Clinically Rich Urban Leadership Program
For Rochester City School District Teachers

Information Session
Come to an information session on December 4, 2015 at 5 p.m. in the Genrich-Riving room in LeChase Hall of the University of Rochester to learn more about how this new program can help you to refine and extend your professional competence and launch you toward the next stage in your career.

For more information and to let us know you will be attending so a parking pass can be prepared for you, contact Warner School Admissions at admissions@warner.rochester.edu or (585) 275-3950.

The Warner School of Education is pleased to work in collaboration with the Rochester City School District to offer a Clinically Rich Urban School Leadership Program leading to New York State Certification in School Building and District Leadership. The program provides a tremendous opportunity for you as a K-12 professional to become a strong instructional leader. You will learn to apply evidence-based practices to school improvement through coursework that is aligned with authentic school-based projects, enabling you to apply your learning to current Rochester City School District (RCSD) issues.

Your clinical experiences will include mentorship relationships with University faculty and a current, successful RCSD administrator. The mentorship sessions will engage you in considering your coursework learning in light of the particular needs of Rochester’s urban setting. The “in role” internship will involve you directly in the implementation of the District’s strategic initiatives for improving student learning.

With this cohort-based program, you will benefit from a cooperative, collegial, professionally-focused learning environment, working closely with 10-12 other selected RCSD teachers as you prepare to be an instructional leader. Your learning will be strengthened by your work in the classroom, through your mentoring relationships, and through your administrative internship with the District.

The two-year program begins with coursework in May 2016, putting you on track to complete the program in summer 2018. Warner classes conveniently start at the end of the workday, allowing you to juggle the demands of life and work.

For more information, please contact the Warner School at (585) 275-3950 or visit www.warner.rochester.edu.

Clinically Rich Urban Leadership Program
For Rochester City School District Teachers

Admissions: Visit www.warner.rochester.edu/admissions/apply to apply.
Deadline: Applications received by January 15 will be given first priority. Additional applications are due March 15.
Application Fee: The application fee is waived for Rochester City School District employees.

Prerequisites:
To enter the Clinically Rich Urban Leadership Program, you need:
• A master’s degree.
• Permanent or professional certification in classroom teaching or pupil personnel services.
• Tenure as a Rochester City School District teacher.

This information bulletin was prepared on the date indicated below, and the information is subject to change. Please consult www.warner.rochester.edu for updates on programs, courses, and requirements.

Publication date: October 2015

Program Highlights:
• Earn your K-12 administrative certification over two years, part time, while working as a RCSD teacher.
• Scholarships available to 12 RCSD teachers
• Benefit from the support and counsel of a cohort experience with other RCSD teachers.
• Receive mentoring from experienced, effective K-12 professionals in the District and from the University of Rochester.
• Engage in course work assignments and internship experiences that involve actual RCSD projects, giving you relevant hands-on experience and the opportunity to serve the District by working with real data, real problems, and real opportunities.

Faculty
Mary Rapp, Director, School Leadership Preparation Program
(MA, University of Rochester)
Mary Rapp is a former assistant superintendent for curriculum and instruction of the Penfield Central School District. She taught early childhood and elementary students, in rural and suburban schools, and served in elementary and high school principalships. She teaches courses in curricular and instructional leadership and leadership and organizational dynamics, and supervises K-12 educational administration internships.

Stephen Uebbing, Associate Professor
(EdD, University at Buffalo)
Steve Uebbing is a former superintendent of the Camandagia City School District. He taught social studies, coached and advised students before becoming the high school principal and then superintendent of the Fort Plain Central School District. At Warner, Uebbing teaches courses in educational leadership with a focus on K-12 school leadership and educational decision-making and supervises K-12 educational administration internships. Uebbing also does extensive work supporting local school districts as a consultant and advocate.

Brian Brent, Earl B. Taylor Professor and Associate Dean for Graduate Studies
(PhD, Cornell University)
Brian Brent’s teaching focuses on examining administrative decision-making and fiscal policy issues in schools and universities. A certified public accountant, Brent researches and serves as a consultant to numerous school districts and educational institutions on school finance issues, and serves on the New York State Board of Regents Technical Advisory Panel on School Finance and the Association of School Business Officials (ASBO) editorial board.

Frequently Asked Questions
Can I start the program in the fall or at another time?
The Clinically Rich Urban Leadership Program starts with a cohort of 12 RCSD teachers in May 2016. We do not anticipate that we will start another cohort, with the fully integrated RCSD mentorship and internship, until May 2018. You may, however, enter the general Warner K-12 leadership certification program at any time.

I am an urban teacher at one of the Rochester charter schools. May I apply for the program and scholarship?
We have many administrative certification candidates who currently work in charter schools and you are very welcome to apply to the Warner School’s Designated Leader Program—a program that accepts students who have been nominated by their principal as individuals with high potential for educational leaders. Scholarships are offered in that program at a similar level.

For more information on this and other scholarships available to working professionals, contact the Admissions Office.

Is it possible to transfer courses previously taken as a part of an administrative certification program?
If you have taken any of the required courses at the Warner School prior to matriculating into this program, they will automatically count toward your program (maximum of 6 credits). Any other transfer credit questions will be addressed on a one-on-one basis.

I understand the program is part time. How many courses will I take in a semester?
The program is designed to provide a cohort experience with some individual flexibility. Many courses are taken together, but students may choose whether to enroll in 1 or 2 courses per semester.

Scholarships
The Warner School is committed to assisting qualified students to finance their graduate study in education. In 2014-15, the Warner School awarded over $3.5 million in scholarships and assistantships in recognition of our students’ academic potential, professional accomplishment, and leadership in their fields, and to ensure a diverse student body.

The Clinically Rich Urban Leadership Program provides up to 12 qualified candidates with tuition scholarships equal to 65% of the University or Rochester’s tuition. Applicants may be nominated by their principal as individuals who currently work in charter schools and you are very welcome to apply to the Warner School’s Designated Leader Program—a program that accepts students who have been nominated by their principal as individuals with high potential for educational leaders. Scholarships are offered in that program at a similar level. For more information on this and other scholarships available to 65% of the tuition for our students, contact the Admissions Office.

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The Warner School’s graduate programs in K-12 school leadership instill in students a passion to take the initiative and skills to inspire and carry out change in America’s schools. We prepare students to become skilled, knowledgeable, creative, and compassionate leaders in elementary and secondary schools and districts. As advocates for thoughtful leadership, graduates understand how to motivate others, build collaborative teams, make decisions, manage resources, and enable individuals to reach their highest potential. They also bring reflexive and conceptual thinking skills, as well as a broad array of leadership talents, to the challenge of improving schools.

More specifically, educational leaders in schools need to understand multiple disciplines and their application to the tasks of leadership, including: building a shared vision; assuring the alignment of curriculum, instruction and assessment; using data for school improvement planning; establishing the conditions necessary for student learning; communication with multiple interest groups; and managing financial, human, and material resources and services.

Institutional Leadership
Student learning and growth are at the very heart of educational leadership and the entire educational enterprise. We believe that administrators must understand curriculum, instruction, and assessment as they relate to their district’s mission and to their school’s particular context. Our graduates are cognizant of what it takes to design strong schools and districts within which they can support and lead progressive reform.

Reflective Practice
We believe that administrators should be reflective, life-long learners who model integrity, fairness, and ethics. Our program encourages students to broaden the goals and tasks they face as educational leaders and to develop ongoing and thoughtful professional practices that are supported by accurate and relevant evidence.

Reasoned Decision-Making
Educational leaders need to have the knowledge, skills, and dispositions for reasoned decision-making. Our programs promote higher quality decision-making and an appreciation for the value of data and research. Our graduates realize that they are accountable for their decisions, and the knowledge and skills needed to evaluate the programs they create and help steward.

Alternative Conceptions of Leadership
Leadership is a holistic concept, and though it can be useful to consider in component skills, knowledge, and dispositions, it is important for students to integrate them into a personal vision of leadership. Students emerge from learning experiences with different conceptions of leadership and have developed the skills to analyze and plan for a school’s needs.

Pursuit of Social Justice
School administrators should take on their roles as educational leaders with an awareness and commitment to both equity and excellence. These themes flow throughout all of our courses, and our graduates have the capacity to understand their role in assuring that all students and families have appropriate opportunities for learning.

Context Matters
The Rochester City School District (RCSD), like urban districts across the country, faces the challenge of raising the achievement of all students to high levels. Addressing public trust, inadequate resources, concentrated poverty, contractual obligations, and the lure of quick fixes to complex problems can combine to make these challenges extraordinarily difficult to address.

Leadership in an urban context has unique challenges and opportunities. The Clinically Rich Urban Leadership Program focuses your leadership training in urban schools, exploring the educational, political, social-cultural, and fiscal pressures that influence leadership and decision-making in urban schools generally and the RCSD specifically. When a class assignment calls on you to assess curricula or project enrollments, or write a school improvement plan, you’ll turn to specific Rochester curricula and schools for your case studies and data. This content-specific approach will enrich your experience and allow you to serve the District at the same time. You’ll also have the opportunity to work closely with other urban educators, within the cohort and as a mentored professional.

Our program is rich in clinical experience, research, and theory and is designed to foster the development of effective urban school leaders who have the knowledge, tools, and experiences necessary to create and sustain positive school change that results in improved student learning.

Clinically Rich
You will begin your clinical experiences immediately upon entering the program. During the first summer and continuing for the following two years, you will participate in a mentorship that is jointly designed by a RCSD administrator and a Warner School faculty member.

Mentorship
In the first year, you will have clinical experience involving human resources and operations. The second year will focus on instructional leadership.

You will work in a cohort with a RCSD mentor — a highly successful, active school leader chosen by the District. The sessions will highlight the District’s perspective on the issues addressed in your coursework. The combination of coursework and mentorship will provide opportunities to both understand evidence-based practice and apply its principles in the urban school context, integrating your University of Rochester coursework into your daily school experience.

Internship
The second aspect of the clinical experience is an authentic “in-role” internship. It will be collaboratively designed by RCSD administrators, Warner School faculty, and you as the intern with a primary focus on instructional leadership. The internship includes 600- 800 hours of actual experience as a supervised assistant principal in the programs second and third semesters or, at the discretion of the District, during the school year. The experience will directly involve you in the implementation of the District’s strategic initiatives.

Program of Study

ED 469 • Leadership and Organizational Dynamics
Examines organizational theory and dynamics focusing on school as a complex organization, emphasizing school culture and the change process in schools. Explores leadership theory and models to help participants understand and prepare for leadership.

ED 421 • Human Resource Management
Provides an introduction to, and an overview of, human resource management in educational organizations. Emphasizes issues related to working with people in organizations, and on policies and procedures for sound personnel administration practice.

ED 462 • Managing School Resources
Provides students with the skills needed to manage school resources (both fiscal and physical) effectively. Prepares students to prepare a budget for school, programs, and activities and to conduct a cost analysis. Addresses resource management issues in specific program areas, including cash management and inventory, risk management, scheduling and enrollment management, and facilities and maintenance.

ED 465 • School Governance and the Rights of Students and Teachers
Provides an overview of legal principles and rules of particular relevance to school building administrators and introduces issues of applied ethics. Answers those legal questions of most relevance to school building administrators. Develops skills in the interpretation and application of law to school situations. Provides insight into some fundamental issues addressed by school law and critical dilemmas of relevance to school leaders.

ED 468 • Data-Driven School Improvement
Provides students with the skills to plan, design, implement, and complete an evaluation of an educational program using student achievement data. School leaders work in a climate that increasingly stress the role of data collection and analysis as vital tools in decision-making. Stakeholders, including parents, faculty, board members, state and federal government agencies, and the press, rely on data reporting to judge the quality of school programs.

ED 407 • Curricular and Instructional Leadership
Provides an overview of critical leadership issues related to curriculum policy and classroom practice. Explores the “coherent curriculum” and the many complex layers involved in creating, implementing, and assessing the connectedness among everyday educational experiences. Reflects on the role of educational leaders in creating and shaping learning communities. Develops leadership practices and strategies that build a healthy learning climate by focusing on applying, theory to practice; develops authentic contexts for learning; uses results to inform decisions; creates successful learners; and generates enthusiasm for rich learning experiences.

ED 502 • Leading the School District: The Superintendent in the 21st Century
Intended for those preparing for district-level leadership positions, including the superintendent and principal. Focuses on leadership and the perspective of that position on the challenges, needs, and opportunities facing school districts. For emphasis is placed on leading a school district and managing school district operations.

ED 498 • Supervised Internship in Educational Administration
Directed and supervised experiences at both the building and district level for the equivalent of 15 weeks full time, as necessary to meet the New York State requirements for administrative certification and NCAATE standards. Includes participation in regular University seminars.

Example Course Calendar

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<thead>
<tr>
<th>Semester</th>
<th>Option 1</th>
<th>Option 2</th>
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<tbody>
<tr>
<td>Summer A (May thru June)</td>
<td>ED 469 Leadership and Organizational Dynamics</td>
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<tr>
<td>Fall</td>
<td>ED 467 Clinical &amp; Instructional Leadership</td>
<td>ED 465 School Governance and the Rights of Students and Teachers</td>
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<tr>
<td>Spring</td>
<td>ED 462 Managing School Resources</td>
<td>ED 465 School Governance and the Rights of Students and Teachers</td>
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<tr>
<td>Summer A</td>
<td>ED 468 Data-Driven School Improvement</td>
<td>ED 468 Data-Driven School Improvement</td>
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<tr>
<td>Summer B</td>
<td>ED 469 Internship A</td>
<td>ED 469 Internship B</td>
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