The quality of leadership in our schools has never been more important or demanding. Since 2004, the Warner School of Education at the University of Rochester has been offering a proven 27-credit NYS-approved advanced certificate program leading to both NYS School Building Leader (SBL) and School District Leader (SDL) certification. Over 180 school leaders have graduated from this program in the last five years, joining an influential network of education professionals.

Until now, distance has made it almost impossible for Southern Tier teachers to take advantage of this program. To provide access to future Southern Tier leaders, we have designed new blended (or hybrid-online) course offerings – some in Rochester and some in Olean. These courses have been designed to achieve the same learning outcomes as their current face-to-face counterparts on campus, and to maintain more than half of the face-to-face instructional time as well as contacts with Warner faculty and students, while significantly reducing trips to Rochester. Based on our pilot experiences with hybrid online courses, we are confident that this format will make the program much more accessible to teachers in the region while maintaining the same high quality and outcomes of our current program.

Concurrently, we are also extending the Designated School Leader Scholarship to teachers in the region who are nominated by their district as a promising leader, and for whom their district commits to secure an administrative internship placement. Scholars will receive a guaranteed scholarship that will make the tuition rate comparable to SUNY rates (65% off regular Warner tuition).

The University of Rochester Leadership Program

Key Program Features:
- Seven required courses (three in Olean and four in Rochester)
- All courses are hybrid-online, each meeting only six times (no weekends)
- Four Rochester courses only require six day trips for two summers
- Internship takes place in your own district
- Receive support from your local coordinator and advisor
- Begin in any semester
- Program can be used as a pathway to the EdD
- Scholarships available to cover up to 65% of tuition

Admissions: Visit www.warner.rochester.edu/admissions/apply to apply.

Deadlines: Admission deadlines are October 15, January 15, March 15, and June 15.

Application fee: The application fee is waived for Southern Tier Teacher Scholars.

Requirements:
- To enter the Leadership Program, you need:
  - A bachelor’s degree.
  - Permanent or professional certification in classroom teaching or pupil personnel service.
  - Tenure as a Southern Tier teacher.

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

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 processes, 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.

Instructional 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 needs. Our graduates are cognizant of what it takes to design strong schools and districts within which they can support and lead programmatic reform.

Reflective Practice

We believe that administrators should be reflective, lifelong 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.

Reasoned Decision-Making

Educational leaders need to have the knowledge, skills, and dispositions for reasoned decision-making. Our programs promote high-quality decision-making and an appreciation for the value of data and research. Our graduates realize that they 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 them into a personal vision of leadership. Students emerge from our program cognizant of 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 advocates in bringing about high-quality decision-making 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 families. The two most precious gifts I received through Warner were: (1) the guidance to develop ongoing and thoughtful professional practice. (2) the (SDL) certification. It is comprised of seven required courses (as described in the following section), plus a 600-hour administrative internship.

Program Courses

ED 465 • School Governance and the Rights of Students and Teachers

This 27-credit advanced certificate program, approved by the New York State Education Department, meets all the requirements needed to obtain both the School Building Leader (SBL) and School District Leader (SDL) certification. It is comprised of seven required courses (as described in the following section), plus a 600-hour administrative internship.

Starting July, 2017, to make the program more accessible to students in Western New York, the program is being delivered partly online. The internship will be conducted mostly in the student’s own district, with some meetings held at the Olean BOCES facilities and facilitated by Dr. Hirst.

The program can be completed in two years of part-time study, starting in summer—a as shown in the Sample Program on this page. However, students can enter the program in any semester and/or complete the program at a slower pace if desired.

Master’s Option

Students interested in pursuing SBL and SDL certification as part of Master’s degree (as needed to be eligible for new student loans or to defer current student loans) can do so by choosing two courses and by completing a master’s essay at the end of the program (for a total of nine additional credits). Students can take the required course ED 406: Master’s Research Methods in the fall semester, and may be able to transfer in an elective from a previous graduate program or take an entire course online. Energy: Entrepreneurial Skills for Educators in spring or summer.

Stepping Stone Towards a Doctorate

Warner certificate graduates can complete a Warner EdD with 45 additional credits — and benefit from a 33% scholarship.

Reasoned Decision-Making

EdD 469 • Leadership and Organizational Dynamics

Examines organizational theory and dynamics focusing on school as a complex organization, examining school culture and the change process in schools. Explores leadership theory and models to help participants understand and prepare for leadership.

EDU 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.

EDU 424 • 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 administration.

Develops skills in the interpretation and application of law to school situations. Provides insight into some fundamental issues addressed by school law 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. Students work in a climate that increasingly stresses the role of data collection and analysis as vital tools in decision-making. Stakeholders, including parents, faculty, board members, state and federal governmental agencies, and the press, rely on data reporting to judge the quality of school programs.

Sample program for students starting in Summer 2017

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Location</th>
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<tr>
<td>Fall 2017 (Summer A)</td>
<td>ED 464: Data-Driven School Improvement</td>
<td>Data-Driven School Improvement</td>
<td>Stephen Leslie</td>
<td>Olean BOCES</td>
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<tr>
<td>Spring 2018 (Fall)</td>
<td>EDU 466: Entrepreneurial Skills for Educators</td>
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<td>Colleen Taggerty</td>
<td>Olean BOCES</td>
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<tr>
<td>Summer B 2018</td>
<td>ED 467: Leadership and Organizational Dynamics</td>
<td>Leadership and Organizational Dynamics</td>
<td>Mike Ford</td>
<td>Olean BOCES</td>
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<tr>
<td>Summer A 2018</td>
<td>ED 498 Internship</td>
<td>Internship</td>
<td>Gail Hirst</td>
<td>Rochester</td>
</tr>
</tbody>
</table>

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 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.

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

Intended for those preparing for district-level leadership positions, including the superintendent. Focuses on the role of the superintendency and the perspective of that position on the challenges, needs, and opportunities facing school districts. Major 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 each school 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 accreditation standards. Includes participation in regular University seminars.