDL exams before or during their internships, or shortly after graduation.

The link to the EDL Leadership Exam Scores for the SBL and SDL are located at this link:
<https://drive.google.com/file/d/1iasou9GPEBPvgv11hXOZ2li6yk1dVZak/view?usp=sharing>

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), and/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 required internship when they have completed 5/10 courses, halfway through the EDL program, and they do a spring and/or summer internship to reach the required 600 hours and to meet the PSEL and AAQEP standards. Other internship options to meet the College and NYSED requirements of 600 hours are full-time for one semester, part-time for two semesters, part-time for two summers or one summer and part-time for one semester. Some EDL interns have begun to extend their internships for additional time, typically a semester, to participate in more leadership activities and to meet the standards at a higher level. The timeline details are presented in the internship application and approved and monitored by the Internship Coordinator and the assigned College Supervisor.

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 must work with a Principal or Director, and a District Office Superintendent or Assistant Superintendent to secure the internship and ensure district support for the time out of the classroom, as well as the guidance of a Site Supervisor. Most Interns are appointed to the internship by the School Board. 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, LinkedIn, 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 from a semester or two absence 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 to become certified school leaders.

By combining the SBL and SDL programs so that students take the ten courses and complete the required internship to receive the CAS.SBL and CAS.SDL at the same time, students are moving at a faster pace through the LEADS and CNY @ CiTi Programs. Many students are taking 3 courses per semester, and sometimes 4 courses in the final summer.

In fact, there have been several students who have extended their internship beyond the 600 hours to an additional semester in order to experience and achieve the standards for PSEL and AAQEP, as noted on the rubrics. All internships must meet time and standard requirements, and more importantly, expose the intern to the necessary school leadership experiences (as outlined in the standards and evaluated with the program's rubrics) that will allow them to be hired and prepared for their first position as a school leader.

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, and again in January 2025. The pandemic put a temporary halt to the College sending the surveys to already busy and burdened school districts. The *Employment Survey for Le Moyne College Education Leadership Programs* has been revised and will be redistributed 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.

The survey results from regional school districts and leaders will be revealed in the 2025 Annual Report. We want to allow adequate time to get responses and feedback that will inform decision-making about the EDL Programs so that Le Moyne is truly preparing the school leader of the future.

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 suggest to my teaching staff that Le Moyne as the go-to college program for education leadership; I only hire 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; Le Moyne graduates have proven by far to be the best hires for our schools.*

Survey format can be found at this link - https://drive.google.com/drive/u/0/folders/1g4bUA-O32Lj7ZDWGv8q_syjH-N8zsTgI

Employment rates are not monitored by the College other than by the Education Leadership Department 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 is used for networking, mentoring, and professional development purposes.

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. Email and conversation comments include - *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! Le Moyne Interns and graduates are the best prepared in the region. Your Interns know how to interview, and how to enter leadership as novices.*

The Director and Internship Coordinator repeatedly hear at Seminars and regional 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
Rubric B – PSEL Standards https://drive.google.com/drive/u/0/folders/1a4SFgqqTHbfgk6S0MOsY0UQDAAT0A2de EDL Interns completed Rubric B from 08/01/2022 - 09/30/2023	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).	Rubric B has 10 rankings for 10 PSEL Standards. The rankings range from 1 to 4. The results of Rubric B Final are found at this link: https://drive.google.com/drive/u/0/folders/1a4SFgqqTHbfgk6S0MOsY0UQDAAT0A2de

	<p><i>Rubric A is the same rubric 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>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><i>Rubric B was revised to change the language related to performance levels. The revision took place in fall 2023 and so the results for the Interns are noted as Version 1 and Version 2. Rather than combining the averages, both versions are noted.</i></p> <p>Average of 10 Criterion V1 3.35/4, (83.65%) V2 3.4/4 (84.89%)</p> <p>Average of All Scores in V1 Group (n=19) 3.35/4, (83.65%) Average of All Scores in V2 Group (n=33) 3.4/4 (84.89%)</p> <p>The scores for Rubric B V1 reveal that the highest average scores (above 3.5) were for Standard 2: Ethics and Professional Norms (score 3.63,) Standard 3: Equity and Cultural Responsiveness, (score 3.50), and Standard 5: Community of Care and Support for Students (score 3.67.) <i>These same three standards had the highest scores last year, also.</i></p>
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		<p>Interestingly, the scores for Rubric B V2 reveal that the highest average scores (above 3.5) were also for Standard 2: Ethics and Professional Norms (3.82) and Standard 5: Community of Care and Support for Students (3.70).</p> <p>The lowest scores for Rubric B V1 were for Standard 1: Mission, Vision and Core Values (3.08), Standard 7: Professional Community for Teachers and Staff (score 3.21,) and Standard 10: School Improvement (score 3.17,) <i>Standard 7 replaced Standard 6 for one of the lowest scores this year.</i></p> <p>Yet the lowest scores for Rubric B V2 were different and were for Standard 6: Professional Capacity of School Personnel (3.30) and Standard 9: Operations and Maintenance (3.17) and Standard 10: School Improvement (3.26). <i>In discussion with the Supervisors, Coordinator and Director, these standards more accurately depict the anecdotal experiences and achievements of the Interns. It has been the most difficult for them to get experiences with Operations and Maintenance, and working on School Improvement.</i></p>
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		<p><i>Ensuring that EDL Interns have access to initiatives in the districts related to School Improvement, as well as working with all personnel, including those in Operations and Maintenance, in the district are two elements that the EDL Department will focus on with upcoming Interns. We must ensure that Interns are given experiences to meet these standards.</i></p>
<p>Rubric E – AAQEP Standards https://drive.google.com/drive/u/0/folders/1a4SFgqqTHbfgk6S0MOsY0UQDAAT0A2de</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: https://drive.google.com/drive/u/0/folders/1UVuphu-d3Szfypg2xjxYfNoM3YLGVhZ</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>The scores for Rubric E reveal that the highest average scores (above 3.5) were for the following Standards (1 or 2) and aspects (a-f):</p> <p>Standard 1</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>1b Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory (3.55/4), 85.64%</p> <p>1e Creation and development of positive learning and work environments (3.62/4), 90.43%</p> <p>1f Dispositions and behaviors required for successful professional practice (3.70/4), 92.55%</p> <p>Standard 2</p> <p>2e Establish goals for their own professional growth and engage in self-assessment, goal setting and reflection (3.70/4), 92.55%</p> <p>2f Collaborate with colleagues to support professional learning (3.51/4), 87.77%</p> <p>The scores for Rubric E reveal that the lowest 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 (3.43/4), 85.64%</p> <p>2d Support students' growth in international and global perspectives (2.96/4), 73.94%</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</i></p>
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		<p><i>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.</i></p> <p><i>There are EDL students who are certified counselors, psychologists and social workers. They do not have the foundational knowledge of curriculum and instruction. They are required to take EDL 610 Curriculum, but we must consider other experiences to enhance their skill set.</i></p> <p><i>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 - https://drive.google.com/drive/u/0/folders/14r7uvGFUYwfjeyQR_OZVDPZ8QPigUnkA</p>	<p>Participation as leader of the Project, completion as determined by school district/BOCES and reviewed at the Exit Interview</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 as noted in Intern Handbook and listed on Internship Requirements document at this link - https://drive.google.com/drive/u/0/folders/16jalM6ZCJZ9YKRj51ktj_44TezoPxWma</p>	<p>100% of Interns completed the EDL 555 assignments – the assignments guide the Intern through EDL 555 and the internship</p>

	<p>Assignments are assessed by College Intern Supervisor.</p> <p>Leadership Project summaries are posted in Taskstream and presented at the year-end celebration. The first opportunity to do a Leadership Project poster board was at the Annual EDL Graduate Celebration in May 2024.</p>	
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>Rubric B – PSEL Standards https://drive.google.com/drive/u/0/folders/1a4SFgqqTHbfgk6S0MOsY0UQDAAT0A2de</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 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>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: https://drive.google.com/drive/u/0/folders/1a4SFgqqTHbfgk6S0MOsY0UQDAAT0A2de</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 highest 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 lowest 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>
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<p>Rubric E – AAQEP Standards https://drive.google.com/drive/u/0/folders/1a4SFgqqTHbfgk6S0MOsY0UQDAAT0A2de</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: https://drive.google.com/drive/u/0/folders/1a4SFgqqTHbfgk6S0MOsY0UQDAAT0A2de</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 highest average scores (above 3.5) were for the following Standards (1 or 2) and aspects (a-f):</p>
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		<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 lowest 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>
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		<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 - https://drive.google.com/drive/u/0/folders/14r7uvGFUYwfjeyQR_OZVDPZ8QPigUnkA</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 though 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 Conners, accepted the position to lead the department. Director Conners 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 the interns through EDL 555 and their internships. 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 leaders.

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 bi-monthly meetings. (3/14/23, 5/17/23, 9/11/23, 1/17/24, 3/27/24, 8/28/24, and 10/16/24). 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 or continuations 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. The newest course focusing on leadership for special education and English New Learners will be evaluated after its' inaugural session in spring 2025.

- **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. The other three area colleges and universities have moved to a fully online program. Our students indicate that the hybrid option offered at Le Moyne provides practical and exceptional instruction in face to face and technology-related formats.***
- **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 have been made to EDL Adjuncts and Intern Supervisors based on increasing student numbers and subsequently there are now 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. The Coordinator is involved with the GRC, the Government Relations Committee, for SAANYS, the School Administrators Association of New York State, and attends three meetings each year with the Commissioner of Education and her team. SAANYS monitors the Regents meetings and reports out any certification changes to the school districts and colleges.***
- **Continue implementation of the leadership programs and partnerships**, CNY LDP @ Center for Instruction, Technology and Innovation with CiTi (Oswego County) BOCES and Aspiring Leaders Program with OCM BOCES. There is an annual review of the MOUs between the College and CiTi (Center for Instruction, Technology, & Innovation) BOCES and with OCM BOCES. The MOU is signed on a biannual basis.
 - *The success of the Aspiring Leaders Program is that all 9 students who enrolled in the program in 2023-2024 chose to continue their program at Le Moyne.*
 - *The professor who taught the course at OCM BOCES is one of our adjunct professors and a local superintendent.*
 - *The challenges of the program include that some of the individuals who are nominated by their superintendents are not ready for or need additional life experiences in order to be successful as leadership students.*

- *We are reviewing how we can continue to grow the experience and better market the program as the need for highly qualified, well-rounded leaders continues to grow.*
- **Continue revision and use of surveys with EDL students, regional school districts 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 Graduate Celebration Event** and Graduation – ensuring connections to students and College (*most recent annual event held May 2024*). *The event for spring 2025 will be in conjunction with the Interview and Branding Seminar for the Interns. This should increase attendance and provide Interns with only one evening obligation, rather than two.*
- **Continue to hold quarterly Adjunct and Intern Supervisor meetings** to discuss all elements of work and develop a ‘team’ of EDL professionals. This year the syllabi have been extensively reviewed and revised by the Team.
- **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.
- **Continue to support completers** by providing interview refresher workshops and informal meetings, monitoring their employment positions as school leaders, sending out emails with open school leader positions, providing online professional development opportunities, and providing any resources they need to continue their learning or seek employment

- *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/16jalM6ZCJZ9YKRj51ktj_44TezoPxWma The document is an important element of discussions between the Interns and their College Supervisors - keeps assignments on track for due dates and completions, monitors progress.*
- ***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/16jalM6ZCJZ9YKRj51ktj_44TezoPxWma*
- *Continue to participate in **Education Department Program Advisory Committee Meetings** (most recent held Fall 2024)*
- *Initiate evaluating the Intern Supervisors, focusing on time spent with Interns, mentoring focus, and adherence to expectations for Interns and Supervisors.*

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

	Standard 1
Goals for the 2024-25 year	Based on the current realities of the world, we will continue to 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.
Actions	<ol style="list-style-type: none"> 1. Develop a common understanding of aspect 1c as it is related to the EDL programs 2. Determine how 1c can be incorporated into EDL course syllabi - <i>discussed with Adjuncts and activities added</i> 3. Determine how 1c can be incorporated into the EDL internship expectations and the monthly seminars - <i>topic added to Intern Seminars</i> 4. Conduct Focus Groups with active students and invited graduates to gather feedback on courses, internship, department support and mentoring and to introduce the new AAQEP 2025 standards, with special emphasis on the concept of ‘well-being’ (new Standard 2f)
Expected outcomes	<ol style="list-style-type: none"> 1. Increased awareness and knowledge of the leadership practices that demonstrate a culturally responsive learning and teaching environment in schools 2. Ability of new school leaders to institute culturally responsive practices in schools 3. Ability of new school leaders to model, observe and provide feedback on culturally responsive practices 4. Request to withdraw from the program if the EDL student does not demonstrate appropriate social justice and culturally responsive words and behaviors
Reflections or comments	<p>Consider how to include the topic of culturally responsive practices for school leaders as one of the EDL Intern Seminars.</p> <p>Currently, there is an Anti-racism Leadership and Allyship Seminar conducted at the beginning of the year. It has been determined that the topics of implicit bias and antiracism leadership will be discussed at each Intern Seminar.</p>

	<p>The EDL Programs must continue to add discussions, speakers and content related to global and international education.</p> <p>The Education Leadership Department experienced a student this year who did not want to comply with or even understand the College’s and Programs’ focus on social justice and culturally responsive instruction and leadership. She was negative and accusatory in her words and behaviors on the topic, and was asked to withdraw from the program. A few students have been counseled to withdraw from the program based on their academic, ethical, or performance skills. Consideration of acceptance criteria is being re-evaluated due to these few examples of students who did not fit the EDL profile.</p>
	Standard 2
Goals for the 2024-25 year	With the increased focus on relationship building and community engagement, the EDL programs will focus on Standard 2, aspect 2a - Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.
Actions	<ol style="list-style-type: none"> 1. Director will serve on Purcell School Strategic Planning Team with participation on the community relations committee to set goals, that can be shared with EDL Adjuncts, Supervisors and Students 2. Coordinator will offer suggestions to Purcell School Strategic Planning Team on topic of DEI, based on her training, workshops and experiences. She presents workshops for the department and college on anti-racism, implicit/explicit bias, and allyship. 3. Conduct Focus Groups with active students and invited graduates to gather feedback on courses, internship, department support and mentoring and to introduce the new AAQEP 2025 standards, with special emphasis on the concept of ‘well-being’ (new Standard 2f)
Expected outcomes	<ol style="list-style-type: none"> 1. Collaborate with local districts and BOCES on projects related to EDL and Education - attending meetings at BOCES to network, share information, seek programming suggestions 2. Collaborate with BOCES and district SDB leaders to further develop and finetune the SDBL courses, as well as recruit Adjuncts and SDBL students 3. Expect that graduating SDBL students will return to their districts as an example of ‘grow your own leader’

	<ol style="list-style-type: none"> 4. Ensure that the concept of engagement with local school and cultural communities is discussed in the EDL courses 5. Partner with campus organizations that work with community agencies to expose EDL students to cultural communities beyond their current circle of influence 6. Continue to present a session on family and community engagement at an Intern Seminar
Reflections or comments	Family and community engagement are key elements of success in the classroom and school, and EDL Interns and graduates must be aware of the research and strategies for successful implementation as they become school leaders.
	Standard 3
Goals for the 2024-25 year	As the EDL programs continue to grow, we will continue to 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.
Actions	<ol style="list-style-type: none"> 1. Clarify and delineate the expectations for admission to the EDL programs at advisory meetings at the initial, middle and internship levels 2. Implement an application and interview process that includes the admission expectations and practices if expectations are not met - conducted at initial advisory meeting 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 - discussions between Director and Coordinator, and with Adjuncts and Supervisors 4. Implement a process to counsel candidates who do not meet the expectations and skills to exit the programs
Expected outcomes	Cohorts of EDL candidates, students and graduates will meet the expectations and requirements of the earned degrees of CAS.SBL and CAS.SDL

Reflections or comments	Communicate the process to review and share the goal and specific practices pertaining to students as it is put into practice.
	Standard 4
Goals for the 2024-25 year	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
Actions	<ol style="list-style-type: none"> 1. Reviewed and revised current employer (of Le Moyne EDL graduates) survey 2. Implement employer survey 3. Plan to review survey results with EDL team and regional school leaders to determine changes to EDL programs as appropriate
Expected outcomes	<ol style="list-style-type: none"> 1. Development of a revised employer (of Le Moyne EDL graduates) survey to determine any changes or enhancements to EDL programs 2. Review of survey results to inform changes in EDL programs and possible recommendations to regional school districts and BOCES
Reflections or comments	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.

At the accreditation meeting, the first AAQEP-identified concern was the need for a full-time Director for the EDL programs. The College has continued to support 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 with monthly meetings and constant phone

calls, texts and emails to make decisions. The Director's presence on campus also provides for relationship-building with the various College roles and offices - Dean, Registrar, Graduate Admissions, Associate Provost. This proximity leads to collaborative decisions about the EDL Programs.

The 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 continue to be the key to turning holistic data into progressive change. That occurs through the following:

- 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, review of syllabi, review of NYSED proposals and regulations 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 - a schedule for these meetings is set by the Director and Coordinator
- Rubrics B and E have been determined to be the midterm and final evaluation tools for the internship, and essentially for the program. EDL Interns gather evidence throughout the internship and attach as links on the rubric for review throughout the internship by the Supervisor and at the end of the internship by the Coordinator. The evidence is an indication of the work the Intern did to meet the PSEL and AAQEP standards. The Rubrics for evaluation are used for monitoring Intern progress and providing feedback to Interns. Last year's annual report noted that 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 knowledge, 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 typically 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, and that it should be prioritized by the College Supervisors and the Coordinator during the internship.

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 that occurred in 2023 was 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 CAS.SBL and CAS.SDL are awarded at commencement.

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, policies and the reasons why students are choosing Le Moyne's EDL programs*
 - *Changes include mixing the cohorts of students in the LEADS @ CNY and LEADS @ SCSD for some courses so that teachers in urban, suburban and rural districts can share what they experience and learn*
- **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/16jalM6ZCJZ9YKRj51ktj_44TezoPxWma
- **Continue to hold Exit Interviews** with the Internship Coordinator, Site Supervisor and College Supervisor which yield feedback that is incorporated into the EDL Programs. *Feedback is found at this link:*
https://drive.google.com/drive/u/0/folders/13OMXEdfgldd_v4nc4dNkdu6Z4ybnEOnH
- **Continue to use the Updated Rubrics B and E**, including expecting Interns to add evidence for each standard
 - *Expectations for evidence have increased to listing at least 3 pieces of evidence*
- **Continue to review grading procedures and expectations** for Pass/Fail – *average of 3.0 on rubrics and for grade point average (gpa)*

- *Expectations for coursework include the opportunity to rewrite and redo assignments to mastery without loss of any points*
- *Expectations for feedback from Adjuncts is imperative to engagement and learning*
- ***Continue to require all Interns complete a Leadership Project, and implement a new presentation poster session at the May Graduate Event***
- ***Continue the goal to develop and implement an Alumni Survey to determine the application of the EDL courses and internships to the development of effective leaders***
- ***Develop and introduce a new course that focuses on special education and ENL laws and practices to be taught in spring 2025***
- ***Create application and admission practices to ensure that candidates are appropriate for the EDL programs and will be successful graduates***
 - *Expectations include that an EDL candidate has 3 years of teaching/counseling experience and has received tenure prior to program entry*
 - *Expectations also include careful review of a writing sample to ensure the level of writing is commensurate with leadership*
- ***Continue to implement a Kick-Off Meeting, an introductory mini-course on leadership skills, to all cohorts. The course began with the summer 2024 cohort and was taught by Director and Internship Coordinator***
- ***With the newly reactivated SDBL Program in January 2024– actively recruit students, create a cohort, hire SDB Adjuncts and Supervisors, add courses to schedule after College Curriculum Committee review and approval***
 - *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*
- ***Continue to work with local school leaders and business leaders to respond to the business entity, Micron, a microchip plant, 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 - conducted by Director with formal written feedback and a meeting held each semester with all Adjuncts who teach a particular course to review the syllabus, pedagogy, assignments and applicability to current and future school leadership practices***
- ***Change the structure of the first EDL Intern Seminar in September to focus on the course EDL 555, the assignments, evaluation rubrics and the importance of the mentoring relationship with the College Supervisor***
- ***Continue to explore the use of an Exit Interview protocol for each of the Supervisors and Intern Coordinator to use as a guide to the conversation***
 - *the Exit Interview has proven to be highly successful as a means of guiding the Intern to be evaluative, self-reflective and an advocate for themselves as they begin the search for a school leadership position*

- *the relationship of the Intern and the College Supervisor is key to mentoring and establishing a long-term relationship for future success*
- **Change the format of the EDL Intern Seminars** (held on a monthly basis) to include two presentations at each Intern Seminar (from December to March). This change will reduce the size of the presentation groups and double the topics that can be taught at the Seminars.
- **Continue to use 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/1g4bUA-O32Lj7ZDWGv8q_syjH-N8zsTgI
 - *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.*
- *Review the new AAQEP standards and incorporate into Rubric E, an evaluation tool for the internship. The current Rubric E has been an effective tool for evaluating, progress monitoring, guiding and questioning Interns. Adding the new standards will surely enhance the rubric. This will be implemented for the 2026 cohort.*
- **Develop a cohort linked to the Cayuga-Onondaga BOCES and Auburn City Schools.** *This region is to the west of the city of Syracuse where Le Moyne is located. There is a leadership shortage and a quality leadership challenge in the region. Students have been traveling to Syracuse for the EDL Program and we want to develop programming that can be taught in the region, and internships that Cayuga-Onondaga BOCES component districts can sponsor.*
- **Continue to work directly with OCM BOCES to sponsor summer internships.** *A Le Moyne EDL graduate leads the summer program at BOCES and hires our Interns each summer. We've created a process with BOCES to interview, hire and mentor EDL Interns.*

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. Other changes are noted in the memo:

https://drive.google.com/drive/u/0/folders/1vUxMxA_w666omdH-qo3pS84QSFG6f4L

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 who must hold a SBL district role for 3 years in order to become Professionally certified. 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 primary challenge to the EDL programs in terms of the certification changes is the expectation for leadership internships to include a 15-week full-time experience. A full-time internship is rare due to teacher shortages and district pay structure for release time from teaching. Districts are typically able to offer summer school programs, after school programs, and half-day experiences with a teacher's schedule adjusted to allow for a 2.5 to 3 hour block of time during the school day.

The other characteristics of a leadership internship are already part of the process:

- *include experiences in a **variety of settings** and at **both the school and district levels**;*
- *be **college-supervised** and **carefully selected and planned** by program faculty in collaboration with school district leaders;*
- *occur **throughout the program** and culminate in a **15-week full-time experience** that is structured to provide leadership responsibilities of increasing breadth and depth.*

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.

We will continue to monitor the regulation changes and provide feedback at hearings and in NYSED surveys.

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:	12/19/2024
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