Clinically Rich Urban Leadership Program

Faculty
Mary Rapp, Director, School Leadership Preparation Program
(M.A., University of Rochester)

Mary Rapp is a former assistant superintendent for cur-riculum 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 Canandaigua 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 former 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 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 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 of Rochester or Warner School tuition. This has the potential to make the program the most affordable in the area.

Admissions:
Visit www.warner.rochester.edu/admissions/applying/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.

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Context Matters

The Rochester City School District (RCSD), like urban districts across the country, faces the challenge of raising the achievement of urban schools generally and to high levels. Eradicating poverty, 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 Warner School’s graduate programs in K-12 Leadership Program focuses your leadership training in urban schools, exploring the educational, political, socio-cultural, and fiscal pressures that influence leadership and decision-making in urban schools generally and the RCSD specifically. When a class assignment calls for you to assess curricula or project enrollments, or plan an upgrade in a specific program, you’ll turn to specific experiences necessary to create and sustain positive school change that results in improved student learning.

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. Your graduation realizes that you are accountable for their decisions, and have 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 themselves into a personal vision of leadership. Students emerge from the program with a new understanding 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.

Reflected Practice

We believe that administrators should be reflective, life-long learners who model integrity, fairness, and ethics. Our program encourages students to broadly consider 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.

EDU 431 • 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 leaders and ethical dilemmas of relevance to school leaders.

EDU 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, and state and federal governmental agencies, and the press, rely on data reporting to judge the quality of school programs.

EDU 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 of the many 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.

EDU 502 • Leading the School District: The Superintendent in the 21st Century

Intended for those preparing for district-level leadership positions, including the superintendent, this program emphasizes the superintendent 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.

EDF 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 New York State requirements for administrative certification and NCAE standards. Includes participation in regular University seminars.

Program of Study

Example Course Calendar

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Summer A</td>
<td>ED 465: Leadership and Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>ED 469: Leadership and Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>ED 462: Curriculum &amp; Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>ED 463: School Governance and the Rights of Students and Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Summer A</td>
<td>ED 466: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>ED 464: Managing School Resources</td>
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</tr>
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<td>ED 467: Managing School Resources</td>
<td>3</td>
</tr>
</tbody>
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The Warner School’s graduate programs in K-12 Leadership prepare you with the skills and knowledge to lead in an urban context, facing the challenges of poverty, inadequate resources, and contractual obligations. Our programs promote higher-quality decision-making and an appreciation for the value of data and research. You graduate 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.

Leadership in an urban context has unique challenges and opportunities. The Warner School’s graduate programs in K-12 Leadership Program focuses your leadership training in urban schools, exploring the educational, political, socio-cultural, and fiscal pressures that influence leadership and decisions-making in urban schools generally and the RCSD specifically. When a class assignment calls for you to assess curricula or project enrollments, or plan an upgrade in a specific program, you’ll turn to specific experiences necessary to create and sustain positive school change that results in improved student learning.

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.

In the first year, you will have clinical experiences 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.

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