

## **FRANK S. DEL FAVERO, PH.D**

108 Ace Circle  
Lafayette, Louisiana 70506  
Home (337) 984-6547  
Work (337) 482-6745  
Fax (337) 482-5262  
fdelfavero@louisiana.edu

### **EDUCATION**

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- Ph.D. Education Administration and Policy Studies: 2003  
UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK; Albany, NY  
Dissertation: The Influence of Professional Development Context, Process, and Content on the Academic Performance of Students in New York State Public High Schools
- Certificate of Advanced Study, Education Administration: 1987  
STATE UNIVERSITY OF NEW YORK, COLLEGE AT CORTLAND; Cortland, NY
- Master of Science, Secondary Education, French: 1974  
STATE UNIVERSITY OF NEW YORK, COLLEGE AT CORTLAND; Cortland, NY
- Bachelor of Arts Secondary Education French: 1970  
STATE UNIVERSITY OF NEW YORK, COLLEGE AT CORTLAND; Cortland, NY
- Certificate Computer Technology:  
CAYUGA COMMUNITY COLLEGE; Auburn, NY
- Distance Education Certificate Program  
UNIVERSITY OF WEST GEORGIA; Carrollton, Georgia
- Online Course Design Practicum Certificate Program  
UNIVERSITY OF LOUISIANA AT LAFAYETTE; Lafayette, Louisiana

### **INTERNATIONAL EDUCATION**

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- 18 credit hours – French and German Language and Literature:  
UNIVERSITÄT WIEN; Vienna, Austria
- 18 credit hours – French Language and Literature  
L'UNIVERSITE DE NEUCHATEL; Neuchâtel, Switzerland

## LICENSES AND CERTIFICATIONS

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- Permanent Teacher Certification French 7-12, New York State Education Department
- Permanent Teacher Certification German 7-12, New York State Education Department
- Permanent School District Administrator Certification, New York State Education Department
- Distance Learning Certificate Program from the University of West Georgia for distance learning course and curriculum development and presentation
- University of Louisiana at Lafayette Office of Distance Learning Certified Course Designer
- University of Louisiana at Lafayette Office of Distance Learning Certified Quality Matters course reviewer

## HONORS & AWARDS

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- National Endowment for the Humanities (1982) Computer Aided Instruction in the Foreign Language Classroom
- German Federal Republic (1987) German Language Teacher Exchange Program
- Summer Research Grant (2009) University of Louisiana at Lafayette, College of Education
- Endowed Professorship: (2012) Joan D. & Alexander S. Haig/BORSF Professor in Education
- Endowed Professorship: (2015) Joan D. & Alexander S. Haig/BORSF Professor in Education
- Travel Grant Award: (2018) For International Travel

## POST SECONDARY PROFESSIONAL EXPERIENCE

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Assistant Professor  
Associate Professor

2005 to 2012  
2013 to Present

UNIVERSITY OF LOUISIANA AT LAFAYETTE,  
Lafayette, Louisiana

- Associate Professor in the department of Educational Foundations and Leadership. Interests in research include but are not limited to the effect of professional development on student performance and the collection and analysis of school, student, and community data for the purpose of developing “informed” decisions regarding strategies to improve schools.
- M.Ed. in Educational Leadership program coordinator. Responsibilities include: strategic

planning, recruitment of prospective students, building educational cohorts with partner school districts for the training and preparation of educational leaders, and service as facilitator and liaison for the M.Ed. faculty.

- Instructional approach at the post-secondary level integrates academic theory with extensive background as a secondary education practitioner.
- Experience teaching foundations, assessment and measurement, and educational psychology at the undergraduate level.
- Experience teaching educational leadership classes at the master and doctoral levels whose content includes the use of data to affect change, the evaluation of the effectiveness of classroom assessments and instructional strategies, developing an effective learning environment, school district central office organization and structure, and supervision of instructional staff.
- Extensive experience designing and teaching online courses at the Master and Doctoral levels

## **SUMMARY OF PROFESSIONAL WORK EXPERIENCE (K-12 Administration)**

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Dynamic leader with 18 years experience in secondary school administration and 14 years experience teaching courses in educational foundations and leadership at the undergraduate, master, and doctoral levels. Recognized for proactive management / leadership, professional integrity and outstanding ability to build responsive teams focused on continued instructional improvement. Extensive experience designing educational strategies that improve student learning, while meeting academic performance standards. Strong organization, operation, and people management skills. Multi-lingual world traveler fluent in German, French, and Italian. Proven strengths in:

- Problem-solving
- Budgeting
- School Building Construction
- Technology (hardware/software)
- Mentoring & Team Building
- Performance/Outcome Assessment
- Facilities / Building Management
- Written/Verbal Communications
- Strategic Planning
- Organizational Management
- Project Management
- Data-based Decision-Making Skills

## PRACTITIONER-BASED CONTRIBUTIONS & HIGHLIGHTS (K-12)

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- Devised innovative staff training initiatives to support continuous improvement through the use of latest technologies, instructional methods, and standards.
- Created / conducted multi-pronged training program that drove integration of computer technology with instructional strategies.
- Developed / directed extensive staff development programs designed to prepare teachers for higher learning standards and more demanding statewide assessments.
- Played key leadership role in managing multi-million dollar school renovation project. Kept project on track at all times through keen oversight, scheduling, and decision-making.
- Hands-on construction experience proved instrumental in maintaining credibility with architect, trades supervisors, and construction crews.
- Prevented potential \$80,000 loss in time and money by identifying construction plans that would have resulted in building code violations.
- Modified project schedule to facilitate continuous use of school buildings and advanced construction timeline, which resulted in cost savings, a negligible impact on instruction, and timely project completion.
- Developed thriving school environments that embraced collaboration across subject areas and grade levels.
- Facilitated significant improvements in classroom management and instruction by optimizing clinical supervision skills for the evaluation and enhancement of teacher strategies.
- Improved curriculum and teaching strategies, which in turn enhanced student performance, based on extensive analysis and discussion of performance data and standardized assessments.
- Collaborated with programmer to design, develop, and implement a tool for tracking attendance.
- Designed and developed computer-aided software for instruction of German. This teaching tool was published by Gessler Publishing and was used at the high school level, throughout the United States

- Routinely created new and modified School Board Policies on a wide range of topics that included but were not limited to: student attendance, residency requirements, supplemental student support services, and grading policies

## **ADMINISTRATIVE K-12 WORK EXPERIENCE**

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Interim High School Principal

2004 to 2005

UNION SPRINGS CENTRAL SCHOOL DISTRICT,  
Union Springs, New York

- Initiated and directed major changes in school procedures and policies as they relate to instruction and student learning with a primary focus on improving student achievement on New York State assessments.
- Oversaw major revisions to the high school's Auxiliary Instructional Support (AIS) program.
- Involved in planning and implementing the school district's Comprehensive District Educational Plan.
- Worked closely with the Committee for Special Education and Student Support Team to plan, provide, and supervise appropriate educational interventions and programs for our learning disabled and at-risk students.
- Monitored and mentored newer, inexperienced teachers to help them grow professionally and become effective teachers.
- Used student performance data to educate teachers on the need to change/shift instructional approaches and to make, revise, and prioritize locally developed curricula so that they align with the New York State Learning Standards.

Interim Executive Principal

2003 to 2004

BYRON BERGEN CENTRAL SCHOOL DISTRICT,  
Bergen, New York

- Oversaw the district's middle and high schools with combined student population of 850.
- Directed two building principals and 80 staff members.
- Functioned in executive-level leadership role, which encompassed oversight of academic planning, student assessments, master scheduling, staffing, professional development, and performance evaluations.

- Mentored less experienced building principals with an emphasis on proactive leadership in the areas of rapport-building, student and parent relations, policy/procedure implementation, and teacher evaluations.
- Served as 504 Committee Chairperson.

Middle School Principal

1993 to 2003

ONEIDA CITY SCHOOL DISTRICT, Oneida, New York

- Directed 7th and 8th grade middle school with 485 students and teaching staff of 40.
- Accountable for curriculum planning / implementation / assessment, technology, scheduling, and staff development.
- Managed curriculum planning, implementation, and assessments, based on developmental benchmarks and standards for secondary education. Played key role in helping teachers develop student-centered learning units consistent with those standards.
- Facilitated improved curriculum and instructional changes based on comprehensive statistical analyses of state Regents Examinations and performance assessments in core subject areas.
- Fulfilled Project Management / Liaison roles during all phases of \$6.2 million building renovation, which encompassed design, needs assessment, communication, plan improvement recommendations, contractor oversight, scheduling, problem-resolution, purchasing, and budgeting.
- Served on district Technology Committee tasked with exploring and implementing emerging technologies into district's educational programs.
- Collaborated with EAP team members, building- and district-wide, to develop exit outcomes, benchmarks, and rubrics.
- Participated on District Writing Committee responsible for setting district-wide Language Arts curriculum and management of Annual Writing Project.

Assistant Principal

1990 to 1993

PINE PLAINS CENTRAL SCHOOL DISTRICT, Pine Plains, New York

- Supervised the middle and high school programs, which encompassed staff supervision, student discipline, scheduling, curriculum evaluation /

planning, budgeting, and direction of Guidance Department and student mentoring program.

- Served on the Student Support Committee, which worked with “at-risk” students and their parents.
- Participated on several district committees examining issues relevant to technology, curriculum, and facilities.

Assistant Principal

1989 to 1990

MARCELLUS CENTRAL SCHOOL DISTRICT,  
Marcellus, New York

- Oversaw day-to-day operation of the high school. Accountable for student discipline, teacher/staff evaluations, supervision of teacher aides, examination / proctoring schedules, and driver education program.
- Chaired high school's Committee for Special Education.
- Served as a member of district's Curriculum Council and as an advisor to the Student Government Organization.
- Edited district's budget newsletter.

## PUBLICATIONS

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### BOOKS:

Del Favero, F. S. (Ed .) . (2019) . Instructional Knowledge and Skills for K-12 Success .

Lanham, Maryland: Rowman & Littlefield .

Del Favero, F. S. , (Ed .) Organizational Knowledge and Skills for K-12 Success. Currently

being edited for submission to Rowman & Littlefield, Education Division (under contract and in process)

Del Favero, F. S. The Principal’s Guide for Developing an Effective School Improvement Plan.

Submitted to Rowman & Littlefield, Education Division (under contract)

## **BOOK CHAPTERS:**

**Del Favero, F. S.** (2019) . The Many Facets of School Data. In F. S. Del Favero (Ed .) ,  
Instructional Knowledge and Skills for K-12 Success (pp.1-12) . Lanham, Maryland:  
Rowman & Littlefield .

**Del Favero, F. S.** (2019) . Data Analysis: Looking for the “Root Cause”. In F. S. Del Favero  
(Ed .) , Instructional Knowledge and Skills for K-12 Success (pp.13-21) . Lanham,  
Maryland: Rowman & Littlefield .

**Del Favero, F. S.** (2019) . Assessments and their role in informing Instruction and the Learner.  
In F. S. Del Favero (Ed .) , Instructional Knowledge and Skills for K-12 Success (pp. 23-  
36) . Lanham, Maryland: Rowman & Littlefield .

Roberts, N. & **Del Favero, F. S.** , (2014). *Technology in the classroom: Does the law shape our  
future educational policies and decisions?* In Richardson, M. & Ennis W., (Eds.), *New  
& Emerging Technology in Education*. Kendall/Hunt Publishing, Dubuque, IA  
<http://www.kendallhunt.com/innovative/>

## **JOURNAL ARTICLES (Peer Reviewed/Refereed):**

**Del Favero, F. S.** , (2018). Using the Backward Design Model and Formative Assessment to  
Develop and Refine Online Courses, International Conference, The future of Education,  
8<sup>th</sup> Edition, Conference Proceedings, Florence Italy

Fossey, R., Burdin, P, **Del Favero, F. S.** ! (2016). High School Student Threatened with  
Expulsion for Posting the Words “Actually Yes”, *Sagehorn v. Independent School  
District No 728*. *School Law Reporter*, January & February, 2016, p. 22-24.



Del Favero, F. S. , (2011). Developing knowledge and skills for aspiring educational leaders that address best practices in classroom assessment and instruction. International Journal of Educational Leadership (IJELP), 6,

Del Favero, F. S. , Slater R., (2011). The technology immersion classroom: the growing technology gap between teachers and the nation's youth and how to close it. Contemporary Issues in Education Research (Fall 2011)

Del Favero, F. S. , White, J., (2011). The four pillars of seminary education: Multi-Dimensionality in survey design. Contemporary Issues in Education Research (Fall 2011)

Del Favero, F. S. , (2009). Using data to affect school change: A critical leadership skill serving as the keystone of the school improvement process. International Journal of Educational Leadership (IJELP), 4,

#### **ARTICLE (Not Peer Reviewed/Refereed)**

Del Favero, F. S. , Roberts, N., LeBlanc, R., (2011). Athletic zeal or criminal act: What is the risk of exposure for the student athlete and school personnel? NFHS Coaching Today, <http://www.nfhs.org/CoachingTodayFeature.aspx?id=5899>

#### **COMPUTER-AIDED INSTRUCTION (Software):**

Del Favero, F. S. , (1983). Der Die Das: Deutsche Grammatik. Gessler Publishing Co., New York. (computer-aided instructional software)

## TECHNICAL WRITING

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Technical Writing involved in the CAEP Reaccreditation Process: (*The EDFL Master Degree Program in Educational Leadership has been Nationally Recognized as of February 2015*)

- EDFL Master Rubric for Assessment of Student Performance based on the 2012 ELCC Educational Leadership Standards at the Building Level (23 pages)
- CAEP section V documents dealing with a description of how M.Ed. program assessment results are analyzed, interpreted, and implemented (5 pages)
- CAEP section IV Evidence for Meeting Standards Assessment #3A: ELCC PVI: 3-Minute Walk-Through (6 pages)
- CAEP section IV Evidence for Meeting Standards Assessment #3B: Assessment of Student Learning Artifact (10 pages)
- CAEP section IV Evidence for Meeting Standards Assessment #4: 6 Mandatory Internship Activities Artifact (30 pages)
- CAEP section IV Evidence for Meeting Standards Assessment #5: Capstone Artifact (16 pages)
- CAEP section IV Evidence for Meeting Standards Assessment #6: School Community Relations and Communication Plan (9 pages)

## CONFERENCE PRESENTATIONS

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### INTERNATIONAL:

**Del Favero, F. S.**, (2018) Using the Backward Design Model and Formative Assessment to Develop and Refine Online Courses, International Conference, The future of Education, 8<sup>th</sup> Edition, Florence Italy

## **NATIONAL:**

**Del Favero, F. S.** , Roberts, N., LeBlanc, R., (2011). Athletic zeal or criminal act: What is the risk of exposure for the student athlete and school personnel? Paper presented at Educators Law Association 2011 Annual Meeting.

Fegenbush, B., Olivier, D., **Del Favero, F. S.** , (2011). Bullying, behavioral issues, emotional struggles, and other related challenges to the student learning environment Paper presented at AERA 2011 Annual Meeting.

Grey, S., **Del Favero, F. S.** , (2009). Presentation of SREB Leadership Curriculum Module: Root cause analysis for the prevention of student failure. Presented at SREB Training Workshop, Atlanta Georgia.

Grove, R., Montgomery, P., Smothers, R., **Del Favero, F. S.** , (2007). Teacher preparation and educational leadership training programs: Are they missing the mark in the education of African-american males? Presented at the Research Association of Minority Professors (RAMP), Washington, D.C.

## **STATEWIDE:**

**Del Favero, F. S.** , Slater, R. , (2019). The Affective Domain: What it is and Why does it Matter? Roundtable Paper presented at the 2019 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana.

Hepler, L., Hotard, L., Torres, G., Autin, N., **Del Favero, F. S.** , (2018). From Real-time Data to Action: Using what we know to improve student achievement, Paper presented at the 2018 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana.

Butler, S., Wesley, L., Morris, D., **Del Favero, F. S.** , Autin, N., (2018). Teacher Evaluation: Value added or subtracted? Paper presented at the 2018 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana.

Berlin, K., Sadler, Jolie, **Del Favero, F. S.** , (2017). Sustaining High Student Achievement by Maintaining a Positive School Climate: A Literature Review. Paper presented at the 2017 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana.

Barbaree, W. , **Del Favero, F. S.** (2017). Closing the Gender Gap: What the Literature has to say about Reducing Male/Female Academic Performance Gaps in Reading. Paper presented at the 2017 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana.

**Del Favero, F. S.** , Fossey, R., (2016). Root Cause Analysis: A Process to Identify Factors which Impact Student Performance and School Process. Paper presented at the 2016 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana.

Melancon, R., White, J., **Del Favero, F. S.** , (2015). Stress and the Psychological Well-being of Organizational Leaders: A Qualitative Inquiry into the Coping Strategies Utilized by School Administrators. Paper presented at the 2015 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana.

**Del Favero, F. S.** , (2014). The School Performance Score: How does it affect our children?. Featured Speaker at Public Forum by Power of Public Education Lafayette.

Stokes, E., **Del Favero, F. S.** , (2014). Teacher Evaluation: Value added or subtracted? Paper presented at the 2014 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana.

**Del Favero, F. S.** , White, J, (2011). Dimensionality in seminary education. Paper presented at the 2011 annual meeting of the Louisiana Educational Research Association, Lafayette,

Louisiana.

**Del Favero, F. S.**, (2010). The technology immersion classroom. Presented at the 2010 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana.

**Del Favero, F. S.**, (2007). Traditional and non-traditional data resources for school improvement. Presented at the Louisiana Council of Professors of Educational Administration, Hammond, Louisiana.

Grove, R., **Del Favero, F. S.**, Montgomery, P., Felise Williams, N., (2006), Challenge of developing quality field experiences in educational leadership programs. Presented at the Louisiana Council of Professors of Educational Administration, Alexandria, Louisiana.

**Del Favero, F. S.**, Grove, R., (2006). Beginning with the end in mind: Designing and evaluating educational leadership programs. Presented at the Louisiana Council of Professors of Educational Administration, Alexandria, Louisiana.

Montgomery, P., Grove, R., **Del Favero, F. S.**, (2006). Mentoring for the aspiring principal: A new SREB leadership module. Presented at the Louisiana Council of Professors of Educational Administration, Alexandria, Louisiana.

## **GRANTS**

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Sheppard, P., **Del Favero, F. S.**, Co Principal Investigator in the action research project entitled: Value Added Assessment of Teacher Preparation in Louisiana, from the LA Board of Regents, \$40,000

Trahan, M., (Principal Investigator) **Del Favero, F. S.**, Harchar, R., Olivier, D., action research project to investigate and determine effective measures of effective school turn-around programs, \$80,000

## ACTIVITIES IMPACTING THE M.ED. IN EDUCATIONAL LEADERSHIP PROGRAM

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- Currently Serving as Coordinator for the EDFL Master Degree Program in Educational Leadership. Responsibilities include but not limited to, general oversight of the EDFL Master Degree Program, organization, planning of program components, recruitment of students for the degree program as well as for students who participate in the Teacher Leader Endorsement Program, liaison between students in the degree program and department faculty.
- **From 2006 to present, 210 students have earned M.Ed. degrees in Educational Leadership as students in our program.**
- As a result of training from Distance Learning Certificate Program from the University of West Georgia for distance learning course and curriculum development, and training from the University of Louisiana at Lafayette, Office of Distance Learning, I have been sharing my knowledge and skills with colleagues so that we may develop, refine, and present effective doctoral and master level online courses.
- Trained as a Louisiana School Turnaround Specialist (LSTS) offered through the Training Program/Regional Provider (University of Virginia, Darden-Curry Partnership for Leaders in Education and the Louisiana Department of Education
- Our program has been recognized and certified by the Louisiana University System as an Online M.Ed. Program

## PROFESSIONAL DEVELOPMENT

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- Clinical Supervision – How to Observe and Evaluate Teachers
- Evaluation and Design of Computer-Aided Instruction Programs
- Creation of Integrated Learning Units
- Evaluation of student performance, curricula, and instructional strategies as they relate to the National and New York State Learning Standards and statewide standardized tests

- Southern Region Educational Board (SREB) training: Using Data to Lead Change
- SREB training: Numeracy
- SREB training: Increasing Academic Rigor
- SREB training: Building School-University Partnerships for Administrative Mentoring
- SREB training: Root Cause Analysis for the Prevention of Student Failure
- SREB Training: Developing Internship Programs for School Leaders
- Certified SREB trainer: Root Cause Analysis for the Prevention of Student Failure
- Louisiana University-District Partnerships training: Louisiana Mentoring Module
- Tech Tools for Administrators: Data Analysis
- Tech Tools for Administrators: Palms for Walk-Arounds
- LA Department of Education sponsored training as an instructor for the Louisiana School Turnaround Specialist program for principals of low performing schools
- Quality Matters, certified course reviewer
- Distance Learning certified online course designer

## UNIVERSITY SERVICE

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- Serving as the Coordinator of the M.Ed. in Educational Leadership program from 2010 to present
- Elected Member of the Graduate Council
- Member of Graduate Fellowship Committee
- Member of the COE Promotion and Tenure Committee
- Member of the Graduate Faculty
- Member of the Endowed Professorship screening Committee
- Member of the Grade Appeals Committee
- SREB Certified Master Trainer: Root Cause Analysis for the Prevention of Student Failure
- Member of the Graduate Faculty
- Member Faculty Senate
- Member of the Conceptual Frameworks Committee
- Chairman of the College of Education Retention Committee
- Presenter at every College of Education Preview Day for potential student applicants to the Freshman class and their parents from 2006 to 2014

- Reviewer of Summer Research Grant Applications
- Committee member for the Foreign Language SPA
- Member of the EDFL Educational Leadership Committee
- Member of the Robinette Scholarship Selection Committee
- Committee member of the summer research grant committee of the ULL College of Education
- SPA Chairperson for the EDLD SPA (the department of Educational Foundations and Leadership was nationally recognized in February, 2015)
- Chair of the M.Ed. in Educational Leadership CAEP Accreditation Committee
- Member of the faculty committee of the Ed.D. program in educational leadership
- Chair and Member of several faculty search committees
- Member of the ULL Dean of Graduate School Search Committee
- Former mentor of students in the university student mentoring program for at-risk students
- Coordinator of the Master of Educational Leadership program
- Comprehensive Examination reader for students completing the Master Degree in Educational Leadership (old program)
- Serving as committee member or chairperson of all students (on average, 20 students/year) completing the Master Degree in Educational Leadership (restructured program) since 2006 to present
- Served as committee member on several completed dissertations in the COE Ed.D. program (1) The Changing Life-Cycle of America's Youth: A Test of Arnett's Theory of Emerging Adulthood, by Lauren Menard, (2) Comprehensive Anti-bullying Programs and Policies: Using Student Perceptions to Explore the Relationships Between School-based Proactive and Reactive Measures and Acts of Bullying on Louisiana High School Campuses, by Buffy Fegenbush, (3) An Examination of Kindergarten Through Grade Three Retention and Social Promotion Policies in Pupil Progression Plans in Louisiana School Districts, by Pamela Lemoine, (4) Stress and the Psychological Well-Being of Organizational Leaders: A Qualitative Inquiry into the Coping Strategies Utilized by School Administrators, by Roddy R. Melancon, (5)



The Development of the School Reform Model: The Impact of Critical Constructs of School Culture, School Climate, Teacher Efficacy, and Collective Efficacy on Reform, by Erin Stokes, (6) District and School Leadership Perceptions of School Turnaround and TAP Reform Practices by LaDale Bernard, (7) Exploring Data Teams with Interventionists: A Mixed-methods Study of One Louisiana School District's Use of Data Teams by Kenneth Oerting, (8) The Impact of Turnaround Practices on School Turnaround Reform Efforts by Susan Dewees

- Currently serving as chair for two dissertation proposals
- Committee member and chair of completed and in-progress doctoral program qualification papers and dissertation proposals
- Reviewer of the 11<sup>th</sup> edition of Educational Psychology by A. Woolfolk. Allyn and Bacon.

## ONLINE COURSE DESIGN

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Designed and/or refined the following hybrid courses for the M.Ed. in educational leadership and Ed.D in educational leadership programs:

- EDLD 500 School Vision and Culture
- EDLD 501 Using Data to Affect Change
- EDLD 504 Using Research to Lead Change
- EDLD 506 Evaluation of Instruction and Assessment
- EDLD 509 Change, Transition, and Evaluation
- EDLD 510 Organizing the Learning Environment
- EDLD 512 Capstone Project
- EDLD 812 Supervision in and Educational Setting
- EDLD 875 The Structure, Organization, and function of Central Office Administration