



RALPH C. WILSON, JR.
SCHOOL OF EDUCATION

ST. JOHN FISHER COLLEGE



Master of Science in Education: Educational Leadership

School Building Leader (SBL) Program or
School Building Leader (SBL) /School District Leader (SDL) Program

Program Overview

The educational leadership programs are designed for candidates who hold a New York State (NYS) teaching certificate (professional or permanent) and are seeking NYS certification at the school building, or school building and school district level. They are also designed to provide high-quality and innovative standards-based educational experiences and ethical future educational leaders.

The programs use an integrated approach by combining theory, authentic case studies, class discussions, candidates' experience, and field-based internships to address current and emerging issues impacting the quality of education. This integrated approach infuses theory with practice to support the acquisition of the skills, knowledge, and values necessary to create optimum school conditions that promote a high-quality learning environment for all candidates. The case studies and field experiences both teach and measure candidate competence against national and state standards.

Program Highlights

- Completed in four semesters (15 months)
- Classes meet Friday evenings/Saturdays (every other weekend)
- Classes are offered sequentially so students focus on one class at a time
- Technology Enhanced Delivery - blended format with online course components
- Excellent placement rate for administrative positions
- 32 credit hour program



Master of Science in Education: Educational Leadership



Contact Information

For information regarding application and admission to the Master of Science in Education: Educational Leadership programs, please contact the Office of Graduate Admissions at **(585) 385-8064** or email at grad@sjfc.edu.

For specific information regarding the programs, please contact Dr. Diane Reed, program director, at **(585) 385-7257** or dreed@sjfc.edu.

Office of Graduate Admissions

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Mission

The mission of the educational leadership programs is to prepare highly capable, compassionate, and ethically responsible school leaders who can meet the challenge of providing a high-quality education for all learners. The core of the programs centers on the philosophy of social justice and the fundamental belief that all children, regardless of background, can learn and that learning occurs best in environments that foster high expectations; shared responsibility and accountability; standards of excellence; mutual respect; and equity of results.

Vision

The educational leadership programs will provide a high-quality program of study and practice that prepares future educational leaders to have the skills, knowledge, and values necessary to provide effective leadership in a variety of complex and diverse school settings. To this end, the programs and faculty are committed to providing the highest level of professional preparation that will enable our candidates to address the challenges and recognize the opportunities in leading a school/district organization toward achieving standards of excellence.

Program Format

The educational leadership programs require 24 credits of course work and eight credits of internship for a total of 32 credits. Each semester's studies constitute a module, and each module is made up of two three-credit courses and a two-credit internship experience. Classes meet on alternate weekends on Friday nights from 4:30 - 8 p.m. and on Saturdays from 9 a.m. - 3:30 p.m., with a working lunch. The programs can be completed in four semesters.

Field-based internships are crucial elements of the curricula. The programs have four internships of two credits each that are taken concurrently with the courses offered each semester. Each internship requires a minimum of 160 hours per 16-week semester, plus one full week (40 hours) during the program. The internships will total 680 clock hours (four internships of 160 hours each, plus one full week [40 hours]). Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications. At least one internship will be in a diverse setting. In addition, at least one internship needs to be at the building level and one at the district level. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or partnering district.

Faculty

Our faculty members are committed to providing the highest level of preparation for candidates participating in the programs. All full-time faculty members have extensive and successful experiences as administrators in a variety of educational settings, and possess New York State Administrative certificates and doctoral degrees.

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Program Modules

Both of the educational leadership programs' curricula have four interrelated modules comprised of three courses each.

Module I: Developing Effective Leadership

Strong and effective leadership has been shown to be a correlate to school success. This framework is designed to: provide candidates with an understanding of the major influences affecting American education; and expose candidates to the research on motivational theory, leadership effectiveness, and best practices in school/district leadership that enhance learning for all students. The courses in Module I will employ lectures, discussions, assigned readings, case studies, and first-person accounts to provide candidates with a theoretical context and understanding of the various components of effective leadership.

Module II: Planning and Implementing School Improvement Strategies

This module is designed to increase candidates' understanding of the various planning and implementation processes that promote and support school improvement. Specific emphasis will be placed on the study of various models and strategies that have been used to engage and guide the school community in the school improvement process. Candidates will examine case histories of high and low performing schools in diverse settings, and develop school improvement plans that include the use of technology and information literacy for such schools. The courses offered in this module will focus on strategies that promote high-quality learning environments for all students, including the use of technology and information systems to enrich curriculum and instruction.

Module III: Effective Public Communication

The studies in this module will teach the candidate how to effectively engage the public in the school/district enterprise at all levels. The courses will focus on parent and community involvement, media relations, creating partnerships, and communicating results. The courses will also discuss strategies for communicating effectively with groups from diverse backgrounds. The goal is to make each candidate an effective communicator.

Module IV: Continuous School Improvement

This module is designed to provide candidates with the knowledge and skills required to apply a systems approach to continuous school improvement. The courses offered in this module will focus on systems that provide: frequent monitoring and assessment of student and staff performance; ongoing staff and student development; opportunities to express and include diverse perspectives, professional development initiatives, programs, and practices to celebrate and reward success; and a framework for collaborative internal and external review of school programs, practices, and results. The courses also will include the examination and application of model technology systems that collect, analyze, and use data to inform decision-making and improve results.

Admission Requirements for the School Building Leader (SBL) Program

Individuals who apply for admission to the School Building Leader (SBL) program must meet the following criteria:

- The applicant must hold a NYS teaching certificate and have at least 1^{1/2} years of teaching experience before admission to the program.
- Candidates must present satisfactory evidence of the ability to perform at the graduate level to be eligible for admission to the graduate programs at St. John Fisher College.

Please refer to the Graduate Admissions website or the graduate application for specific application requirements.

Admission Requirements for the School Building Leader (SBL) / School District Leader (SDL) Program

- Individuals seeking admission to the SBL/SDL program must have a master's degree from an accredited institution with a minimum of 30 credits in an area that leads to professional teacher or pupil personnel services certification.
- Candidates must present satisfactory evidence of the ability to perform at the graduate level to be eligible for admission to the graduate programs at St. John Fisher College.

Please refer to the Graduate Admissions website or the graduate application for specific application requirements.

Upon successful completion of the programs and assessment, candidates will receive a Master of Science in Education degree with a specialty in Educational Leadership. In addition, candidates will be eligible for New York State certification as a school building leader or school building leader and school district leader.

Master of Science in Education: Educational Leadership

M.S. Education: Educational Leadership SBL Degree Requirements			
Term	Course Title	Credits	Total
1st Semester	GEDA 560: Achieving Standards of Excellence	3	8
	GEDA 561: Leadership by Collaboration	3	
	GEDA 562: Internship I	2	
2nd Semester	GEDA 563: Planning for School and District Assessment and Improvement	3	8
	GEDA 564: Improving Instruction and Learning	3	
	GEDA 565: Internship II	2	
3rd Semester	GEDA 566: Developing Effective Partnerships	3	8
	GEDA 567: Effective Communication	3	
	GEDA 568: Internship III	2	
4th Semester	GEDA 569: Accountability, Assessment, and Performance	3	8
	GEDA 570: Producing and Sustaining School Improvement	3	
	GEDA 571: Internship IV	2	
Total Credit Hours			32

M.S. Education: Educational Leadership SBL/SDL Degree Requirements			
Term	Course Title	Credits	Total
1st Semester	GEDA 560: Achieving Standards of Excellence	3	8
	GEDA 561: Leadership by Collaboration	3	
	GEDA 562: Internship I	2	
2nd Semester	GEDA 563: Planning for School and District Assessment and Improvement	3	8
	GEDA 564: Improving Instruction and Learning	3	
	GEDA 565: Internship II	2	
3rd Semester	GEDA 566: Developing Effective Partnerships	3	8
	GEDA 567: Effective Communication	3	
	GEDA 568: Internship III	2	
4th Semester	GEDA 569: Accountability, Assessment, and Performance	3	8
	GEDA 570: Producing and Sustaining School Improvement	3	
	GEDA 571: Internship IV	2	
Successful completion of the School District Leader Assessment is a New York State Requirement for earning a Master of Science in Education degree with a Specialty in Educational Leadership.			
Total Credit Hours			32

Learning Outcomes

The learning outcomes are to produce school leaders who:

- Have a thorough grounding in and understanding of the challenges and opportunities in education.
- Have the ability to work effectively with members of the school district and local community.
- Demonstrate effective leadership, management, and communication skills, and are agents for effective and positive change.
- Have a strong sense of ethics and ethical responsibility to the children and families served by the school and school district.
- Have a broad understanding of the role of the school/district and its relationship to the broader community in which it operates.
- Have a broad awareness and knowledge of curriculum issues, the ISLCC 2008 standards, and the State's learning standards and assessment program.
- Are prepared based on state and national leadership standards and assessments for school building and district leaders.
- Are knowledgeable about and committed to teaching and learning principles that support effective classroom practices and procedures

based on the developmental learning needs of P-12 students and State learning standards.

- Are knowledgeable about educational research, research techniques, and interpretation of research findings in education.
- Have a general understanding of educational technology and its applications in research, communication, and instruction.
- Can design and implement effective programs for faculty and staff development.
- Have an understanding of education law, finance, and the legal and financial issues facing schools and school districts.
- Have the knowledge and skills related to a school leader's responsibility to establish a school or district budget and provide the necessary fiscal oversight required to support the achievement of planned educational objectives and goals.

For additional information about the curriculum and detailed course descriptions, please refer to the Graduate Catalog online at:

<http://catalog.sjfc.edu/graduate>