

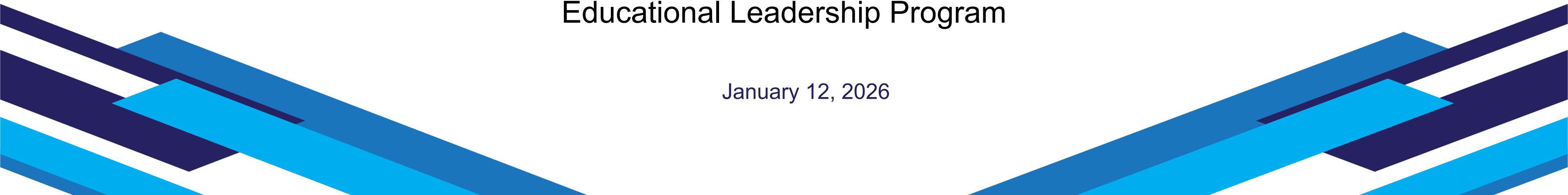


NYSED GRANT Final Report:

Strengthening Diversity in School Leadership

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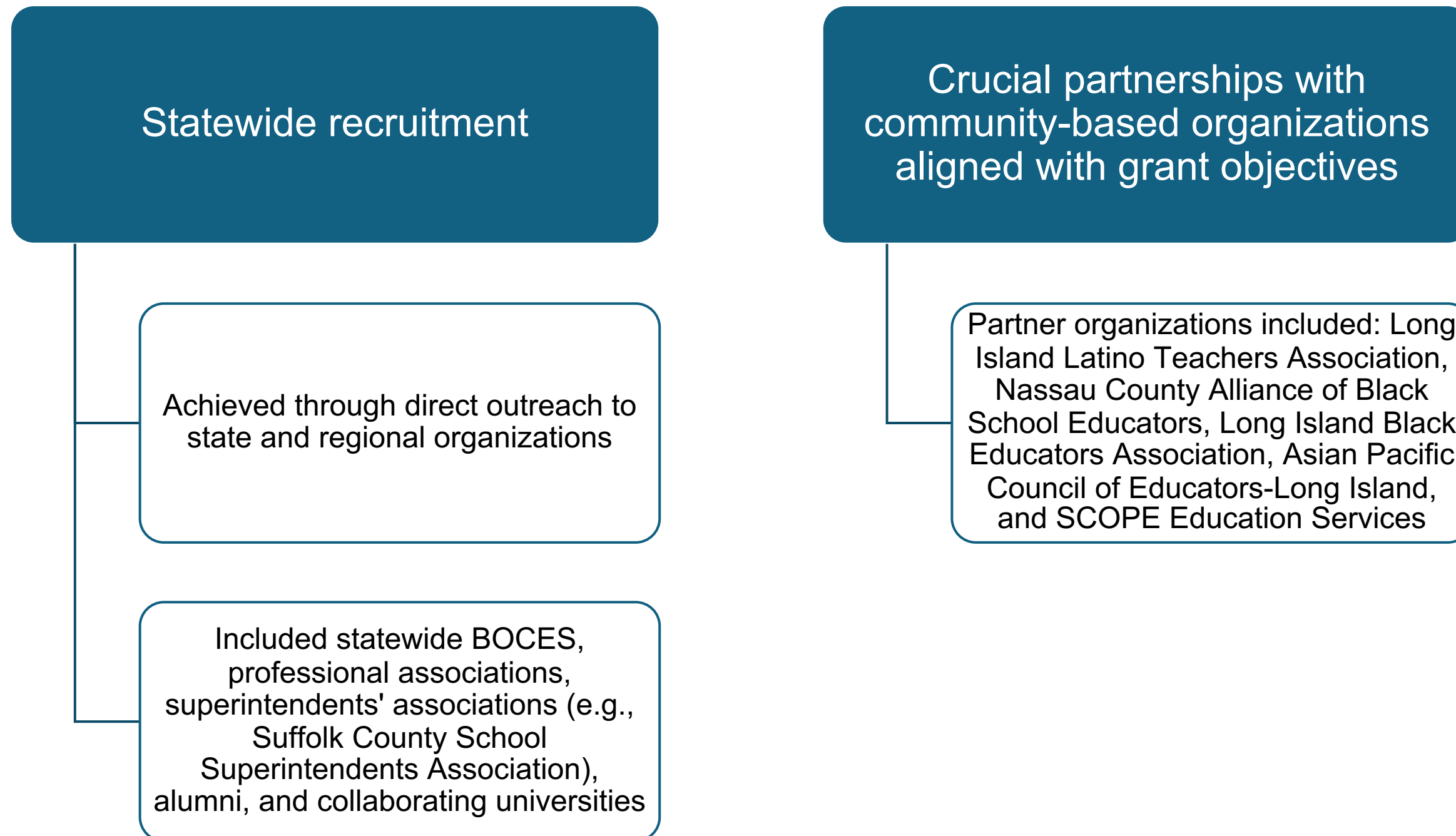
How did we address this challenge?

- We created a pipeline for emerging diverse school leaders...
- By recruited leadership candidates statewide, including underrepresented groups, in response to the urgent need for diversifying the leadership pool.
- By integrating an understanding of how to develop and support culturally responsive leadership.





How did we accomplish this?





How was the program structured?

- Cohort in Stony Brook University's Educational Leadership (EDL) Program
(We issue a post-master's graduate certificate. We have a history of effectively preparing school leaders)
- Our program prepares candidates for both SDL (School District Leader) and SBL (School Building Leader) certifications within a single program.
(Now: Administrative Certificate with Superintendent's Extension)
- Our leadership program is built upon using adjunct instructors, practitioners who are experts in school and district leadership to share their expertise with enrollees.
- Course syllabi and internship have been developed around the PSEL standards and components of the Culturally Responsive Sustaining Education Framework.
- Our program uses synchronous and asynchronous instruction which allowed flexibility in scheduling work, program, and personal responsibilities.
 - Asynchronous Delivery: Uses Brightspace, Stony Brook's online instructional delivery platform - Provided weekly reading and written assignments.
 - Synchronous Delivery: Uses Zoom, Stony Brook's online delivery platform - Classes were approximately 90 to 120 minutes long – regularly scheduled.



What did the internship look like?

- 2 semester program (summer-fall) which provided support and removed barriers to ensure intern success which also included pre-internship meetings with students and school-based administrators
- Required completion of 300 internship hours (150 building, 150 district), demonstrating achievement of all ten PSEL standards)
- In addition to hours, interns completed three tasks:

Task 1: A school improvement project that included a focus on English Language Learners, Students with Disabilities or another subgroup.	Task 2: A professional development project that was based on a school or district documented need and included an evaluative component and follow up to assess impact.	Task 3: A project that analyzed data related to school or district inequities that became apparent as a result of COVID. The project developed support systems to ameliorate such inequities.
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What was the profile of the faculty?

- Instructors were adjunct professors, allowing recruitment of top diverse leaders
- 67% of adjunct program faculty reflected racial or ethnic diversity
- Adjunct faculty have been successful school or district leaders or outstanding Stony Brook educational leadership faculty
- The use of a pool of diverse faculty of successful practitioners has provided interaction with successful practitioners and thought leaders



What was the profile of each cohort?



Cohort 1, N=10

- Ethnic Breakdown: 4 Hispanic, 2 Black, 3 White, 1 Asian (70% non-white)
- Gender Breakdown: 80% female
- Average Years of Experience: 10 years
- Geographic Work Regions: 4 suburban, 4 urban, 2 upstate
- Internship Task Completion Average: A

Cohort 2, N=18

- Cohort has not yet graduated (Graduation - May 2026)
- Ethnic Breakdown: 6 Hispanic, 4 Black, 7 White, 1 Asian (61% non-white)
- Gender Breakdown: 83% female
- Average Years of Experience: 13 years
- Geographic Work Regions: 10 suburban, 3 urban, 5 upstate



What were our program successes?

- Program participants learned from adjunct instructors who were either highly successful school or district leaders or faculty who are at the top of the field.
- Grant funds offset tuition and provided access to review materials (text and course) which increased participants' success on licensing exams.
- 100% of Cohort 1 successfully passed one of the NYSED certification exams. Cohort 2?
- One student was successfully employed in an administrative position prior to internship completion; one student hired immediately upon program completion and 2 students are in the interview process. check



What have been some program challenges?

- 30% of interns in Cohort 1 and 24% of interns in Cohort 2 had changes with Cooperating Administrators prior to or early during the internship.
- 30% of districts experienced unexpected Superintendent changes during the seven months of the internship.
- Grant funding intended to support interns with additional release time. However, this was difficult to implement. Districts were unable to release interns from teaching and/or additional responsibilities or obtain qualified substitute coverage.



What are our recommendations?

- Facilitate leadership programming that embraces inclusivity consistent with the CRSE framework and PSEL standards within both course content and faculty.
- Implement a cohort model so that participants have a positive group experience.
- Support the recruitment of a diverse pool of applicants using a variety of resources including statewide outreach to leadership organizations and community-based affinity groups.



Thank You

