

Appendix B

Expanded Course Descriptions and Critical Performance Tasks for Additional Electives within the SBL/SDL program

EAD 671- CONCEPTUAL MODELS of School Leadership

1. Candidate educational platforms are reviewed and evaluated by faculty and peers
2. Each issue (approximately 2) that candidates analyze (usually two in this course) are evaluated by the cohort faculty and college faculty, as well as the superintendent with whom the associates (candidates) work.
3. Assessment of candidate planning and conducting one topic session occurs during this course. Feedback is provided by faculty and peers.
4. Candidate reflection reports are reviewed and analyzed, feedback is given to the candidates from the faculty.
5. Candidates engage in self-assessment using the SDL Inventory of knowledge and skills as a pre-test for the program (all three courses)
6. Candidates, in their respective teams, evaluate the strengths and weaknesses of the team.

EAD 672- Complementing School Leadership Models

1. Candidates are evaluated by the faculty on their presentation skills of an issue the team has analyzed in light of the four types of leadership and two environments in which the superintendent works.
2. Candidate reflection on the impact of the superintendency on one's personal life is reviewed by faculty and feedback provided.
3. Each issue (approximately 2) that candidates analyze (usually two in this course) are evaluated by the cohort faculty and college faculty, as well as the superintendent with whom the candidates work.
4. Candidate reflection reports are reviewed and analyzed, feedback is given to the candidates from the faculty.
5. Candidates are evaluated on their team involvement during the mid-program session (participation in panel discussions and presentations).

EAD 673- Assessment of School Leadership Models

1. Candidate educational platforms are reviewed and evaluated by faculty and growth over the three courses is noted (from pre- to post-program)
2. Candidates self-assess their own ability as an emerging superintendent using the SDL Inventory as a post-test and comparing results to the pre-test taken in EAD 671.
3. Candidates are given critical feedback by their cohort faculty relative to their strengths and weaknesses, and career options, as they move forward in their careers. This is done in individual feedback sessions.
4. Candidates are evaluated on their presentation and written documentation of the district scan and entry plan they have developed during the course.
5. Candidates are assessed on their screening interviews with superintendent search consultants and BOCES District Superintendents by soliciting feedback from these individuals.
6. Candidate job search paperwork (resume, placement credentials, etc.) is reviewed by the faculty and feedback is provided.