



AAQEP Annual Report for 2025

Provider/Program Name:	Le Moyne College Education Leadership Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 2029
Link to Google Folder for Report Data and Documents	https://drive.google.com/drive/folders/1BFaeD4LUVpafkghlsKU7IR7Cjp8ZprVi?usp=sharing

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Introduction to Le Moyne College Education Leadership Programs (EDL)

The webpage (<http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-graduate/educational-leadership-programs-cas/>) shares details of the programs and pathways to leadership.

Le Moyne College is a learning community in the Catholic and Jesuit tradition. Through scholarship, teaching, and service, the Department of Education is dedicated to preparing and inspiring leaders who practice participatory democracy and social justice in their classroom and schools. The authentic experiences in leadership and administration include multiple and varied opportunities to explore and assimilate the

learnings of cultural responsiveness, reflection, and inquiry, among others, as means to develop these concepts into habits of mind. The Education Leadership Programs (EDL) at Le Moyne provide the foundational coursework and numerous opportunities for leadership candidates to gather knowledge, skills, and theoretical background. The foundation of the programs includes a set of courses (outlined below) that are specifically tailored to meet objectives relevant to the school leaders of today with authentic experiences in each course focused on leadership expectations, realities, and challenges. The New York State Education Department approved the EDL programs and the requirements for certification and regulations for school leaders to follow are integrated in the course for information and preparation.

- The EDL programs lead to a Certificate of Advanced Study; (CAS). Students enter the School Building Leader (SBL) and School District Leader (SDL) programs with a Master's degree and with the intention of earning the CAS. Students may enter the SDBL program without a Master's degree and then have the additional thirty credits to earn. The EDL pathways to the CAS clearly delineate the necessary steps to earn the CAS.

The goals of the Education Leadership Programs are congruent with the mission of Le Moyne College and the Jesuit tradition. The programs seek to achieve the following:

- Prepare reflective, solutions-based, ethical leaders who are committed to promoting just and diverse work and community living environments. These leaders are recognized for creating a more socially just society through their research and actions. This focus on being men and women with and for others is congruent with the mission and Jesuit tradition at Le Moyne College.
- Challenge these leaders to engage in rigorous critical thinking and trans-disciplinary research that addresses these current needs and issues. Candidates will apply critical thinking skills to serve as role models for creative problem-solving as they seek unique solutions to local and global issues through trans-disciplinary research and collaboration with others, and through ongoing reflection and examination of their own core values and beliefs.
- Involve leaders who have traditionally been unserved or underserved and strengthen the pipeline for historically underrepresented groups to have access to the skills, content and dispositions that will enhance their ability to attain leadership positions.
- Utilize research that is trans-disciplinary to guide organizational and systemic changes and enhance success for diverse individuals within their own professional work environments and communities.

The most recent cohort of students have enrolled in a single, rather than two separate, EDL programs that lead to a combined CAS.SBL and the CAS.SDL.

LEADS (Le Moyne Educators Engaged in Accelerated Degree Success) is an accelerated program in which students can complete the ten required SBL and SDL 3-credit courses, as well as the EDL internship 6-credit course in a span of 14 to 18 months. LEADS was developed to respond to the shortage of school leaders in the Central New York (CNY) region, and to allow districts to fill those positions in a timely manner.

A second EDL program is **CNY LDP @ CiTi (Central New York Leadership Development Program at CiTi BOCES)**, a 3 year program affiliated with CiTi BOCES and the Oswego County school districts. CNY LDP @ CiTi is a collaborative instructional program taught by EDL Adjuncts who are working administrative practitioners hired from the school districts also serve as EDL Adjuncts. Courses are taken over a period of two years, with an internship in the third year. Students typically take 30 to 36 months to complete CNY LDP @ CiTi and earn the CAS.SBL and CAS.SDL.

The third EDL program is **Aspiring Leaders**. It was launched with a single introductory administrative leadership course developed in collaboration with OCM BOCES. Component districts nominate and mentor students through the first class and into their chosen CAS program (from among the four universities/colleges in the region). The first course, EDL 500, provides exposure to all 10 of the PSEL Standards. At Le Moyne students who complete the EDL 500 course enter the LEADS Program to complete the remainder of the courses to earn the CAS.SBL and CAS.SDL.

Another EDL Program is a cohort of students from the Auburn, NY area linked to Cayuga-Onondaga BOCES. That region of NYS was seeking a program to develop leadership succession in their districts. Collaborating with Le Moyne to teach a cohort from that area in a hybrid format has garnered a group of EDL students on the path to earn their CAS.SBL and CAS.SDL. The courses will be taught in an online and hybrid fashion due to the distance from campus.

Education Leadership Programs

The Education Leadership Programs (EDL) are part of the Purcell School of Professional Studies and lead to three different certifications at the state level for school leadership, Office of Teaching Initiatives Home Page: OTI:NYSED - Higher Education <https://www.highered.nysed.gov/tcert/>.

Successful completion of the required courses and leadership internship culminates in a Certificate of Advanced Study (CAS) in School Building Leadership (CAS.SBL), School District Leadership (CAS.SDL), and/or School District Business Leadership (CAS.SDBL).

Le Moyne College has combined the SBL and SDL programs so that students have more choices of leadership courses and can complete both programs and proceed to state certification without having to complete the SBL program, and later add an additional 6 credits to earn the SDL. Previously, students could determine if they wanted to finish the two programs simultaneously or return at a later date, even years later, in need of the SDL courses and the SDL.CAS to move to district level positions. Districts often offer school leaders the opportunity to move from a building position to a district level position, and without the completed SDL, the school leader with the SBL cannot accept the position. The change to combine programs ensured that all students were able to leave Le Moyne with both the SBL and SDL courses and degrees completed. Our goal was to have all students complete those SDL courses before they graduate. The SBL/SDL pathway ensures that all students have had instruction embedded into all of the PSEL standards.

The **School Building Leadership Program (SBL)** is a class of certification for school administrators that includes building level positions such as principal, housemaster, supervisor, department chairperson, assistant principal, coordinator, unit head or a supervisory position. This 30-credit program includes 24 credits of required coursework plus a 6-credit internship to earn a CAS (Certificate of Advanced Studies)

degree, CAS.SBL A total of 60 credits (including 30 from the Masters) is required for SBL certification, which is granted by New York State following the coursework and successful completion of the required NYSED (New York State Education Department) SBL assessments.

The **School District Leadership Program (SDL)** is a class of certification for school administrators that includes superintendent of schools, district superintendent, deputy superintendent, associate superintendent, assistant superintendent, and any other person having responsibilities involving general district-wide administration. This 36-credit program includes 30 credits of required courses selected from the SBL professional program, and an additional 6 credits with courses specific to school district leadership. A total of 66 credits (including 30 from the Masters) is required for SDL certification, which is granted by New York State following the coursework and successful completion of the required NYSED SDL assessments.

The **School District Business Leadership Program (SDBL)** is a class of certification for the position of deputy superintendent for business, associate superintendent for business, assistant superintendent for business, and any other person having professional responsibility for the business operation of the school district. In addition to a Master's degree, this 39-credit program, includes 24 credits of required coursework, 6 credits for an internship, and an additional 9 credits from the choices available among the education leadership courses. An additional 21 credits of electives must be selected from the SBL/SDL professional program specialty area courses or the student's Master's degree. A total of 60 credits (including up to 21 graduate credits as transfer or Master's degree credit) and passing the NYSED SDBL exams is required for New York State certification.

The course progression for the SDBL remains the same as the program had used previously. For students with their SBL/SDL degrees, they need an additional 15 credits as follows:

- EDL 601 School Fund Accounting
- EDL 602 Financial Management for School Business Leaders
- EDL 606 Supervision and Operations School Support Personnel
- EDL 607 School Finance and Decision Making for District Business
- EDL 556 Internship

We are in the process of adding an on-site assignment to each course where they would be working side by side with current School District Business Leaders. In collaborating with current school district business leaders, they discussed the need for hands-on practical experience throughout an entire school year to develop a comprehensive understanding of the role.

In terms of recruitment, we have recruited students who already have their SBL/SDL courses. The response has already gathered five students to the cohort. The SDBL rubrics for evaluation were revised and the SDBL Internship Handbook was created. In January 2025, the first SDBL Intern will participate in an internship.

We are currently collaborating with OCM BOCES to begin a new Aspiring Leaders program for the SDBL pathway. This program will engage the 23 school districts in an initial course at Le Moyne, offering students an opportunity to choose the SDBL program at Le Moyne or SUNY

Cortland. The program will involve nominations from district business officials of prospective EDL students. The Le Moyne SDBL program would include practicum activities in each course related to SDBL. To date, this program has not begun.

We are also currently collaborating with the Le Moyne Madden School of Business to create a Master’s program as a SDBL pathway that would have a focus on the School District Business Leader role throughout the entire 60 credit hours.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
		(14 months July 1, 2024 to August 31, 2025)	(14 months July 1, 2024 to August 31, 2025) Graduation dates August 2024, December 2024, May 2025 and August 2025
Programs that lead to initial teaching credentials			

<i>Not Applicable</i>			
Total for programs that lead to initial credentials		0	0
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
<i>Not Applicable</i>			
Total for programs that lead <i>additional or advanced credentials for already-licensed educators</i>		0	0
<i>Programs that lead to P-12 leader credentials</i>			
Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
		(14 months July 1, 2024 to August 31, 2025)	(14 months July 1, 2024 to August 31, 2025) Graduation dates August 2024, December 2024, May 2025 and August 2025
CAS.SDL (Graduate) <i>Certificate of Advanced Study: School District Leadership</i> 1 program - Traditional	School District Leadership SDL Professional Certificate	Enrolled Students: Summer and Fall 2024 and Spring and Summer 2025: 2 SDL Only	Graduates: August 2024: 0 SDL Only December 2024: 1 SDL Only May 2025: 3 SDL Only August 2025: 1 SDL Only

			Total = 5 SDL Only
CAS.SBL/SDL (Graduate) School Building Leadership and School District Leadership (SBL and SDL Programs Combined in August 2023) Certificate of Advanced Study: CAS.SBL, <i>Certificate of Advanced Study: School Building Leadership</i> <i>and</i> CAS.SDL <i>Certificate of Advanced Study: School District Leadership</i> 3 programs LEADS, CNY LDP @ CiTi, and Traditional	School Building and School District Leadership Initial Certificate	Enrolled Students: Summer and Fall 2024 and Spring and Summer 2025: 56 Students	Graduates: August 2024: 12 December 2024: 12 May 2025: 7 August 2025: 11 Total = 42 SBL/SDL Graduates
CAS.SDBL (Graduate) Certificate of Advanced Study: School District Business Leadership <i>Certificate of Advanced Study: School District Business Leadership</i>	School District Business Leadership SDBL Professional Certificate	Enrolled Students: Spring and Summer 2024: 2 SDBL Fall 2024: 0 SDBL Spring 2025: 1 SDBL Summer 2025: 0 SDBL	Graduates: August 2024: 0 December 2024: 0 May 2025: 0 August 2025: 3 SDBL Total - 3 SDBL Graduates

Total for programs that lead to P-12 leader credentials	61 Enrolled Students	50 Graduates
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>		
<i>Not Applicable</i>		
Total for programs that lead to specialized professional or no specific credentials	0	0
TOTAL enrollment and productivity for all programs from June 2024 to August 2025	639 (students taking more than one course per semester)	50
Unduplicated total of all program candidates and completers	61	50

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Reactivated: The School District Business Leader (SDBL) Program has been reactivated and the EDL Programs began a small cohort of students in SDBL courses in Summer 2024.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
Cohort 2024-2025 for the SBL/SDL (start July 2024) – beginning coursework spring/summer/fall 2024 – 61 Students
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
SBL/SDL – 42 completers from May 2024 to August 2025 SDBL Only - 3 completers from May 2024 to August 2025

SDL Only - 5 completers from May 2024 to August 2025

C. Number of recommendations for certificate, license, or endorsement included in Table 1.

Upon graduation, all EDL students are recommended to TEACH at NYSED for the SBL Initial and/or SDL Professional.

EDL Student Graduation Date	# Graduates	# Recommendations SBL Initial Certificate	# Recommendations SDL Professional Certificate	# Recommendations SDBL Professional Certificate
August 2024	12 SBL/SDL	12	12	0
December 2024	12 SBL/SDL and 1 SDL only	12	13	0
May 2025	7 SBL/SDL	7	7	0
August 2025	11 SBL/SDL and SDL Only	11	12	2

D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Expected timeframe is 14 to 24 months, with most students completing in 14 to 18 months

Cohort Start Date	Expected Cohort Graduation Date	# Completers by Cohort (inclusive of all noted dates)	# Completers by Date
2024-2025 Cohort SBL, SBL/SDL and/or SDL, and SDBL 61 Candidates in Cohorts for	August 2024 to August 2025 (dependent upon internship dates) 50 Graduates	50/61 graduates	August 2024: 12 December 2024: 13 May 2025: 8 August 2025: 17

LEADS and CNY LDP @ CiTi			(majority of EDL students began coursework in spring/summer 2024 with expected graduation in August or December 2025, dependent upon completion of internship)				
E. Summary of state license examination results , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.							
NYSTCE – New York State Teacher Certification Exams							
Testing Dates	SBL and SDL parts 1 and 2	SBL and SDL parts 1 and 2	SBL parts 1 and 2	SBL parts 1 and 2	SDL parts 1 and 2	SDL parts 1 and 2	SDBL part 2 <i>(apparently taken by mistake)</i>
From 07/2024 to 08/2025	72 test attempts	Pass 68 Fail 4 94 % passing rate	38 test attempts	Pass 37 Fail 1 97% passing rate	34 test attempts	Pass 43 Fail 3 93 % passing rate	0 test attempts
<p>In 2022, the NYSTCE exams were just beginning to be offered again after the pandemic closure of the testing sites. Many of the students graduating in Summer 2022 took the exams from February 2022 to August 2023 (the range of testing for these cohorts).</p> <p>This year’s Annual Report notes the students who took the NY State certification exams from June 2024 to August 2025. To date, EDL students are taking the SBL 1 and 2 and the SDL 1 and 2 exams as they complete the internship, graduate and seek certification. We have a 94% passing rate for the SBL and SDL exams depicted as 97% passing rate for the SBL and 93% passing rate for the SDL exams. <i>There are still graduates who have not taken either the SBL or SDL exams, or may have only taken one of the two types of exams. Reminder emails are sent periodically, particularly since the regulations for leadership programming, assessments and certificates are undergoing extensive changes.</i></p> <p>At the urging of the EDL Department and with Boot Camp training twice a year on ‘taking the SBL and SDL exams’, subsequent EDL cohorts have taken the SBL and SDL exams before or during their internships, or shortly after graduation.</p> <p>The link to the EDL Leadership Exam Scores for the SBL and SDL is located at this link: https://drive.google.com/drive/folders/1kSuPHCSNTS7oKHICRW0L4ZDNPHOdIGU3?usp=sharing</p>							

F. Explanation of **evidence available from program completers**, with a characterization of findings.

There are 5 EDL (Education Leadership) Pathways for candidates to follow to earn a Certificate of Advanced Study (CAS) degree and certification in school building (SBL) and/or school district leadership (SDL), and/or school district business leadership (SDBL). Each pathway serves a distinct population of students, working at a different pace for each semester, enrolling in some of the same courses, and resulting after passing the courses and the State assessments, New York State certification to serve as a leader in the schools. Refer to <http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-graduate/educational-leadership-programs-cas/> for more information.

There are two distinct programs leading to the CAS.SBL and CAS.SDL certificates at Le Moyne College. The LEADS @ CNY and the LEADS @ SCSD programs are accelerated cohort style programs with required coursework and leadership internship completion typically in 14 to 24 months. The CNY @ CiTi (BOCES) program is typically a 24 to 36 month program with expectations to complete the required ten EDL courses and the leadership internship. The key difference in months to complete the program is when the leadership internship begins and ends. Some EDL students are able to begin the required internship when they have completed 5/10 courses, halfway through the EDL program, and they do a spring and/or summer internship to reach the required 600 hours and to meet the PSEL and AAQEP standards. Other internship options to meet the College and NYSED requirements of 600 hours are full-time for one semester, part-time for two semesters, part-time for two summers or one summer and part-time for one semester. Some EDL interns have begun to extend their internships for additional time, typically a semester, to participate in more leadership activities and to meet the standards at a higher level. The timeline details are presented in the internship application and approved and monitored by the Internship Coordinator and the assigned College Supervisor.

Students who enroll in and complete the LEADS SBL and SDL programs participate in cohorts based on whether they are employed in the urban school district, Syracuse City School District (SCSD,) or in the regional school districts in Onondaga, Madison, Cayuga, and Oswego Counties. Enrollment patterns have made it necessary to mix the cohorts of students from various districts, and the majority of students indicate that they prefer to be in a mixed cohort, rather than only with urban, suburban or rural professionals from like districts. Students are encouraged at the beginning of their coursework to initiate negotiations for their internship with their district of record. They must work with a Principal or Director, and a District Office Superintendent or Assistant Superintendent to secure the internship and ensure district support for the time out of the classroom, as well as the guidance of a Site Supervisor. Most Interns are appointed to the internship by the district's School Board. They are also provided information about other internships available in the region and hosted by regional BOCES or other school districts. The biggest challenge to completing the SBL and SDL programs in a timely manner is securing a leadership internship and fulfilling the expectations and requirements for an internship based on the requirements of the College and the New York State Education Department.

EDL graduates also provide information to the College about their subsequent hiring as school leaders, and in many cases, the College is informed of the next advancements in their careers. We have been actively seeking information via email, LinkedIn, and school district directories about completers and their leadership positions.

With the culmination of the internship and the courses in the EDL programs, EDL students are asked to complete two surveys; *Le Moyne Education Leadership Post-Graduate/Completer Survey* and *Le Moyne College Intern Supervisor Evaluation Form*.

The EDL Director and Coordinator monitor students' progress from initial advisement to graduation and beyond. They maintain spreadsheets of student enrollment by cohort, continuance, and graduation by semester, and by cohort. There are EDL students who proceed through the LEADS program to complete ten courses and an internship to graduate in 14 months; others in 18 to 24 months; and still others who need additional time in an internship or in securing an appropriate internship. Students in the CNY LDP @ CiTi program take two years to complete ten courses (from fall to a second summer semester) and proceed to the internship, which can take an additional year to complete. There are other EDL students who return from a semester or two absence to complete courses and/or the internship and they become part of an already enrolled cohort. The cohort and completer numbers do not align because all students do not follow a direct path, but for the most part, a majority of EDL students proceed directly through the LEADS and CNY LDP @ CiTi to become certified school leaders.

By combining the SBL and SDL programs so that students take the ten required EDL courses and complete the required two course internship to receive the CAS.SBL and CAS.SDL at the same time, students are moving at a faster pace through the LEADS and CNY @ CiTi Programs. Many students are taking 3 courses per semester, and sometimes 4 courses in the final summer.

In fact, there have been several students who have extended their internship beyond the 600 hours to an additional semester in order to experience and achieve the standards for PSEL and AAQEP, as noted on the rubrics. All internships must meet time and standard requirements, and more importantly, expose the intern to the necessary school leadership experiences (as outlined in the standards and evaluated with the program's rubrics) that will allow them to be hired and prepared for their first position as a school leader.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

The EDL Programs utilized a survey of regional school districts and BOCES (employers of EDL graduates) in the past, as recently as annually up to 2019. The pandemic put a temporary halt to the College sending the surveys to already busy and burdened school districts. The *Employment Survey for Le Moyne College Education Leadership Programs* has been revised and will be redistributed to the school districts and BOCES in the CNY region in order to ascertain perspectives and opinions about the Le Moyne College EDL programs and the impact on hiring practices for school administrators and subsequently performance of staff and students in the districts. The survey will be sent out in the spring of 2026. *We want to allow adequate time to get responses and feedback that will inform decision-making about the EDL Programs so that Le Moyne is truly preparing the school leader of the future.*

The Director hosted a "Portrait of a Leader" workshop with area Superintendents in Fall 2025 to seek feedback on what the districts were doing with the NYS Portrait of a Graduate initiative, and to integrate the plans and proposals with a Portrait of a Leader. Feedback included course ideas about mission and vision, professional development, mentoring and shadowing, and leadership practices. The CRSE - Culturally Responsive - Sustaining Education is at the heart of leadership, and that was affirmed by the team of Superintendents. A skill set that includes effective communication, critical thinking, creative innovation, global citizenship, reflective and future focus, and academic preparation would define a leader. The same presentation was shared with the EDL Interns in a fall 2025 Seminar.

Informal commentary from school Superintendents and Administrators at meetings, including at OCM BOCES, CiTi BOCES, and during school district Exit Interviews, and the Education Department Advisory Meeting includes – *I suggest to my teaching staff that Le Moyne is the go-to college program for education leadership; I only hire Le Moyne EDL graduates; Le Moyne graduates are well-prepared for the administrator role; graduates are informed and collegial; over half of the district’s administrators are Le Moyne EDL graduates; Le Moyne graduates have proven by far to be the best hires for our schools.*

The Exit Interview feedback can be found at this link:

<https://drive.google.com/drive/folders/1vm6ewJwwBe7G4VrWBQFuHleDQF8b9MMr?usp=sharing>

The EDL Department plans to send a google survey to area school districts in the 2026-2027 school year. Survey format can be found at this link - https://drive.google.com/drive/u/0/folders/1g4bUA-O32Lj7ZDWGv8q_syjH-N8zsTgI

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

Employment rates are not monitored by the College other than by the Education Leadership Department maintaining an email listserv of each Internship cohort by academic year, and emailing the graduates about their current position and job description. Information about employment gained by the EDL graduates is retrieved from LinkedIn, school district directories and communication from the graduates when they are hired in an administrative position.

The Director and Internship Coordinator of the EDL programs maintain a list of graduates who have been hired for school leadership roles by regional and state school districts and BOCES. The roles range from assistant superintendent, principal, vice principal, Dean, instructional coach/specialist, special education liaison to administrative intern. This listing of the hires of recent graduates as school is used for networking, mentoring, and professional development purposes.

Survey format for the *Employment Survey for Le Moyne College Education Leadership Programs* can be found at this link:

<https://drive.google.com/drive/u/0/folders/1if1zKUR8eX0r7Aw0Gvh1S9ZEj5Us04vw>

Anecdotal statements from area school leaders and district Superintendents reveal that the Le Moyne Education Leadership Programs and graduates are respected, recruited and preferred for hiring in school leadership roles. Email and conversation comments include - *I have heard wonderful comments about the Fulton connection with Le Moyne and the meaningful classes you offer in your program. You are strengthening the pipeline Way to go! Le Moyne Interns and graduates are the best prepared in the region. Your Interns know how to interview, and how to enter leadership as novices.*

The Director and Internship Coordinator repeatedly hear at seminars and regional meetings that Le Moyne graduates perform in an exemplary fashion, are well prepared for the position, and do an amazing job at the interviews. Some districts seek to interview and hire only Le Moyne EDL graduates.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Staffing capacity is determined by the number of courses required to be offered each semester for the SBI, SDL and/or SDBL programs. Enrollment for each cohort and program type (LEADS, CiTi LDP or traditional) determines the number and format of courses. Course enrollment is for the cohort in this Annual Report set at a maximum of 15 students per class.

Course offerings are determined a semester in advance based on cohort enrollment numbers. The Director assigns Adjuncts to teach the courses based on content and curriculum expertise, reputation in the region as a highly effective leader, and evaluation of current instruction. The Director and Internship Coordinator spend a great deal of time in the region's school districts and BOCES, and have the opportunity to interact with and observe practicing administrators in action. Recruiting these leaders to be Adjuncts at Le Moyne is often a competitive effort between the region's universities, and Le Moyne has been able to recruit and retain the best among those who apply or are invited to interview.

The SDBL Program has been reinstated, and although enrollment numbers are not high, Adjuncts have been willing to teach the smaller-sized classes.

Using course evaluations by EDL students, Exit Interview feedback from Interns, and evaluations of Adjuncts as conducted by the Director, changes are made to staff in order to ensure the highest quality instruction and assessment for EDL students.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Rubric B – PSEL Standards https://drive.google.com/drive/u/0/folders/1a4SFgqqTHbfgk6S0MOsY0UQDAAT0A2de	Rubric B is the mid-point and final point of the internship, a formal assessment of the Intern's level of competency with regard to	Rubric B has 10 rankings for 10 PSEL Standards. The rankings range from 1 to 4.

<p>EDL Interns completed Rubric B from 08/01/2024 - 08/01/2025</p>	<p>the leadership standards that will be completed by the Intern, the site supervisor, and the college supervisor at a three-way meeting to discuss the assessment Form B. This evaluation is based upon the Professional Standards for Education Leaders (PSEL). <i>Rubric A is the same rubric assessment and is used as the self-assessment for prospective interns as they apply to the leadership internship.</i></p> <p>Average score of 3 (ranking 1-4) with evidence noted for each of the 10 PSEL Standards</p> <p>Students and College Intern Supervisors use Taskstream, an application through WaterMark, that serves as an e-portfolio. EDL 555 assignments and Rubrics B and E are posted in Taskstream. The Rubrics are graded in Taskstream and serve to create a report at the end of each semester.</p>	<p>The results of Rubric B Final are found at this link: https://drive.google.com/drive/folders/1XsSZi1qD8kQd5C4hY2zggcGkyOFqBNMS?usp=s_haring</p> <p><i>EDL Interns are now required to write a narrative statement for each of the 10 PSEL Standards to indicate evidence of having leadership experiences related to the standard.</i></p> <p>Average of 10 Criterion 3.55/4 (88.67%)</p> <p>Average for All Scores (n=37) 328.06/370 (88.67%)</p> <p>The scores for Rubric B Final reveal that the highest average scores (above 3.7) were for Standard 2: Ethics and Professional Norms (score 3.81,) Standard 3: Equity and Cultural Responsiveness, (score 3.72), and Standard 5: Community of Care and Support for Students (score 3.81.)</p> <p><i>These same three standards had the highest scores for the last two years.</i></p> <p><i>The emphasis on ethics, equity and community is evidence of the EDL programs and the course expectations and content.</i></p>
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		<p>The lowest scores for Rubric B were for Standard 4: Curriculum and Assessment (score 3.42), Standard 6: Professional Capacity of School Personnel (score 3.39), Standard 7: Professional Community for Teachers and Staff (score 3.43,) and Standard 9: Operations and Management (score 3.38,)</p> <p><i>The EDL Team of Director, Coordinator, Supervisors and Adjuncts will review these standards in terms of coursework and internship experiences to determine how to improve scoring in each area.</i></p>
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<p>Rubric B – PSEL Standards https://drive.google.com/drive/u/0/folders/1a4SFgqqTHbfgk6S0MOsY0UQDAAT0A2de</p>	<p>Rubric B is the mid-point and final point of the internship, a formal assessment of the Intern’s level of competency with regard to the leadership standards that will be completed by the Intern, the site supervisor, and the college supervisor at a three-way meeting to discuss the assessment Form B. This evaluation is based upon the Professional Standards for Education Leaders (PSEL). <i>Rubric A is the same assessment and is used as the self-assessment for prospective interns as they apply to the leadership internship.</i></p> <p>Average score of 3 (ranking 1-4) with evidence noted for each of the 10 PSEL Standards</p>	<p>Rubric B has 10 rankings for 10 PSEL Standards. The rankings range from 1 to 4.</p> <p>The results of Rubric B Final are found at this link: https://drive.google.com/drive/folders/1XsSZi1qD8kQd5C4hY2zggcGkyOFqBNMS?usp=sharing</p> <p><i>EDL Interns are now required to write a narrative statement for each of the 10 PSEL Standards to indicate evidence of having leadership experiences related to the standard.</i></p> <p>Average of 10 Criterion</p>

		<p>3.55/4 (88.67%)</p> <p>Average for All Scores (n=37) 328.06/370 (88.67%)</p> <p>The scores for Rubric B Final reveal that the highest average scores (above 3.7) were for Standard 2: Ethics and Professional Norms (score 3.81,) Standard 3: Equity and Cultural Responsiveness, (score 3.72), and Standard 5: Community of Care and Support for Students (score 3.81.)</p> <p><i>These same three standards had the highest scores for the last two years.</i></p> <p><i>The emphasis on ethics, equity and community is evidence of the EDL programs and the course expectations and content.</i></p> <p>The lowest scores for Rubric B were for Standard 4: Curriculum and Assessment (score 3.42), Standard 6: Professional Capacity of School Personnel (score 3.39), Standard 7: Professional Community for Teachers and Staff (score 3.43,) and Standard 9: Operations and Management (score 3.38,)</p> <p><i>The EDL Team of Director, Coordinator, Supervisors and Adjuncts will review these standards in terms of coursework and internship experiences to determine how to improve scoring in each area.</i></p>
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<p>Rubric E – AAQEP Standards https://drive.google.com/drive/u/0/folders/1a4SFggqTHbfgk6S0MOsY0UQDAAT0A2de</p>	<p>A new rubric linked to the AAQEP accreditation standards, Form E, is to be used by the intern and supervisors to gather evidence that demonstrates that the intern has met the AAQEP standards 1 and 2, and aspects a-f. The final point of the internship is a formal assessment of the Intern’s level of competency with regard to the AAQEP leadership standards. It will be completed by the Intern, the site supervisor, and the college supervisor. <i>This rubric was developed during the accreditation process.</i></p> <p>Average score of 3 (ranking 1-4) with evidence noted for Standards 1 and 2, and aspects a-f for each Standard regarded.</p>	<p>Rubric E has 12 rankings for AAQEP Standards 1 and 2. The rankings range from 1 to 4. Standard 1 has 6 aspects, and Standard 2 has 6 aspects.</p> <p>The results of Rubric E Final are found at this link: https://drive.google.com/drive/folders/1XsSZi1qD8kQd5C4hY2zggcGkyOFqBNMS?usp=s_haring</p> <p>Average of 14 Criterion 3.52/4 (88.05%)</p> <p>Average of All Scores in Group (n=39) 3.52/4 (88.05%)</p> <p>The scores for Rubric E reveal that the highest average scores (above 3.6) were for the following Standards (1 or 2) and aspects (a-f):</p> <p>Standard 1 1 c Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning (score 3.64)</p> <p>1e Creation and development of positive learning and work environments (score 3.69)</p> <p>1f Dispositions and behaviors required for successful professional practice (score 3.69)</p>
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		<p>Standard 2</p> <p>2b Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts (score 3.64)</p> <p>2e Establish goals for their own professional growth and engage in self- assessment, goal setting, and reflection (score 3.64)</p> <p>The scores for Rubric E reveal that the lowest average scores were for the following Standards (1 or 2) and aspects (a-f):</p> <p>1a Content, pedagogical and/or professional knowledge relevant to the credential or degree Sought (score 3.36)</p> <p>2d Support students’ growth in international and global perspectives (score 3.13)</p> <p><i>The weaknesses with these aspects indicate that the EDL programs should continue to teach students and interns how to apply and reflect upon the knowledge they gain in each course and experience to their leadership internship for practice and future employment. The Professors have begun to integrate concepts related to international and global perspectives, into the courses and will continue to do so. Intern Seminars provide information about ENL students and families, anti-racist leadership and allyship, diversity, inclusion and belonging, culturally</i></p>
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		<p><i>responsive leadership, and discussions about national and global political connections to education.</i></p> <p><i>Course content and assignments now also include professional leadership experiences related directly to standards.</i></p>
Rubric for SDBL Students	<p>A new rubric linked directly to the responsibilities of a SDBL was developed (as a pilot) with input from practitioners in the field who have the position of SDBL and who are EDL program Adjuncts for the SDBL courses.</p> <p>9 areas of professional expertise in School Business leadership were developed and this rubric was used to design the SDBL rubrics and evaluate the students enrolled in the SDBL programs and courses.</p> <p><i>The Department is in the process of revising the rubric and creating an additional form of evaluation for SDBL students.</i></p>	<p>The data for this rubric was not gathered for this report, because the rubrics for the SDBL students are under revision and development.</p> <p>A Handbook for the SDBL Intern is also under revision and development.</p>
<p>Internship Leadership Project</p> <p>Leadership Projects for 2024-2025 at this link: https://drive.google.com/drive/folders/1oVdz0THtWaxeGxK9cSNxd28dETjr88JR?usp=share_link</p>	<p>Participation as leader of the Project, assigned project and completion as determined by school district/BOCES</p>	<p>100% of Interns led a district Leadership Project – the projects contribute to solving a challenge the school or district is facing.</p> <p><i>At the April 2025 Intern Seminar, all Interns created a poster infographic explaining their leadership project.</i></p>
EDL 555 (Education Leadership Internship) Assignments	<p>100% completion of EDL 555 course Assignments – assessed by College Intern Supervisors</p>	<p>100% of Interns completed the EDL 555 assignments – the assignments guide the Intern through EDL 555 and the internship</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

In June 2022, the Director who led the AAQEP accreditation process, Dr Maureen Patterson, stepped aside to accept the newly-created role of Internship Coordinator and a new Director, Mrs. Elizabeth Conners, accepted the position to lead the department. Director Conners leads the programs 3 days per week, and Dr Patterson coordinates the Interns on a once weekly basis with an additional day allowed weekly for leading the interns through EDL 555 and their internships. Of course, both individuals work beyond the assigned days and duties to ensure the Le Moyne Education leadership Programs continue to meet the level of excellence and to ensure that the leadership of the Education Leadership Programs is in place on a full-time basis.

The Le Moyne Education Leadership Programs (EDL) have continued to blossom under their direction with enrollment numbers increasing on an annual basis, and correspondingly graduating more students with the CAS.SBL and CAS.SDL certificates. The reputation of the EDL programs is excellent and valued in the Central New York region for preparing individuals to be school leaders, and successively filling the openings in school districts and BOCES with exemplary school leaders.

One of the key elements of the excellence of the Le Moyne Education Leadership Programs (EDL) is the remarkable collaboration of the EDL Adjuncts and EDL Intern Supervisors on syllabi, pedagogy, assessments, and internship expectations. Communication is a constant with the EDL team via email and text, and bi-monthly meetings. The Adjuncts are working practitioners (administrators in local school districts) and the Supervisors are retired administrators. Together they form a network of skilled professionals who are revered and regarded highly in the Central New York educational community, and in New York State.

Based on the reported list of analytical reviews and actions put in place prior to accreditation in 2022, the following continue each semester with revisions as noted: (*changes or continuations noted in italics*)

Continue the following program elements:

- ***Continue to review course syllabi*** (course objectives, assignments, assessments, pedagogy) with an ad hoc committee from the EDL Department using a google document and during quarterly meetings with Adjuncts and Intern Supervisors to determine that course content is relevant and consistent with the current instructional and leadership trends, Professional Standards of Education Leadership (PSEL) and the AAQEP standards. The newest course focusing on leadership for special education and English New Learners will be evaluated after its inaugural session in spring 2025.
- *Collaborate with the College Supervisors and the Internship Coordinator to revise the AAQEP Rubric E to reflect the new AAQEP standards.*

- ***Continue to review course pedagogy*** and continue to update with new modes of instruction and assessment, particularly with the COVID pandemic that moved the courses online in a synchronous and asynchronous structure. ***Determination to remain a hybrid program offering courses and seminars in a combined in-person and online format that meets the schedule of the EDL students and their learning styles. The other three area colleges and universities have moved to a fully online program. Our students indicate that the hybrid option offered at Le Moyne provides practical and exceptional instruction in face to face and technology-related formats.***
The SDBL program courses are being offered online, and due to the size of the new Auburn cohort and the distance from the College, the EDL courses for SDBL are offered in an online format.
- ***Continue to review EDL programs, processes and policies*** to ensure the effectiveness of those currently in place for course development and course scheduling, hiring and assignment of Adjuncts and Intern Supervisors, provision of professional development for the EDL team, and establishment of networks with regional school districts and community agencies. The focus is to determine if the programs, processes and policies are efficient, effective, and allowed for maximum information and opportunity. ***Hiring additions have been made to EDL Adjuncts and Intern College Supervisors based on increasing student numbers and subsequently there are now multiple offerings each semester of the same course. The number of Supervisors and Adjuncts are dependent upon the enrollment numbers and the College's expectations for roster numbers. Quarterly meetings with the EDL Team reflect a shared understanding of the programs' purposes and an alignment with the PSEL and AAQEP standards***
- ***Continue to review Graduate programs, processes and policies*** to ensure the effectiveness of those currently in place for registration, progress monitoring, program completion and certification met the approved State guidelines for credits and experiences. ***Proposed changes to the NYSED requirements for SBL and SDL certificates will impact the processes for program completion and students earning the certificates in a timely manner upon completion. The Coordinator is involved with the GRC, the Government Relations Committee, for SAANYS, the School Administrators Association of New York State, and attends three meetings each year with the Commissioner of Education and her team, as well as with the NYS Legislators. SAANYS monitors the Regents meetings and reports out any certification changes to the school districts and colleges.***
- *Changes proposed by NYSED - New York State Education Department - have necessitated that the Director develop new courses and seek syllabus curriculum approval through the College's Curriculum Committee. The changes will occur in the next two years, but have already begun with the development of EDL 500 Introduction to Education Leadership - a course to be offered to new students and EDL - Special Education Law - with discussion about which courses will be used for the SBL/SDL program and which will be used for a to-be-developed Superintendent Extension program.*
- ***Continue implementation of the leadership programs and partnerships***, CNY LDP @ Center for Instruction, Technology and Innovation with CiTi (Oswego County) BOCES and Aspiring Leaders Program with OCM BOCES. There is an annual review of the MOUs between the College and CiTi (Center for Instruction, Technology, & Innovation) BOCES and with OCM BOCES. The MOU is signed on a biannual basis.
 - *The professor who taught the Aspiring Leaders course at OCM BOCES is one of our adjunct professors and a local superintendent.*

- *We continue to review how we can continue to grow the experience and better market the program as the need for highly qualified, well-rounded leaders continues to grow.*
- **Continue revision and use of surveys with EDL students, regional school districts and BOCES employers** to gather information for planning and development purposes:
 - *Employment Survey for Le Moyne College Education Leadership Programs* with regional school districts to determine if and why Le Moyne EDL graduates were hired, and how the program contributed to their success as interviewees and leaders)
 - *Le Moyne College Intern Supervisor Evaluation Form Survey*
 - *Results are unanimously and overwhelmingly positive noting the support, communication, mentoring, shared expertise, and qualities such as patience, resourceful, and professional.*
 - *Le Moyne Education Leadership Post-Graduate/Completer Survey*
 - *Results included feedback and suggestions about coursework – adding more information about data, school law, restorative practice, special education leadership, behavior management and time management*
 - *Students appreciated the group projects, networking, extensive mentoring and support*
- **Continue implementation of an intentional recruitment program working directly with Graduate Admissions**
 - developed a public relations campaign with flyers, postcards and a brochure; visited regional school districts to promote and recruit;
 - collaborated with Graduate Admissions to recruit and review applications for new students
 - held multiple recruitment webinars for the SBL/SDL and SDBL programs
 - solidified and shared the recruitment, application and acceptance process - *shared with Dean and EDL Team of Adjuncts, College Supervisors*
- **Continue Graduate Celebration Event** and Graduation – ensuring connections to students and College (*most recent annual event held May 2025*). *The event for spring 2025 was held in conjunction with the Interview and Branding Seminar for the Interns. This increased attendance and provided Interns with only one evening obligation, rather than two.*
- **Continue to hold quarterly Adjunct and Intern Supervisor meetings** to discuss all elements of operation of the department and develop a ‘team’ of EDL professionals. This year the syllabi have been extensively reviewed and revised by the Team.
- **Held an in person retreat on campus to review all aspects of the EDL programs.**
- **Continue to learn about the AQEP accreditation process**, continually informing the EDL team and requesting their feedback on the process, self-study proposal and the QAR. Engage the EDL students in understanding the AAQEP standards and how the internship is a direct reflection of how the standards guide leadership experiences.
- **Continue to support completers** by providing interview refresher workshops and informal meetings, monitoring their employment positions as school leaders, sending out emails with open school leader positions, providing online professional development opportunities, and providing any resources they need to continue their learning or seek employment
- **Continue to use an Internship Requirements document** for Intern Supervisors and Interns. *The document can be found at this link - https://drive.google.com/drive/folders/1KF-TP7HHCUug6lt8GTIKh1_xC7MyBNsZ?usp=sharing The document is an*

important element of discussions between the Interns and their College Supervisors - keeps assignments on track for due dates and completions, monitors progress.

- ***Continue to update and revise Intern Handbook** to ensure that all requirements are clearly noted and that NYSED and College regulations are adhered to. The Handbook can be found at this link - https://drive.google.com/drive/folders/1KF-TP7HHCUug6It8GTIKh1_xC7MyBNsZ?usp=sharing*
- *Continue to participate in **Education Department Program Advisory Committee Meetings***
- *Initiate evaluating the Intern Supervisors, focusing on time spent with Interns, mentoring focus, and adherence to expectations for Interns and Supervisors.*

An analysis of EDL graduates in cohorts 2024-2025 indicates that 78 % of graduates moved into leadership roles with titles ranging from Principal, Assistant Principal, Dean, Instructional Specialist/Coach, Director, Administrative Liaison, and Administrative Intern (a title used by Syracuse City School District to denote administrative hires for a 2-year term). 22 % of the graduates in those cohorts continue to work as classroom educators in their school districts.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Program completers have the foundational knowledge and skills appropriate to the credential or degree earned and are able to effectively support student learning and development through their professional practice.	
Goals for the 2025-26 year	<p>Based on the current realities of the world, we will continue to focus on Standard 1, and to incorporate elements of each aspect into our coursework, assessments and professional experiences.</p> <p>In particular, as a Jesuit College focused on the humanity in our community, we will target two aspects, 1c and 2f - utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development. With the increased focus on Artificial Intelligence, we will also target aspect 1f - Select and employ current educational technology tools and systems to support learning.</p>
Actions	<ol style="list-style-type: none"> 1. Develop a common understanding of aspects 1c and 1f as related to the EDL programs - coursework, instruction and assessment, Intern Seminars and the internship will address both aspects 2. Determine how 1c and 1f can be incorporated into EDL course syllabi - discussed with Adjuncts and professional instructional activities added 3. Determine how 1c and 1f can be incorporated into the EDL internship expectations and the monthly seminars - <i>topics such as AI, ENL and implicit bias required as Intern Seminar topics for EDL Intern group presentation</i> 4. Incorporate time into each Intern Seminar to allow for discussions and focus groups facilitated by attending Supervisors with Interns to gather feedback on courses, internship, department support

	and mentoring and to begin to introduce the new AAQEP 2025 standards, with special emphasis on the concept of ‘well-being’ (new Standard 2f)
Expected outcomes	<ol style="list-style-type: none"> 1. Increased awareness and knowledge of the leadership practices that demonstrate a culturally responsive learning and teaching environment in schools - refer to the NYSED CR-SE Framework 2. Ability of new school leaders to understand and intentionally institute culturally responsive practices in schools 3. Ability of new school leaders to model, observe, interact with and provide feedback on culturally responsive practices 4. Request EDL student to withdraw from the program if the EDL student does not demonstrate appropriate social justice and culturally responsive words and behaviors
Reflections or comments	<p>Consider how to include the topic of culturally responsive practices for school leaders as one of the EDL Intern Seminars. Intentionally include the topic as one of the presentations for Interns to develop and teach.</p> <p>Currently, there is an Anti-racism Leadership and Allyship Seminar, renamed to Implicit Bias - Where Do You Stand? - conducted at the beginning of the year. It has been determined that the topics of implicit bias and antiracism leadership will be discussed at each Intern Seminar and email response or video viewing assignments will be assigned between the monthly Seminars.</p> <p>The EDL Programs must continue to add discussions, speakers and content related to global and international education.</p> <p>A serious lesson for the EDL Programs occurred last year when we encountered a student who did not want to comply with or even understand the College’s and Programs’ focus on social justice and culturally responsive instruction and leadership. She was negative and accusatory in her words and behaviors on the topic, and was asked to withdraw from the program. A few students have been counseled to withdraw from the program based on their academic, ethical, or performance skills. Consideration of acceptance criteria is being re-evaluated due to these few examples of students who did not fit the EDL profile.</p>
Standard 2	
Program completers grow as professionals and adapt their practices to support student learning and development as appropriate to their role and context.	

Goals for the 2025-26 year	With the increased focus on relationship building and community engagement, the EDL programs will focus on Standard 2, aspect 2a - Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community.
Actions	<ol style="list-style-type: none"> 1. Director will collaborate with the Education Department on the AAQEP expectations framework to be shared with EDL Adjuncts, Supervisors and Students. 2. Coordinator will collaborate with the Education Department on the topic of DEI, based on her training, workshop teachings and lived experiences. She presents workshops for the department and college, as well as area school districts on anti-racism, implicit/explicit bias, and allyship. 3. Director and Coordinator will work with the staff and students of the EDL programs to ensure that community and family engagement research and practices are carefully studied and discussed. 4. Conduct Focus Groups with active students and invited graduates to gather feedback on courses, internship, department support and mentoring and to introduce the new AAQEP 2025 standards, with special emphasis on the concept of 'well-being' (new Standard 2f) 5. Director and Coordinator will collaborate with regional districts and BOCES on projects related to the syllabi of the EDL courses
Expected outcomes	<ol style="list-style-type: none"> 1. Participation with local districts, BOCES, and community agencies on projects related to EDL courses - attending meetings at BOCES to network, share information, seek programming suggestions 2. Collaborate with BOCES and district leaders to further develop and finetune the SBL and SDL courses, as well as recruit Adjuncts and EDL students 3. Expect that graduating students will return to their districts as an example of 'grow your own leader' 4. Ensure that the concepts of community and family engagement with local school and cultural communities is taught and discussed in the EDL courses and Intern Seminars 5. Partner with campus organizations that work with community agencies to expose EDL students to cultural communities beyond their current circle of influence 6. Continue to present a session on family and community engagement at an Intern Seminar
Reflections or comments	Family and community engagement are key elements of success in the classroom and school, and EDL Interns and graduates must be aware of the research and strategies for successful implementation as they become school leaders.

Standard 3	
The provider's resources and internal quality control practices ensure that it has the capacity to effectively prepare educators to support success for all learners.	
Goals for the 2025-26 year	<p>As the EDL programs continue to grow, we will focus on Standard 3, aspect 3d - engages with partners to provide candidates with supported clinical experiences in placements appropriate to the credential sought and aspect 3g - maintains capacity for quality reflected in staffing, resources, operational processes, institutional commitment to program quality</p> <p>This goal will ensure that candidates, students and graduates meet the expectations of the program and the state to be effective school leaders.</p>
Actions	<ol style="list-style-type: none"> 1. Clarify and delineate the expectations for internship experiences so that Interns meet the PSEL and AAQEP standards 2. Supervisors and Coordinator will collaborate with and mentor the Interns to use the standards as guides to creating opportunities that assist the Interns in meeting the standards (as measured by the course rubrics) 3. Continue to monitor candidates and students throughout the program – coursework and internship – to ensure that they maintain the required professionalism, grades, and performance of an EDL graduate 4. Adjust the internship process to extend the internship timeline as necessary to allow time and experiences for the Intern to meet the PSEL and AAQEP standards (as measured by the course rubrics) 5. Implement a process to counsel candidates who do not meet the expectations and skills to exit the programs
Expected outcomes	Cohorts of EDL candidates, students and graduates will meet the expectations and requirements of the earned degrees of CAS.SBL and CAS.SDL (as measured by the course rubrics)
Reflections or comments	Communicate the process to review and share the goal and specific practices pertaining to students as it is put into practice.
Standard 4	
The provider engages with partners and community members to strengthen the P-20 education system	

and to promote success for all learners.	
Goals for the 2025-26 year	Revise and implement an employer (of Le Moyne EDL graduates) survey to meet Standard 4, aspect 4b - Engages with local school partners to investigate and plan program improvements and innovations to ensure that preparation matches their needs
Actions	<ol style="list-style-type: none"> 1. Reviewed and revised current employer (of Le Moyne EDL graduates) survey 2. Implement employer survey 3. Develop plan to review survey results with EDL team and regional school leaders to determine changes to EDL programs as appropriate 4. Schedule focus groups with regional school district and BOCES leaders to discuss partnership and plan improvements
Expected outcomes	<ol style="list-style-type: none"> 1. Development and implementation of a revised employer (of Le Moyne EDL graduates) survey to determine any changes or enhancements to EDL programs 2. Review of survey results to inform changes in EDL programs and possible recommendations to regional school districts and BOCES 3. Collaborate with EDL graduates to assess whether the expectations and experiences of the EDL courses and internship truly prepare the graduates to be effective, innovative school leaders.
Reflections or comments	Continue to use an employer (of Le Moyne EDL graduates) survey on an annual basis and use the results for EDL program improvement. Networking and discussions with regional school leaders provide extensive feedback and compliments for the EDL Programs.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Data quality is a process that involves gathering the data at the end of each semester so that it is readily available for writing the Annual Report and using it for program improvement purposes. The process includes:

- data gathering of rubric evaluation results, course evaluation results, exit interview feedback, survey results, leadership projects, NYSTCE exam results, position changes for graduating Interns, Seminar presentations, and program information for College accreditation purposes.
- data continues to be statistics from enrollment and completion, numbers, exam and evaluation scores, as well as anecdotal reports and feedback from Adjuncts, College Supervisors, EDL Adjunct Professors, and Interns.
- quality and quantity of data is assessed by the Director and Internship Coordinator.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

At the accreditation meeting, the first AAQEP-identified concern was the need for a full-time Director for the EDL programs. The College has continued to support two roles to lead the EDL Programs - Director and Internship Coordinator. The Director continues to be a 3 day position, and the Internship Coordinator is 1 day per week plus an additional day paid through coursework. The two roles began on June 1, 2022. The teamwork of the Director and Coordinator effectively and collaboratively leads the EDL Programs with monthly meetings and constant phone calls, texts and emails to make decisions. The Director’s presence on campus also provides for relationship-building with the various College roles and offices - Dean, Registrar, Graduate Admissions, Associate Provost. This proximity leads to collaborative decisions about the EDL Programs.

The second AAQEP concern was that some of the data used for continuous improvement was of a holistic fashion and a question was raised about how to use information and data, qualitative and quantitative, to improve the programs. Collaboration and communication continue to be the key to turning holistic data into progressive change. That occurs through the following:

- Quarterly meetings and monthly emails with the EDL Adjuncts and Supervisors (EDL Team)
- Professional Development of the EDL Team online and at quarterly meetings – topics include: rubric design, instructional engagement, supervision feedback, review of syllabi, review of NYSED proposals and regulations grading, writing platform statements, and AI
- Enhancing the use of Advisory meetings for EDL students by institutionalizing initial, midway, and internship advisories, followed with the final Exit Interview - a schedule for these meetings is set by the Director and Coordinator
- Rubrics B and E have been determined to be the midterm and final evaluation tools for the internship, and essentially for the program. EDL Interns gather evidence throughout the internship and attach as links on the rubric for review throughout the internship by the Supervisor and at the end of the internship by the Coordinator. The evidence is an indication of the work the Intern did to meet the PSEL and AAQEP standards. The Rubrics for evaluation are used for monitoring Intern progress and providing feedback to Interns. Last year’s annual report noted that after a review of the rubrics by Adjuncts and Intern Supervisors, it was decided to delete rubrics C

and D as redundant, and to revise and strengthen the wording in rubrics B and E in terms of the ranking and rubric descriptions, as well as requiring Interns to provide evidence for each of the Rubric standards and aspects. The Rubrics were revised to enhance the rigor and provide more detail about acceptable levels of performance. The requirement for an Intern to show evidence of attainment of a standard and/or aspect is similar to the APPR process for teachers in New York State. Evidence collecting shifts the responsibility for determining experience and attainment of each standard to make the Intern responsible for learning the necessary skills and knowledge, and defending their developed skills at the Exit Interview and the final rubric evaluations with clear evidence.

The third concern from AAQEP is to integrate international and global perspectives into coursework and Seminars and that has been done, and will continue to occur with course speakers, college webinars, student presentations, and course assignments. This concern is typically the lowest scoring aspect on the evaluation Rubric E, so it is yet another piece of evidence that coursework, Intern Seminars and expectations during the internship should incorporate international and global perspectives, and that it should be prioritized by the College Supervisors and the Coordinator during the internship.

After submitting the Annual Report in December 2024, there was a request from AAQEP for evidence of the following activities:

- quarterly meetings and monthly email to adjuncts and supervisors,
- professional development of the EDL team online and at quarterly meetings,
- advisory meetings, and
- examples of data-driven program improvement.

we have provided the following in a Google folder:

https://drive.google.com/drive/folders/1BFaeD4LUVPaFkgHlsKU7IR7Cjp8ZprVi?usp=share_link

- Folders of documents that include
 - agendas and minutes for the EDL Department meetings with Adjunct Professors and Intern Supervisors
 - emails to the EDL Department Adjunct Professors and Intern Supervisors
 - EDL Updates (emails) from Director to Department
 - minutes from Education Advisory and Superintendent Think Tank meetings
 - EDL Intern Supervisor Job Description (requested by College)
 - EDL Adjunct Professor evaluation template (created by College)
 - EDL Department Professional Development - Intern Seminar presentation schedule and Taskstream training
 - Rubrics B and E data reports

Professional development for Intern Supervisors and Adjunct Professors also includes the following:

- **Exit Interviews** for each Intern as they complete their leadership internship. These are held at the end of each fall, spring and summer semester. The Exit Interviews are individual meetings held at the internship site with the Intern, Intern Supervisor, Site Supervisor, and Internship Coordinator. Discussion, reflection and mentoring advice are the key elements of the exit interviews.

- **Intern Seminar presentations** are held from September to April of each academic year and attended by EDL Interns and Intern Supervisors. Topics range from Anti-racism Leadership, Artificial Intelligence, Family School Engagement, ELL students and regulations, Absenteeism, and Teacher Shortages.
- **Taskstream training** is held three times each year at the beginning of the semester to train Intern Supervisors and Interns on the e-portfolio software.
- **Boot Camp for the SBL and SDL exams** is also attended by Intern Supervisors. This training session is held two times annually to prepare EDL students for the New York State leadership exams required for certification.
- **Email conversations** among the EDL team to review and edit documents, including the AAQEP Annual Review report, Internship Handbook, internship requirements, syllabi and course expectations, recruitment ideas, and the new AAQEP standards for a revised rubric, to name a few of the topics.

The goal of the EDL program is continuous improvement. Throughout the AAQEP Annual Report, we noted the processes that would continue and those that would be revised as we learned more, reflected on the programs and courses, and noted the successes of our graduates. The Director and Internship Coordinator meet on zoom, email and face to face in meetings to discuss, reflect, and plan so that the EDL programs continue to respond to the leadership needs in the region and for the future.

Regarding the data-driven program improvement request, there are a variety of measurements used to indicate continuous improvement in the Education Leadership Department. The following chart indicates evidence of continuous improvement in the processes used in the EDL programs:

Summer 2023	Summer 2024	Summer 2025
	<p>Reinstated School District Business Program after a recruitment process and in response to regional districts requesting the program. Six students started taking SDBL courses in summer 2024..</p> <p>The last graduate from the program was 3 years ago</p>	<p><i>Students continue to inquire about and join the reinstated SDBL program.</i></p> <p><i>SBL/SDL graduates have also extended their schooling to enroll in the SDBL program.</i></p>
Aspiring Leaders at OCM BOCES (Introduction to Education Leadership course, EDL 500, offered at BOCES for district-nominated educators in the region.)	Aspiring Leaders at OCM BOCES - (Introduction to Education Leadership course, EDL 500, offered at BOCES for district-nominated educators in the region.)	<i>The EDL Director developed a new course for the SBL/SDL program, EDL 500 Introduction to Leadership. Students begin the program with this course taught by the Director. On occasion the course is taught as an Independent Study for just a couple students.</i>

<p>Of the 7 students in the county program, 2 chose to matriculate to Le Moyne College's EDL Program.</p> <p>The Aspiring Leaders course was offered by SUNY Cortland in 2023.</p>	<p>All 7 students of the 2024 students in the program chose to enroll and matriculate to Le Moyne College's EDL Program, transferring EDL 500 to the Le Moyne EDL program.</p> <p>Le Moyne offered the Aspiring Leaders course in January-February 2024 and 2025. Three students from the cohort joined the Le Moyne EDL Programs for the 2024-2025 cohort.</p>	<p><i>The Aspiring Leaders course at OCM BOCES continues to engage teachers in regional school districts to begin their administrative career with the first course sponsored by BOCES and the area's four colleges and universities.</i></p>
<p>SBL and SDL programs combined into one program in Summer 2023 - 10 (3 credit) courses, plus two (3 credit) internship courses (EDL 555 A and B).</p> <p>A few students took a spring 2023 course, and were part of the Summer 2023 cohort.</p> <p>22 students enrolled in Summer 2023.</p>	<p>All new EDL students enrolled in combined SBL/SDL program.</p> <p>24 students enrolled in Summer 2024.</p> <p><i>NYSED has determined that EDL programs must combine SBL and SDL programs by 2030. Colleges/Universities in NYS will submit new plans to NYSED for approval. The Le Moyne College EDL Program application will be submitted in 2025.</i></p>	<p><i>All new EDL students enrolled in combined SBL/SDL program.</i></p> <p><i>NYSED has determined that EDL programs must combine SBL and SDL programs by 2030. Colleges/Universities in NYS will submit new plans to NYSED for approval. The Le Moyne College EDL Program application will be submitted in 2025.</i></p>
<p>The CiTi LDP (Leadership Development Program) sponsored through CiTi BOCES in Oswego County enrolled 17 EDL students in Summer 2023, and included for the first time educators from CiTi BOCES.</p> <p>The CiTi LDP hosts 6 Le Moyne College courses in a facility in Oswego County, taught by district administration who serve as Le Moyne Adjuncts. Students then complete the final 4 courses at Le</p>	<p>The CiTi LDP begins a new cohort every 2 years - the next one will be the Fall 2025 cohort.</p> <p>Currently 3 districts (Fulton, Phoenix, and Hannibal) and BOCES are involved. The other 6 districts in the county are considering joining LDP for next year's cohort. The Director is meeting with the districts and the BOCES administration.</p>	<p><i>The Fall 2025 cohort for CiTi LDP has 7 students from school districts and the BOCES in Oswego County.</i></p>

<p>Moyne, as well as the 2-course internship.</p> <p>The biannual CiTi LDP student count is typically 12 students, 2 districts. The 2023 cohorts include educators from 3 districts (Fulton, Phoenix, and Hannibal) and BOCES.</p>		
<p>Leadership Projects were an assignment for EDL 555.</p>	<p>Leadership Projects presented as posters for a gallery walk at the EDL Graduate Celebration (in addition to being an assignment for EDL 555.).</p>	<p><i>Leadership Projects presented as posters for a gallery walk at the EDL Graduate Celebration (in addition to being an assignment for EDL 555.) College leaders - Dean, Assistant Dean, and EDL Department Adjuncts and Supervisors - attended the Celebration.</i></p>
	<p>Created an Internship Requirements document that is shared between Intern and College Intern Supervisor.</p> <p>https://drive.google.com/drive/u/0/folders/16jalM6ZCJZ9YKRj51ktj_44TezoPxWma</p>	<p>Continued to use the Internship Requirements document.</p> <p>https://drive.google.com/drive/folders/1KF-TP7HHCUug6It8GTIKh1_xC7MyBNsZ?usp=sharing</p>
<p>Rubrics B (PSEL standards) and E (AAQEP standards) were revised and the wording strengthened in terms of the ranking and rubric descriptions. The Rubrics were revised to enhance the rigor and provide more detail about acceptable levels of performance.</p> <p>In addition, EDL Interns were required to collect and provide evidence for each of the Rubrics' standards and aspects. The</p>	<p>During Exit Interviews, EDL Interns reveal that leadership projects and other EDL 555 assignments, along with continual mentoring and advising interactions between the College Supervisor and Intern, provide a foundation for growth.</p> <p>The process of scoring and reviewing Rubrics B and E with the perspective of evidence creates another opportunity for reflection and growth. The Site and College Supervisor collaborate with the Intern to determine the score of 1-4. As a team, the Intern Supervisors discuss the</p>	<p><i>During Exit Interviews, EDL Interns reveal a variety of compliments and suggestions. The link to the feedback can be found here - https://drive.google.com/drive/folders/1vm6ewJwwBe7G4VrWBOFuHleDQF8b9MMr?usp=share link</i></p> <p><i>The process of scoring and reviewing Rubrics B and E with the perspective of evidence creates another opportunity for reflection and growth. The Site and College Supervisor collaborate with the Intern to determine the score of 1-4. As a team, the Intern Supervisors</i></p>

<p>requirement for an Intern to show evidence of attainment of a standard and/or aspect is similar to the APPR process for teachers in New York State. Evidence collecting shifts the responsibility for determining experience and attainment of each standard to make the Intern responsible for learning the necessary skills and knowledge and defending their developed skills at the Exit Interview and the final rubric evaluations with clear evidence.</p>	<p>standards, scores, and acceptable evidence in order to calibrate the scoring process.</p> <p>Ranking scores for performance are dependent upon evidence provided, review of assignments, and observation as an Intern School Leader.</p> <p>The Exit Interview also seeks reflection and feedback on the EDL program, courses, Adjuncts and Supervisors, and the entire EDL experience from the Intern's perspective. The information is discussed with the EDL team and program adjustments are made as appropriate.</p>	<p><i>discuss the standards, scores, and acceptable evidence in order to calibrate the scoring process.</i></p> <p><i>Ranking scores for performance are dependent upon evidence provided, review of assignments, and observation as an Intern School Leader.</i></p> <p><i>The Exit Interview also seeks reflection and feedback on the EDL program, courses, Adjuncts and Supervisors, and the entire EDL experience from the Intern's perspective. The information is discussed with the EDL team and program adjustments are made as appropriate.</i></p>
	<p>The Le Moyne College EDL programs are the only ones in CNY that offer a hybrid option (5 face to face sessions and online, collaborative assignments within an 8 week session); the other 3 universities in the region offer only online courses.</p>	<p><i>The Le Moyne College EDL programs are the only ones in CNY that offer a hybrid option (5 face to face sessions and online, collaborative assignments within an 8 week session); the other 3 universities in the region offer only online courses.</i></p>
2023 Annual Report Results	2024 Annual Report Results	2025 Annual Report Results
Rubric B results (PSEL Standards)	Rubric B results (PSEL Standards)	Rubric B results (PSEL Standards)
<p>Average for all criteria - 3.37/4 (84.28%)</p> <p>Explanations were provided in the Annual Report about the standards</p>	<p>Average for all criteria - 3.40/4 (84.89%)</p> <p>Explanations were provided in the Annual Report about the standards that earned the highest and lowest scores.</p>	<p>Rubric B has 10 rankings for 10 PSEL Standards. The rankings range from 1 to 4.</p> <p>The results of Rubric B Final are found at this link: https://drive.google.com/drive/folders/1XsSZi1</p>

<p>that earned the highest and lowest scores.</p>	<p>The expectation is for the EDL Interns to score in the 3-4 range. An Intern cannot receive a score below 3 on a final evaluation. Ranking scores for performance are dependent upon evidence of attainment and/or completion provided by the Intern for each standard, review of EDL 555 assignments, and observation in the role of Intern School Leader.</p>	<p>qD8kQd5C4hY2zggcGkyOFqBNMS?usp=sharing</p> <p><i>EDL Interns are now required to write a narrative statement for each of the 10 PSEL Standards to indicate evidence of having leadership experiences related to the standard.</i></p> <p>Average of 10 Criterion 3.55/4 (88.67%)</p> <p>Average for All Scores (n=37) 328.06/370 (88.67%)</p> <p>The scores for Rubric B Final reveal that the highest average scores (above 3.7) were for Standard 2: Ethics and Professional Norms (score 3.81,) Standard 3: Equity and Cultural Responsiveness, (score 3.72), and Standard 5: Community of Care and Support for Students (score 3.81.)</p> <p><i>These same three standards had the highest scores for the last two years.</i></p> <p><i>The emphasis on ethics, equity and community is evidence of the EDL programs and the course expectations and content.</i></p>
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Rubric E results (AAQEP Standards)	Rubric E results (AAQEP Standards)	Rubric E results (AAQEP Standards)
<p>Average for all criteria = 3.48/4 (86.88%)</p> <p>Explanations were provided in the Annual Report about the standards that earned the highest and lowest scores.</p>	<p>Average for all criteria - 3.45/4 (86.36%)</p> <p>Explanations were provided in the Annual Report about the standards that earned the highest and lowest scores. The EDL Programs continue to focus on improving the lowest scores by determining what an Intern must learn and practice as an EDL student and subsequent EDL Intern. By no means do we expect that the average will reach 4.0.</p> <p><i>This expectation for scoring a 3 or above, and for continuing the internship as necessary began in the 2023-2024 year.</i></p> <p>The expectation is for the EDL Interns to score in the 3-4 range. An Intern cannot receive a score below 3 on a final evaluation.</p>	<p>Rubric E has 12 rankings for AAQEP Standards 1 and 2. The rankings range from 1 to 4. Standard 1 has 6 aspects, and Standard 2 has 6 aspects.</p> <p>The results of Rubric E Final are found at this link: https://drive.google.com/drive/folders/1XsSZi1qD8kQd5C4hY2zggcGkyOFqBNMS?usp=sharing</p> <p>Average of 14 Criterion 3.52/4 (88.05%)</p> <p>Average of All Scores in Group (n=39) 3.52/4 (88.05%)</p>

	<p>Ranking scores for performance are dependent upon evidence of attainment and/or completion provided by the Intern for each standard, review of EDL 555 assignments, and observation in the role of Intern School Leader.</p>	<p>The scores for Rubric E reveal that the highest average scores (above 3.6) were for the following Standards (1 or 2) and aspects (a-f):</p> <p>Standard 1</p> <p>1 c Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning (score 3.64)</p> <p>1e Creation and development of positive learning and work environments (score 3.69)</p> <p>1f Dispositions and behaviors required for successful professional practice (score 3.69)</p> <p>Standard 2</p> <p>2b Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts (score 3.64)</p> <p>2e Establish goals for their own professional growth and engage in self- assessment, goal setting, and reflection (score 3.64)</p> <p>The scores for Rubric E reveal that the lowest average scores were for the following Standards (1 or 2) and aspects (a-f):</p> <p>1a Content, pedagogical and/or professional knowledge relevant to the credential or degree Sought (score 3.36)</p>
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		<p>2d Support students' growth in international and global perspectives (score 3.13)</p> <p><i>The weaknesses with these aspects indicate that the EDL programs should continue to teach students and interns how to apply and reflect upon the knowledge they gain in each course and experience to their leadership internship for practice and future employment. The Professors have begun to integrate concepts related to international and global perspectives, into the courses and will continue to do so. Intern Seminars provide information about ENL students and families, anti-racist leadership and allyship, diversity, inclusion and belonging, culturally responsive leadership, and discussions about national and global political connections to education.</i></p> <p><i>Course content and assignments now also include professional leadership experiences related directly to standards.</i></p>
<p><i>To successfully pass EDL 555, Internship Course, EDL students must earn at least a score of 3 on the rubric.</i></p> <p><i>Those students who do not earn a 3 in any of the standards or criteria would extend the internship to ensure they have the experiences and knowledge to pass the standard. Unfortunately, this information wasn't clear on the EDL Program's webpage in the Le Moyne College website, and a student</i></p>	<p><i>To successfully pass EDL 555, Internship Course, EDL students must earn at least a score of 3 on the rubric.</i></p> <p><i>Those students who do not earn a 3 in any of the standards or criteria would extend the internship to ensure they have the experiences and knowledge to pass the standard.</i></p> <p><i>The expectation for scoring is not to automatically award a score of 4 for each standard simply because the internship is</i></p>	<p><i>To successfully pass EDL 555, Internship Course, EDL students must earn at least a score of 3 on the rubric.</i></p> <p><i>Those students who do not earn a 3 in any of the standards or criteria would extend the internship to ensure they have the experiences and knowledge to pass the standard.</i></p> <p><i>The expectation for scoring is not to automatically award a score of 4 for each standard simply because the internship is</i></p>

<p><i>was able to pass the internship with scores below 3 for several standards.</i></p> <p><i>The expectation for scoring is not to automatically award a score of 4 for each standard simply because the internship is coming to an end.</i></p>	<p><i>coming to an end. So, we do not expect that scores will increase to a 4.0.</i></p> <p><i>Greater emphasis was placed on the evidence collected for each of the AAQEP standards and aspects for Rubric E. Students needed to collect, document, and be able to explain the evidence that was posted to the Rubric to indicate attainment of the standard.</i></p> <p><i>This expectation is for an Intern to score a 3 or above on both Rubric B and Rubric E, If they do not succeed in that effort, the internship is continued as necessary into the next semester. This requirement began in the 2023-2024 year.</i></p>	<p><i>coming to an end. So, we do not expect that scores will increase to a 4.0.</i></p> <p><i>Greater emphasis was placed on the evidence collected for each of the AAQEP standards and aspects for Rubric E. Students needed to collect, document, and be able to explain the evidence that was posted to the Rubric to indicate attainment of the standard.</i></p> <p><i>This expectation is for an Intern to score a 3 or above on both Rubric B and Rubric E, If they do not succeed in that effort, the internship is continued as necessary into the next semester. This requirement continued in the 2024-2025 cohort year.</i></p>
Graduates for 2023 Annual Report -	Graduates for 2024 Annual Report	Graduates for 2025 Annual Report
Graduation Aug 22, Dec 22, May 23, Aug 23	Graduation Aug 23, Dec 23, May 24, Aug 24	Graduation Aug 24, Dec 24, May 25, Aug 25
105 completers * (out of 183 candidates enrolled for the time period noted) 57% completer rate within 14 months	60 completers (out of 83 candidates enrolled for the time period noted) = 72% completer rate within 14 months	50 completers (out of 61 candidates enrolled for the time period noted) = 82% completer rate within 14 months
<i>*Duplicates are noted in the combined SBL/SDL program, and there are other completers who graduated one semester with the SBL, and the following semester with the SDL</i>	<i>The 60 completers include SBL only, SBL/SDL combined, and SDL only - as the department works to more accurately gather data, the details emerge that some candidates complete the program in 14 months, and others take 18 months or longer depending upon length of internship and pace at which they take the required 10 courses. Those Interns completing coursework and the internship</i>	<i>The 47 completers include SBL only, SBL/SDL combined, SDL only, and SDBL - as the department works to more accurately gather data, the details emerge that some candidates complete the program in 14 months, and others take 18 months or longer depending upon length of internship and pace at which they take the required 10 courses or when they can secure a rigorous internship that meets the</i>

	and graduating after 14 months are included in the next year's Annual Report.	expectations and standards of the EDL program. Those Interns completing coursework and the internship and graduating after 14 months will be included in the next year's Annual Report.
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EDL Program improvement is also noted in a more concentrated effort for the EDL Department to work directly with the Graduate Admission and Registrar offices to seek assistance in recruiting and marketing the EDL programs, and admitting and monitoring the progress of EDL students as they complete the matriculated programs of SBL/SDL.

From recruitment to commencement, the EDL students participate in a minimum of 4 Advisory meetings - beginning with a recruitment and acceptance advisory with the Director; at a midterm review with the Director; at an internship advisory with the Internship Coordinator; and at an Exit Interview with the Internship Coordinator and Intern Supervisor. Progress is monitored on the College's student management system, Phinfo. The EDL Programs pride themselves on mentoring students from beginning to end, and beyond with many students staying in contact as course speakers, professional development presenters, and for many coffee chats to practice interviewing for the next leadership position.

Enrollment and completion are affected by various factors, including the type and timelines of the leadership internship:

- majority of EDL students begin taking 2 EDL courses in the first summer semester
- some EDL students take a spring EDL course or two in advance of the summer semester,
 - including Aspiring Leaders students who take one college course (EDL 500) at OCM BOCES and transfer it to the college of their choice (Le Moyne College, SUNY Oswego, SUNY Cortland, or Syracuse University)
- other EDL students transfer a course or two into the EDL programs from a 60 credit Masters degree
- EDL students have varied internship experiences and timelines for completion
 - some students begin their internship in the spring semester after completing 5 EDL courses and continue to complete 5 additional EDL courses in spring and summer semesters (*August completers - 14 months*)
 - these EDL students complete a full-time, single semester internship in the spring semester (August completers) or
 - these EDL students complete a half-time, single semester internship combined with a full-time summer internship and continue to complete 5 additional EDL courses in spring and summer semesters (August completers)
 - other students complete two full-time summer internships and continue to complete 5 additional EDL courses in spring, summer, and fall semesters over the course of 2 years, and that extends their date of completion for a year (*August completers - 26 months*)

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The EDL Programs are always in the process of continuous improvement with ideas flowing from the EDL Team, EDL Students and partner school districts.

A key change that occurred in 2023 was that the SBL and SDL programs are combined as a pathway, rather than having students earn their SBL (30 credits) and then the SDL (6 credits). Students pursue and complete a pathway to the CAS.SBL and CAS.SDL that will guide them to SBL and SDL certification, and prepare them for any district or BOCES leadership position. The CAS.SBL and CAS.SDL are awarded at commencement. *The combined SBL/SDL program continued with the 2024-2025 cohort who complete 10 courses, and then a 2 course internship.*

The following initiatives are in process or under consideration as the EDL Programs evolve with the school leadership needs of the Central New York community: *Update - these initiatives were implemented for the 2024-2025 cohort*

- **Conduct an annual program review of LEADS and CNY LDP @ CiTi.**
 - *As enrollment grows, it's important to review program elements such as course offerings, pedagogy, internship opportunities, policies and the reasons why students are choosing Le Moyne's EDL programs*
 - *Changes include mixing the cohorts of students in the LEADS @ CNY and LEADS @ SCSD for some courses so that teachers in urban, suburban and rural districts can share what they experience and learn*
 - *Use the review to recruit and begin new cohorts from districts in the region. For 2025, a cohort of students from the Cayuga-Onondaga BOCES and Auburn City Schools was created.*
- **Continue to institute a formal mentoring element** (implemented by new Director and Internship Coordinator in June 2022) to the EDL brand – *emphasizing that mentoring begins at advisory meeting, and continues to a midpoint meeting, then the internship advisory meeting, monthly Intern Seminars, Director visits to intern sites, and a final Exit Interview.*
 - *Intern Seminar memo for the 2024-2025 cohort can be found at this link - <https://drive.google.com/drive/folders/1ieK4GEcI5bpCdja5NAocGDcISNkDhk9T?usp=sharing>*
- **Continue to hold Exit Interviews** with the Internship Coordinator, Site Supervisor and College Supervisor which yield feedback that is incorporated into the EDL Programs. *Feedback from the 2024-2025 cohort is found at this link: insert new link*
- **Continue to use the Updated Rubrics B and E**, including expecting Interns to add evidence for each standard
 - *Expectations for evidence for Rubric E (AAQEP standards rubric) have increased to listing at least 3 pieces of evidence with direct links to a google folder*
 - *Expectations for narrative commentary for Rubric B (PSEL standards rubric)*

- *The expectations are explained at the initial Intern Seminar in September and at subsequent Seminars, in discussion with College Supervisors, and in emails from the Coordinator to the Interns*
- **Continue to review grading procedures and expectations for Pass/Fail – average of 3.0 on rubrics and for grade point average (gpa)**
 - *Expectations for coursework include the opportunity to rewrite and redo assignments to mastery without loss of any points*
 - *Expectations for feedback from Adjuncts is imperative to engagement and learning*
- **Continue to require all Interns complete a Leadership Project, and implement a new presentation poster session at the May Graduate Event**
- **Continue the goal to develop and implement an Alumni Survey to determine the application of the EDL courses and internships to the development of effective leaders**
- **Develop and introduce a new course that focuses on special education and ENL laws and practices to be taught in spring 2025**
- **Create application and admission practices to ensure that candidates are appropriate for the EDL programs and will be successful graduates**
 - *Expectations include that an EDL candidate has 3 years of teaching/counseling experience and has received tenure prior to program entry*
 - *Expectations also include careful review of a writing sample to ensure the level of writing is commensurate with leadership*
- **Continue to implement a Kick-Off Meeting, an introductory mini-course on leadership skills, to all cohorts.** The course began with the summer 2024 cohort and was taught by Director and Internship Coordinator.
- **With the newly reactivated SDBL Program in January 2024–** actively recruit students, create a cohort, hire SDB Adjuncts and Supervisors, add courses to schedule after College Curriculum Committee review and approval
 - *The closing of another college in the state that specialized in an online SDBL program is creating a sense of urgency to assist those students with a place to complete the SDBL*
- **Continue to work with local school leaders and business leaders to respond to the business entity, Micron, a microchip plant, that is moving into the CNY region with families, students, and a renewed focus on economics, STEM and technology –** one meeting has been held with area Superintendents to determine what different skills school leaders should have to lead schools in this new business arena
- **Develop and implement an observation/evaluation process for EDL Adjuncts -** conducted by Director with formal written feedback and a meeting held each semester with all Adjuncts who teach a particular course to review the syllabus, pedagogy, assignments and applicability to current and future school leadership practices
- **Change the structure of the first EDL Intern Seminar in September to focus on the course EDL 555, the assignments, evaluation rubrics and the importance of the mentoring relationship with the College Supervisor**
- **Continue to explore the use of an Exit Interview protocol for each of the Supervisors and Intern Coordinator to use as a guide to the conversation**
 - *the Exit Interview has proven to be highly successful as a means of guiding the Intern to be evaluative, self-reflective and an advocate for themselves as they begin the search for a school leadership position*
 - *the relationship of the Intern and the College Supervisor is key to mentoring and establishing a long-term relationship for future success*

- **Continue with the changed format of the EDL Intern Seminars** (held on a monthly basis) to include two presentations at each Intern Seminar (from December to March). This change will reduce the size of the presentation groups and double the topics that can be taught at the Seminars.
- **Continue to use a survey for Interns to evaluate their College Intern Supervisor** – survey can be found at this link - https://drive.google.com/drive/folders/11KkxGnNLgHRTM5kr6WgydD2CjmFzRr4p?usp=share_link
 - Surveys are remarkably positive noting the presence and attention provided by the College Supervisors via journal, email, text, calls and biweekly conferences with the Interns. Interns feel supported, mentored and allowed to inquire and seek assistance.
- Review the new AAQEP standards and incorporate into Rubric E, an evaluation tool for the internship. The current Rubric E has been an effective tool for evaluating, progress monitoring, guiding and questioning Interns. Adding the new standards will surely enhance the rubric. This will be implemented for the 2026 cohort.
- **Develop a cohort linked to the Cayuga-Onondaga BOCES and Auburn City Schools.** This region is to the west of the city of Syracuse where Le Moyne is located. There is a leadership shortage and a quality leadership challenge in the region. Students have been traveling to Syracuse for the EDL Program and we want to develop programming that can be taught in the region, and internships that Cayuga-Onondaga BOCES component districts can sponsor. This cohort was developed by the Director in partnership with the BOCES and Auburn City Schools. The courses are being taught by the Director and Adjuncts who are administrators in the Auburn City School District.
- **Continue to work directly with OCM BOCES to sponsor summer internships.** A Le Moyne EDL graduate leads the summer program at BOCES and hires our Interns each summer. We've created a process with BOCES to interview, hire and mentor EDL Interns.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

NYSED (New York State Education Department) and the Board of Regents have proposed changes to educator certification, including educational leadership. The proposed changes include combining the SBL Initial and Professional certificates and the SDL Professional certificate into a single Professional Administrator certificate. Other changes are noted in the memo: https://drive.google.com/drive/folders/1AMEQSUncP2w1ptAvTG3eeUOgg1imv9_T?usp=sharing

NYSED indicates in the memo - "With the Professional Administrator certificate, individuals would be able to hold building level or district level administrator positions, thereby optimizing flexibility for a range of administrator positions and creating a natural pathway from building leadership to district leadership positions. This single certificate would also eliminate the current confusion about whether an individual needs to hold an SBL or SDL certificate for their position.

Removing the Initial/Professional SBL certificate progression would eliminate the Professional SBL experience requirement, which has been a persistent challenge for Initial SBL certificate holders who must hold a SBL district role for 3 years in order to become Professionally certified. There is also a lack of parity between the Professional SBL and Professional SDL certificate experience requirement (six years versus three years, respectively).

The Education Leadership (EDL) Program Director and Internship Coordinator are in favor of this proposed change because the SBL and SDL programs are now combined as a 36 credit program and Certificates of Advanced Study (CAS.SBL and CAS.SDL) that are earned and conferred at the college after completing 36 EDL credit hours, including a rigorous 6 credit professional internship. Expecting graduates to then apply for and pass certification exams for two separate leadership certificates has become cumbersome due to the lack of testing dates and locations, as well as the expense of taking 4 exams to earn two certificates. We anticipate that the change in certification will lead to a change in exam requirements, also. *Update - The State's expectations are that the SBL/SDL program will be 30 credits, which means that Le Moyne's EDL program will change to require 8 EDL courses and 2 courses of an internship. This is a reduction of 6 credit hours.*

The primary challenge to the EDL programs in terms of the certification changes is the expectation for leadership internships to include a 15-week full-time experience. A full-time internship is rare due to teacher shortages and district pay structure for release time from teaching. Districts are typically able to offer summer school programs, after school programs, and half-day experiences with a teacher's schedule adjusted to allow for a 2.5 to 3 hour block of time during the school day.

The other characteristics of a leadership internship are already part of the process:

- *include experiences in a **variety of settings** and at **both the school and district levels**;*
- *be **college-supervised** and **carefully selected and planned** by program faculty in collaboration with school district leaders;*
- *occur **throughout the program** and culminate in a **15-week full-time experience (or a 40 week half-time experience)** that is structured to provide leadership responsibilities of increasing breadth and depth.*

The EDL program already applies the PSEL Standards and AAQEP Standards into the programs, and integrates EDL coursework and internship experiences for both the SBL and SDL. This certification change would complement the EDL programs goals and status, and in turn make it easier for districts to hire certified administrators for SBL and SDL roles. *Update - the new AAQEP framework and changes in the Standards and aspects will be explored in the 2026 year with planned revisions to Rubric E, as well as to EDL course syllabi.*

We will continue to monitor the regulation changes and provide feedback at hearings and in NYSED surveys.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Maureen A Patterson, EdD, Internship Coordinator, Education Leadership Programs	<i>Maureen A Patterson</i>
Elizabeth Connors, Director, Education Leadership Programs	<i>Elizabeth Connors</i>

Date sent to AAQEP:

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Maureen A Patterson, EdD, Internship Coordinator, Education Leadership Programs	
Elizabeth Conners, Director, Education Leadership Programs	

Date sent to AAQEP:	
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