

Buffalo State

State University of New York

Educational Leadership

APPLICATION INFORMATION

Applicants to either the *Educational Leadership* or *Educational Leadership SBL/SDL Combined Program* must hold a master's degree and a valid permanent or professional certificate in teaching, personnel service, or administration that was issued by any state or national government; or alternatively, to demonstrate leadership potential through experience as a teacher, pupil service provider, or administrator for any schools serving any grades Pre-K - 12.

Applicants must:

1. Have an approved master's degree from an accredited college or university.
2. Have an acceptable score on the Miller Analogies Test.
3. Submit a copy of a valid permanent or professional teaching certificate.
4. Submit three (3) reference forms (included in application packet) which attest specifically to the applicant's potential as an educational leader.
5. Complete a typed or word-processed statement of leadership interests, goals, and relevant professional service.
6. Provide evidence of satisfactory verbal and written English language skills.
7. Complete interview providing evidence of successful leadership potential.

The above are all minimum standards. Further information about any of these programs is available from Dr. Nancy A. Chicola, Chair, Bacon Hall 302B. Phone: (716) 878-5916. [E-Mail: chicolna@buffalostate.edu](mailto:chicolna@buffalostate.edu).

Statement of Leadership Interests and Career Goals

According to the Interstate School Leaders Licensure Consortium (ISLLC) the following six standards help to strengthen preparation programs in school leadership. The necessary knowledge and skills required of school leaders are embodied in these standards.

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understand, responding to, and influencing the larger political, social, economic, legal, and cultural context.

-- Information provided by the *School Leaders Licensure Assessment*

Statements will be evaluated on the following criteria:

- Candidate demonstrates **awareness** or **basic understanding** in one or more areas covered by the ISLLC Standards.
- Candidate expresses interest in leading in school building and/or school district arenas.
- Statement is generally coherent, well-organized, and cogent.
- Statement is free of obvious mechanical or spelling errors.

Return your completed application packet with all required components to the Graduate School Office, GC 204.

**EDUCATIONAL LEADERSHIP
REFERENCE FORM**

Candidates Please Note: References should be professional in nature whenever possible. Preferred sources would be a principal/assistant principal or other school supervisor, a superintendent, a teaching colleague, or a supervisor in non-school employment. Please return the completed reference form to the Graduate School Office (GC 204) with all application materials. Reference forms received separately will be returned to the referrer or the applicant.

Reference Please Note: Please return this form **to the candidate** in a sealed and signed envelope.

Applicant's Name: How long and in what capacity have you known the applicant?

Please rate the applicant in the following areas:

	Unknown	Below Average	Average	Above Average	Outstanding
Intellectual Ability					
Foundational Knowledge of School Leadership					
Teaching Performance					
Writing Ability					
Speaking Ability					
Participation in Professional Development					
Problem Solving Skills					
Collaborative Skills					
Independence/Initiative					

Applicant's Name:

According to the ISLLC Standards, the knowledge and skills required of school leaders are embodied in the following six standards:

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

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-- Information provided by the *School Leaders Licensure Assessment*

Please comment on the academic and professional capabilities of the applicant, with reference to any of the above areas about which you may have knowledge. (Include an additional sheet if necessary.)

If you had an educational leadership vacancy for which this candidate is qualified, circle your priority in hiring this person.

Unlikely Difficult to speculate Among the top 2-3 candidates My first choice

Name:

Date:

Position:

Contact Information:

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Please comment on the academic and professional capabilities of the applicant, with reference to any of the above areas about which you may have knowledge. (Include an additional sheet if necessary.)

If you had an educational leadership vacancy for which this candidate is qualified, circle your priority in hiring this person.

Unlikely Difficult to speculate Among the top 2-3 candidates My first choice

Name:

Date:

Position:

Contact Information:

The *Educational Leadership Program* is a postmaster's degree leading to the Certificate of Advanced Study in Educational Leadership and to New York State certification of School Building Leader (SBL).

Admission Prerequisites:

1. Evidence of a valid permanent or professional certificate in classroom teaching service, pupil personnel service, or administration that was issued by any state or national government.
2. A master's degree from an accredited college or university.
3. Three supportive, written recommendation(s) that include the superintendent, supervisor, or principal in the district where the applicant is employed.
4. Three years of successful teaching and/or administrative and/or supervisory and/or pupil personnel service experience in schools or agencies (PreK-12).
5. An interview providing evidence of successful leadership potential.
6. Evidence of satisfactory verbal and written English language skills.
7. Miller Analogies Test scores.

The Certificate of Advanced Studies in Educational Leadership is a 33 credit hour post-master's program that requires that applicants be certified in teaching, personnel service, or administration. This program qualifies candidates for certification as a School Building Leader.

REQUIRED COURSES: (27 credit hours)

EDL 552 School Law	3
EDL 606 School and Community Relations	3
EDL 607 Site-based Leadership	3
EDL 612 School Business Management & Finance	3
EDL 630 Curriculum Leadership	3
EDL 631 Supervision of Teaching	3
EDL 702 Educational Leadership Field Experiences	1 X 3 = 3
EDL 703 Educational Leadership Internship	3
EDL 704 Seminar in Educational Change	3

ELECTIVES: (Choose 6 credit hours)

EDL 500 Multicultural Education	3
EDL 559 Principles of Creative Problem Solving	3
EDL 560 Theories of Creative Learning	3
EDL 590 Advanced School Law	3
EDL 602 Admin/Supervision of Programs for Exceptional Children	3
EDL 608 Administration of Programs for Young Children	3
EDL 610 Methods of Adult Education	3
EDL 559 Principles of Creative Problem Solving	3
EDL 652 Special Education School Law	3
EDL 683 Facilitation of Group Problem Solving	3
EDL 707 Computer Applications in Educational Administration	3
EDL 706 Problems in Leadership	3
EDL 714 Personnel Administration	3
EDL 735 Administrators and the Reading Program	3

The CAS program in *Educational Leadership Combined SBL/SDL Program* provides post-master's study that leads to certification in the P-12 administration areas of School Building Leader (SBL) and School District Leader (SDL).

Admission Requirements:

1. Evidence of a valid permanent or professional certificate in classroom teaching, pupil personnel service, or administration that was issued by any state or national government. (submit one copy with application).
2. A master's degree from an accredited college or university.
3. Three recommendation forms that attest to applicant potential as an educational leader.
4. Three years of successful teaching and/or supervisory and/or pupil personnel service experience in schools or agencies (Pre-K–12).
5. Statement of leadership interests, goals, and relevant professional and community service.
6. An interview providing evidence of successful leadership potential.
7. Evidence of satisfactory verbal and written English language skills.
8. Acceptable score on the Miller Analogies Test (MAT).

Each admission requirement is scored according to criteria on an evaluation rubric. The total score is compiled so that any one requirement will not preclude admission, but an overall snapshot of potential student success will be considered.

In addition, all applicants should adhere to the requirements detailed in the "Admission to a Graduate Program" section in the [graduate catalog](#) and utilize any related [Supplemental Application Forms](#).

REQUIRED COURSES (27 Credits)

EDL 552 Public School Law	3
EDL 606 School-Community Relations	3
EDL 607 Site-Based Leadership	3
EDL 612 School Business Management & Finance	3
EDL 630 Curriculum Leadership	3
EDL 631 Supervision of Teaching	3
EDL 702 Field Experiences	1 X 3 = 3
EDL 703 Educational Leadership Internship (SBL)	3
EDL 704 Seminar in Educational Change	3

Choose two (2) of the three (3) problem-solving courses and the required internship for a total of 8 credits.

Problem Solving Sequence (8 credits)

EDL 559 Principles of Creative Problem Solving	3
EDL 706 Problems in Leadership	3
EDL 683 Facilitation of Group Problem Solving	3
EDL 705 School District Leader Internship	2

Electives (3 credits)

EDL 500 Multicultural Education	3
EDL 560 Methods, Theories, & Models of Creative Learning	3
EDL 590 Advanced School Law (Course by Contract)	3
EDL 602 Administration of Special Education Programs	3
EDL 608 Administration of Programs for the Young Child	3
EDL 652 Special Education School Law	3
EDL 707 Computer Applications in Educational Administration	3
EDL 714 Personnel Administration in Schools	3

Application & Acceptance Requirements

Applicants are accepted for fall, spring, or summer terms to begin their course work.

The following information is available from the Graduate Admissions website www.buffalostate.edu/graduateschool/admissions.xml or from the EDL Program Faculty (Bacon Hall 302B; phone 878-5916).

- Buffalo State College *Graduate Catalog*
- Application for Graduate Admission
- State University Underrepresented Minority Graduate Fellowship Program and Graduate Tuition Scholarship opportunity program (12 credit enrollment requirement)
- Pre-admission interview procedures for EDL programs
- *Educational Leadership (EDL)* and *Educational Leadership SBL/SDL Combined* program descriptions and supplemental application materials

A completed application packet includes:

- Completed application form
- Miller Analogies Test score¹
- Sealed, official transcripts of all undergraduate and graduate work
- Copy of valid teaching certificate
- Three written recommendations from appropriate school leaders and colleagues
- Completed statement of leadership interests, goals, and relevant professional service.

A completed interview includes:

- Personal interview with the EDL Program teaching faculty
- Writing sample (as a part of the personal interview)

The decision to accept an applicant into the program and to begin coursework in the *Educational Leadership* or *Educational Leadership SBL/SDL Combined* program requires the completion of both the application and interview components.

¹ To arrange for the Miller Analogies Test to be taken on the BSC campus, contact the Graduate Studies and Research Office at 878-5601. The MAT is administered monthly and arranged at convenient times. Study guides are available on-line or at area book stores.

EDUCATIONAL LEADERSHIP PROGRAMS INSTRUCTIONS FOR SCORING ADMISSIONS RUBRIC

The admission's goal of the Educational Leadership programs at Buffalo State College is to enroll candidates who meet high standards and show potential for becoming highly effective educational leaders and change facilitators for our public schools. We believe that a rigorous admissions process is the critical first step to achieve this goal. The criteria (academic success, recommendations, oral and written language skills, personable qualities, leadership qualities, and dispositions) are considered for each applicant at three levels, Superior, Acceptable, and Unacceptable and successful applicants will meet the threshold (acceptable or superior) for each criterion.

Academic success is determined by the following point scale utilizing the Bachelor's GPA, Master's GPA, and Miller Analogies Test score.

Table 1 Academic Success Scale

Bachelor's GPA		Master's GPA		MAT Score		Total
GPA = ___/4.0		GPA = ___/4.0		TG %ile = ___		
GPA	Points	GPA	Points	%ile	Points	
3.6	5	3.8	5	66-100	5	
3.3	4	3.6	4	56-65	4	
3.0	3	3.4	3	46-55	3	
2.7	2	3.2	2	36-45	2	
2.5	1	3.0	1	25-35	1	

"We also believe that there are intellectual requirements and evidence of academic success to be an effective educational leader and change facilitator." (CIDEL Position Paper, 1997)

Recommendations submitted by the applicant on the EDL application form reveal potential for leadership and foundational skills necessary for success. References include a rating scale, written comments on potential, and speculation scale on hiring priority.

Table 2 Rate the Applicant.

Criteria	Unknown	Below Average	Average	Good	Outstanding
Intellectual ability					
Foundational knowledge of school leadership					
Teaching performance					
Speaking ability					
Writing ability					
Participation in professional development					
Problem solving skills					
Collaborative skills					
Independence					

Table 3 Hiring Priority

If you had an educational leadership vacancy for which this candidate is qualified, circle your priority in hiring this person.

Unlikely	Difficult to speculate	Among the top 2-3 candidates	My first choice
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Communication skills related to *Oral Language* and *Written Language* are evaluated during the personal interview and with an on-site writing exercise. Questions related to leadership problems and issues are asked in an informal conversational atmosphere. During the initial application process, applicants write a statement of leadership interests, goals, and relevant professional service. At the time of the interview, applicants identify an important, current issue related to educational leadership and propose a relevant solution. Since communication skills are critical for effective leaders, both oral and written language are evaluated according to the three level rubric.

Since *Personable Qualities* impact the leader’s ability to effectively deal with other administrators, teachers, community leaders, parents, staff, and others, the applicant should demonstrate warm, inviting, collaborative traits. These are evaluated on the three-level rubric based on the on-site interview.

While it is understood that *Leadership Qualities* may be developing and/or considered in terms of potential, applicants are evaluated on vision and the potential to implement that vision. Responsible, goal-driven, traits are evaluated on the three-level rubric based on the on-site interview and written documents provided.

Dispositions that leaders should hold include positive beliefs and attitudes with a learner-centered perspective. Values such as caring, fairness, honesty, responsibility, and social justice are evaluated on the three-level rubric.

Table 4 Program Admission Rubric

Criteria	Unacceptable	Acceptable	Superior
Academic Success	7 or less points on GPA/MAT scale	8 – 11 points on GPA/MAT scale	12 – 15 points on GPA/MAT scale
Recommendations	From teachers and/or other non-administrators with a mixture of lower and mid-range marks	From Superintendent, Assistant Superintendent, & other administrators with a mixture of mid-range and high marks	From Superintendent, Assistant Superintendent, & other administrators with consistently high marks
Oral Language	Demonstrates difficulty staying on topic; responses discordant with questions; poor choice of words; misuse of conventions of language	Stays on topic; responds to questions adequately with appropriate vocabulary and language usage	Communicates clearly and concisely; responds to questions with targeted content; utilizes effective vocabulary and appropriate conventions of language
Written Language	Unclear and difficult to follow; misuse of many of the conventions of language; weak content	Easy to read and follow; consistent use of the conventions of language; clear and reasonable content.	Exceedingly clear and insightful; always follows the conventions of language; strong content demonstrating a high-level of professionalism
Personable Qualities	Appears timid/shy, lacks sense of humor, flat affect, cold and aloof, unprofessional	Somewhat confident (may be a little nervous); focused, friendly	Confident; has a sense of humor, enthusiastic, is warm and friendly with a professional demeanor
Leadership Qualities	Has little or no vision of what a school can be; is unable to state goals, expectations, standards adequately; fails to take responsibility	Is able to state a vision of what school can be; is able to state goals, expectations, standards adequately; takes responsible positions	Holds a stated vision and has a plan to achieve that vision; clearly states goals, expectations, standards; demonstrates a take-charge attitude when necessary
Dispositions	Displays a negative view of schools and children. E.g. Certain children cannot learn, top-down, controlling view of schools and the community which they serve	Displays acceptable beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. E.g. general attitude that children can learn, but unclear about standards-based instruction (Course and field work would improve dispositions)	Demonstrates positive beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. E.g., they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment

