

# Strengthening Leadership Coaching for Aspiring Leaders: Making Leadership Practice Public

Tuesday, June 8, 2021

# Agenda

- Welcome and Overview
- Who We Are

Dr. Shelby Cosner,  
Director, UIC Center for  
Urban Education  
Leadership (supports Ed.D.  
program continuous improvement)

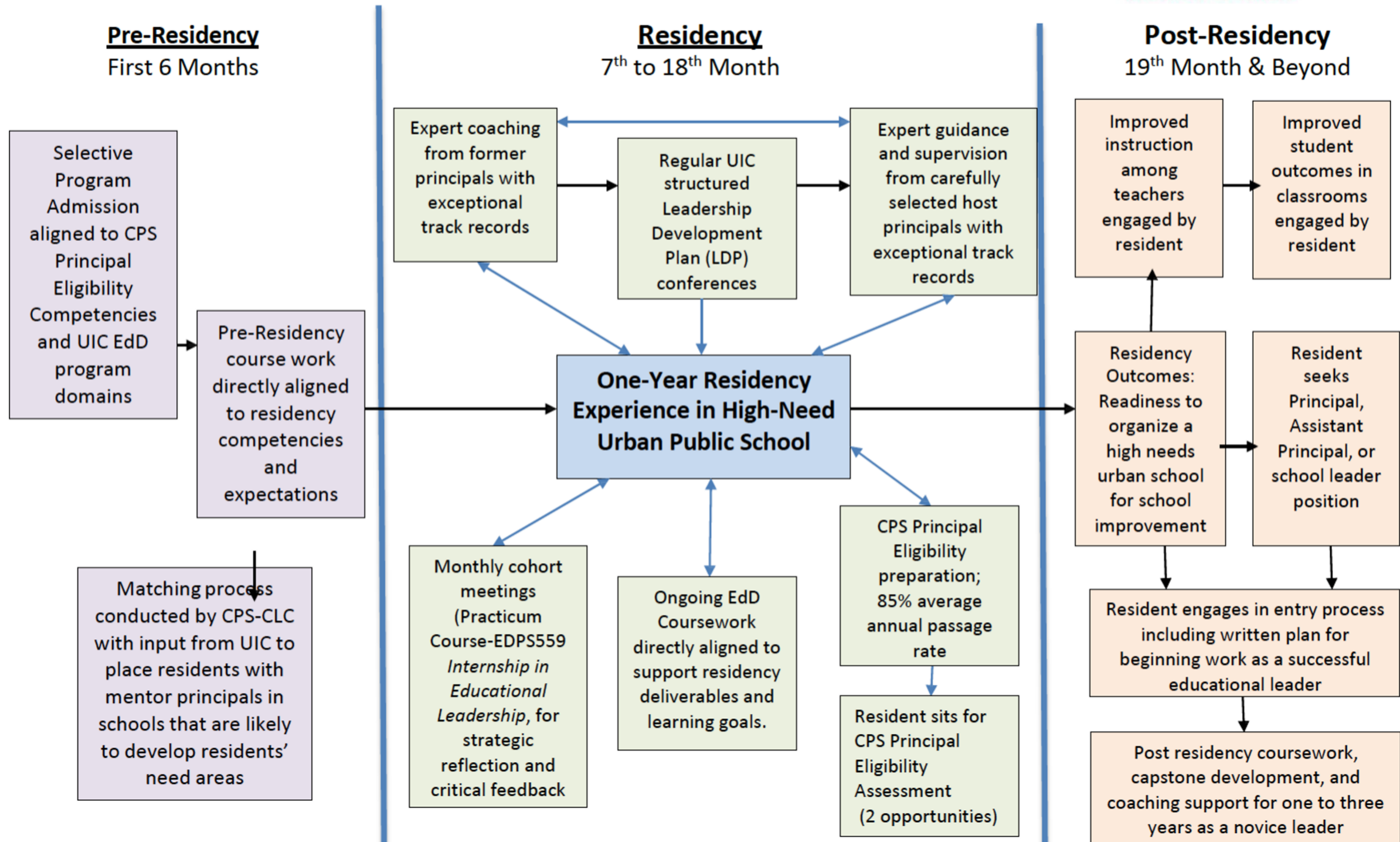


Dr. Cynthia Barron,  
Coordinator, UIC EdD  
Urban Education  
Leadership Program



- About the program
- Inquiry Project: Making Leadership Practice Public, Coaching Routines for Leader Development
  - Coaching Model Across the Phases of the program
  - Where we are now
  - Next steps
  - Discussion

**Developmental Sequence of UIC Program & Residency Experience  
Including Theorized Professional Learning Outcomes and School-Level Impacts -  
2018**



# Institutionalization a Sustainable Partnership

UIC motivated to initiate partnership due to routine placement of “average” principals who did not improve schools in CPS

- **From no partnership to MOU to legal contract** with role specifications and UIC annual “deliverables”
- **Routines of collaboration evolve over 18 years, w/** shared problem identification and data sessions
- **Explicit commitment** to continuous improvement leading to Carnegie iLead in year 16 of partnership

# Driver Diagram: 2003-2021

AIM	PRIMARY DRIVERS	KEY STRATEGIES
<p><b>UIC/Chicago Public Schools</b></p> <p>AIM : To answer the question, through demonstrated practice, “What would it take for a higher education institution and school district partner to produce principals who significantly improve student learning outcomes in urban schools as a rule rather than as an exception to the rule?”</p>	<p><b>Establish a new program design and degree structure</b> to integrate school-based learning and coursework over an extended period of pre-service and in-service development.</p>	<p>Collaboratively shape a shared faculty vision for how a new program design and LEA partnership could answer our aim-statement question.</p> <p>Propose an Ed.D. degree structure and new course content to achieve combined pre-service and in-service development of candidates.</p> <p>Secure institutional approval for the Ed.D., despite substantial resistance from some faculty.</p>
	<p><b>Develop and sustain a partnership</b> with Chicago Public Schools to: a) meet district needs for <b>effective, equity-focused leaders</b>, and b) implement intensive residencies.</p>	<p>Initiate partnership with CPS.</p> <p>Agree on structure and responsibilities of partnership, including admissions, residency, and candidate assessment procedures.</p> <p>Improve dimensions of partnership relationship over time, including sharing resources to achieve a full-year, full-time, paid residency as part of pre-service program.</p>
	<p><b>Establish UIC and CPS infrastructure supports</b>, including new staffing and routines of collaboration, to support new program committed to educational equity in theory and practice.</p>	<p>Create and staff leadership coaching positions.</p> <p>Hire faculty willing and able to work collaboratively in a field-intensive program, share leadership for program improvement, and innovate &amp; refine Ed.D. capstone model.</p> <p>Establish staffing and technical capacity to collect data on program processes, outcomes, and impact on schools— e.g., principal placement rates and evidence of school impact— leading to creating UIC Center for Urban Education Leadership.</p>
	<p><b>Secure additional resources</b> to support and sustain program changes over time at an institutional level, for district as well as IHE infrastructure supports</p>	<p>Secure external funding from local and national philanthropies, especially to support leadership coaching, data infrastructure, and faculty engagement in program improvement.</p> <p>Secure philanthropic and federal grant support for initiatives that informed or directly supported periodic program re-design.</p> <p>Secure increased university support for Center for Urban Ed Leadership as well as Ed.D. staffing, in part by increasing tuition differentially for the program.</p>

# Description of UIC Coaching Model

- UIC has a staff of 4.5 full time leadership coaches who are individually assigned to participants at the beginning of their year-long residency principal experience.
- Coaches are experienced former CPS administrators, each with a record of having substantially improved student outcomes in high poverty, high minority urban schools.
- Coaches have participated in additional development related to leadership coaching. Relationships between participants and their coach are a powerful bond in the UIC program, often lasting long after participants have earned their Ed.D.

# Description of UIC Coaching Model

- The coaching model is focused on **cultivating/developing leadership competencies**. During the first year of coaching, this competency development is tightly tethered to CPS principal competencies and principal eligibility requirements/process. This means that aspirants initially engage in a competency pre-assessment that informs the competencies that are targeted for experiential learning within year-long principal residency. A Leadership Development Plan is crafted near the start of the experience that specifies competency areas for development and this plan drives aspirant development over the course of the year.

# Description of UIC Coaching Model

- UICs coaching model is considered a "**high dose**" coaching model (particularly during the first year), because coaches tend to meet with aspirants on a weekly basis over the course of their year-long principal residency. UICs coaches use a **variety of coaching practices** in their interactions with aspirants, and many of these practices are documented in Bloom's Blended Coaching. UICs coaching privileges the use of "**making practice public**" routines that enable leadership coaches to provide advice and feedback and to engage aspirants with inquiry. Residency-year coaching practices are also unique in that they also involve "**brokering practices**" that are done to help aspirants deepen their relationships with mentor principals and gain access to the kinds of clinical experiences that will be critical to their competency development.



# UIC Coaching and Deeper Learning Principles

- Leadership Coaching is developmentally grounded and personalized (builds on student needs, interests, experiences and prior knowledge to actively engage learners across cognitive and social-emotional realms)
- Contextualized (embeds personal, cultural, and linguistic knowledge in meaningful contexts and applications, facilitated by authentic relationships with families and communities)
- Applied and transferred (connects conceptual knowledge to challenging, authentic, real-world problems and settings to promote content mastery and critical thinking)
- Occurring in productive communities of practice (uses well-designed social interactions to construct collective knowledge within learning communities that support social-emotional and academic development) ●
- Equitable and oriented towards social justice (reaches all students through rich, supportive, culturally-responsive curriculum experiences that attend to systemic inequities and biases and link to social justice values)

## The Pillars of Our PLC: Coaching Community Commitments

*The leadership coaches of the Ed.D. program in Educational Leadership strive to establish a professional learning community characterized by trust, equity, and openness that rests upon the foundation of three defining cultural attributes:*

### **Culture of Inquiry**

We understand that collective learning happens best through deep inquiry and by engaging in the reflective interrogation of our thinking and the thinking of our colleagues. We strive to create a generative learning environment characterized by intellectual discourse and the sharing and vetting of new ideas, understandings, and strategies to catalyze our development as coaches.

### **Transparency**

As individual and collective lead learners, we are consumers of knowledge and are willing to learn from each other through making our practice public and challenging our biases and philosophical leanings through the use of a common language and tools that promote substantive collaboration and collegiality among colleagues.

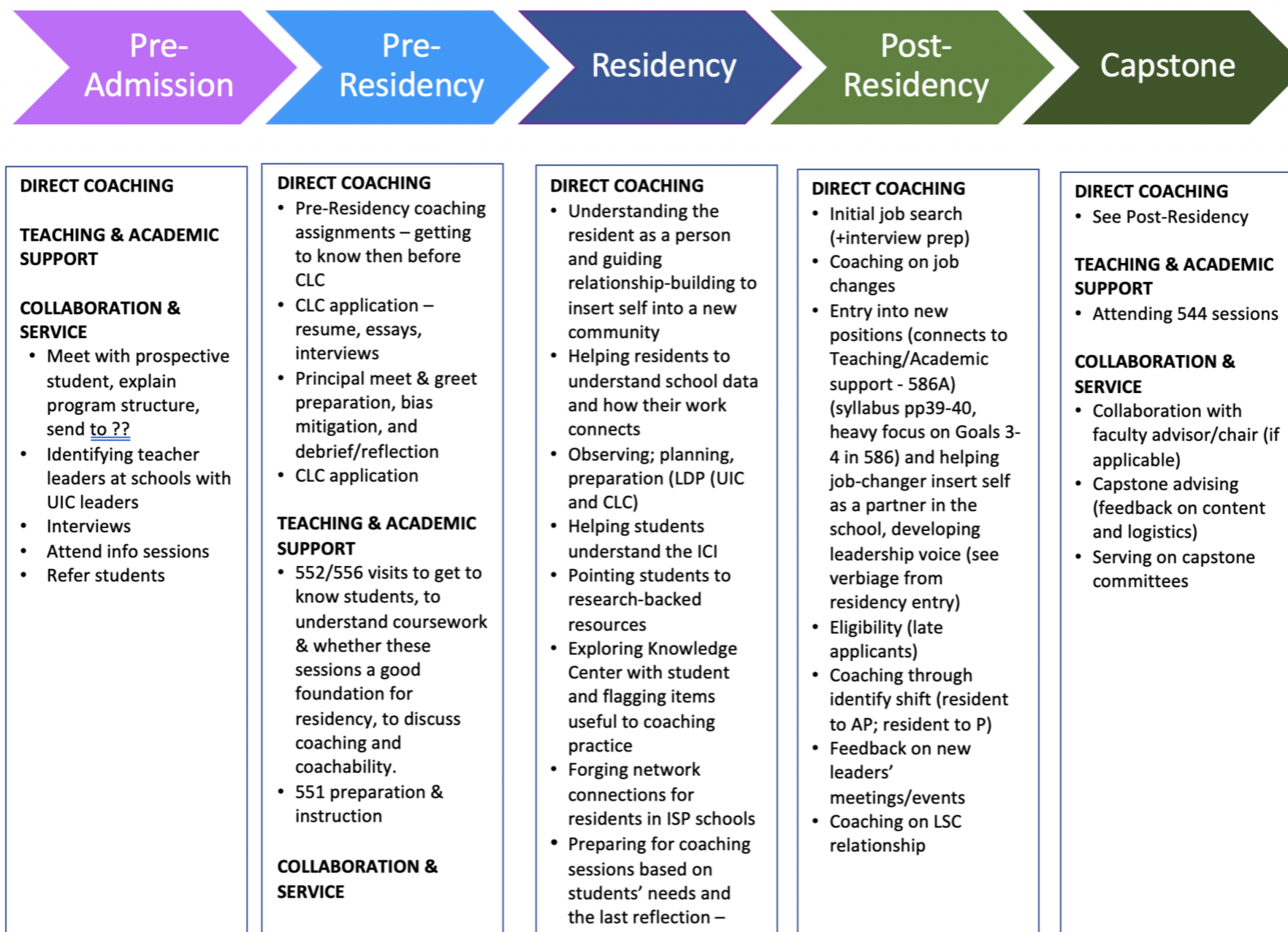
### **Shared Accountability**

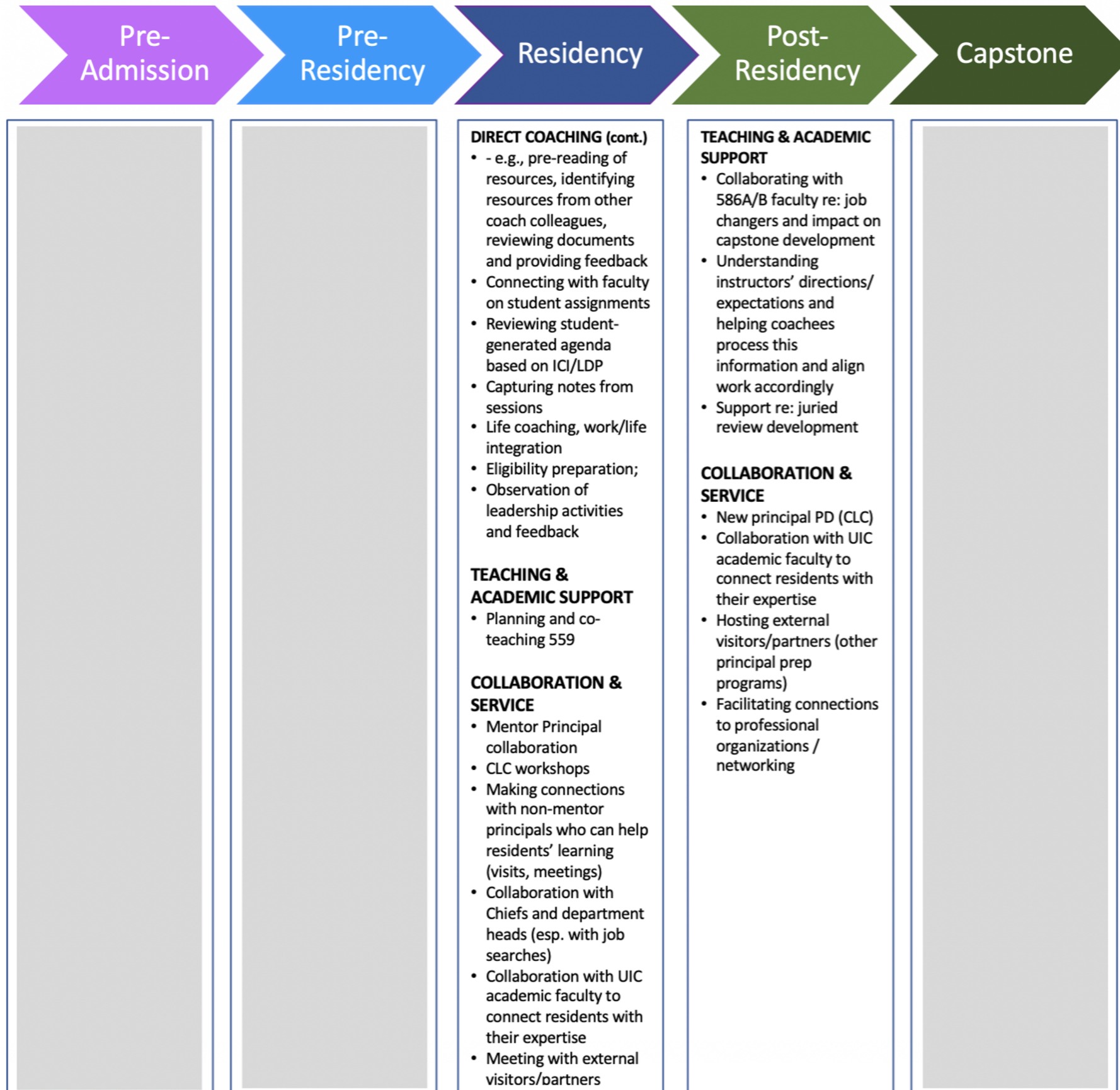
We understand that shared accountability is a cornerstone of any high-functioning learning community. We have constructed a community of learners who subscribe to group norms and high expectations that guide our interactions, enabling one another to be professionally vulnerable and take intellectual risks. We understand that learning is at times unsettling and are willing to engage in discomforting discourse and productive confrontation while maintaining healthy and respectful relationships.

While these three attributes describe the values of our community of professional practice as coaches, we also seek to enact and model these commitments consistently in our work with the students/leaders we coach, with our academic faculty colleagues, and with the broader community of educators with whom we work.

# OVERVIEW - Coaching Across the UIC Student Life-Cycle

UIC coaches play a critical role in leadership development throughout the student life-cycle from recruitment and pre-admission through capstone completion and degree attainment. This chapter will elaborate on the phases of the EdD program and the many and varied ways in which coaches support EdD students.





# THE URBAN EDUCATION LEADERSHIP PROGRAM COACHING MODEL

## FOUR-PHASE SEQUENCE OF COACHING OBJECTIVES

### **Phase One: Building a Foundation, Adopting an Identity as a Leader**

Candidates will:

- Enroll in 5 horizontally and vertically aligned courses scaffolded to the practicum
- Learn about the signature pedagogies and frameworks that undergird the leadership program
- Receive critical feedback how to talk and write about their leadership work and connect it to principal competencies, theory, and conceptual frameworks
- Foster the development of a leadership identity and learn how leverage that voice in their speaking and their writing
- Adopt interviewing strategies and learn the processes of the Chicago Leadership Collaborative
- Strongly encouraged to take a CLC residency in order to land a principalship in the Chicago Public Schools.



# THE URBAN EDUCATION LEADERSHIP PROGRAM COACHING MODEL

## FOUR-PHASE SEQUENCE OF COACHING OBJECTIVES

### **Phase Two: Becoming Eligible and Qualified to Lead**

Candidates will:

- Engage in the first phase of a three-year practicum sequence that will, among other things, prepare students to “conduct research at the school or system level employing methods of inquiry authentic to the data collection, analysis and decision-making tasks of school leaders”
- Work in a paid administrative internship or hold a full-time supervisory position
- Participate in weekly coaching visits from transformative principals, focusing on documentation of candidate’s competencies to earn CPS principalship eligibility
- Lead monthly triad sessions engaging mentor principal, coach, and candidate in assessing candidate’s development
- Learn CPS administrative protocols and related information systems
- Receive job search and interview strategies
- Enroll in coursework in preparation for P-12 Principal Eligibility and doctoral degree



# THE URBAN EDUCATION LEADERSHIP PROGRAM COACHING MODEL

## FOUR-PHASE SEQUENCE OF COACHING OBJECTIVES

### **Phase Three: Using Evidence to Support Adult Learning and School Transformation**

Candidates will:

- Hold an administrative position as principal, assistant principal, or system-level leader
- Develop a year-long formative assessment plan based on a diagnosis of evidence
- Continue weekly coaching visits from transformative principals, supported by a year-long seminar
- Concentrate on collecting, organizing, analyzing and communicating evidence that clarifies the connections between beliefs, strategies, and results and that directly supports advanced adult learning at the practicum (school) site.
- Master information protocols that support expert-like learning at scale and begin using those protocols to drive deep-structure transformation at their respective school sites
- Understand the intersect between the practical requirements of transformational leadership and the formal conventions of doctoral-level scholarship



# THE URBAN EDUCATION LEADERSHIP PROGRAM COACHING MODEL

## FOUR-PHASE SEQUENCE OF COACHING OBJECTIVES

### **Phase Four: Leading and Documenting School Transformation Through Collection and Analysis of Evidence**

Candidates will:

- Continue in an administrative position as principal, assistant principal, or system---level leader
- Develop a pre-semester work-plan outlining primary leadership goals for the year and frame them in terms of measurable, researchable outcomes
- Complete remaining coursework
- Convene in a yearlong course for documentation of school capacity-building and shaping capstone proposals on problems of leadership practice
- Engage in regular school-based coaching visits
- Bridge academic coursework to the capstone writing process



## UIC Outcomes 2: *Preparing Professionals*

207 UIC residency completers	90-100% pass rate on CPS eligibility assessment	Today, 136 UIC leaders serving in CPS (Princip., APs, Central Office)
199 still in leadership roles in schools, IHEs, or NGOs	95% placement as principals or APs immediately after residency	Including CEO, Chief of Teaching & Learning, & Network Chiefs of Elementary & HS
170 still in school or district leadership roles (87%)	147 became principals, 119 in CPS (and counting)	110 in first 14 cohorts completed Ed.D.

**“Exemplary program” awards: IBHE; UCEA; Council for Great City Schools Urban Impact Award; GW Bush Institute AREL; Carnegie Spotlight Award**

# Outcomes of CPS Investment in Principal Residencies

- UIC: 1 in 11 CPS schools now led by UIC Principal; 1 in 7 schools has a UIC Principal or Assistant Principal
- Since 2002, CPS has led all Illinois districts in improvement of elementary achievement scores & HS graduation increase.
- Stanford study in 2017 showed CPS in upper 4% of nation in achievement gains, grades 3-8 (Reardon & Hinzer-Pifer)

# Outcomes 3: *Districts/Schools*

Impact on CPS & other Districts	Impact on students/schools
<p><b>District leadership impact: 31 of 39 UIC grads who are <u>current</u> district-level leaders were principals first</b></p> <p><b><u>CPS:</u> CEO; Chiefs of Teaching &amp; Learning, Language &amp; Culture, Early Childhood Ed; BOE member; etc.</b></p> <p><b><u>Other districts:</u> CEO or Chief Academic Officer of CPS, Indianapolis, Kalamazoo, others</b></p> <p><b><u>State:</u> ISBE Chief Academic Officer, Head of Principal Development, etc.</b></p>	<p><b>SQRP 2018:</b> For 3-year span, UIC exceeds CPS gains in all five quality ratings for all schools</p> <p><b>UIC-led High Schools</b> exceed district norms in Freshmen-on-track and high school graduation rates</p> <p><b>Four UIC-led schools</b> have received US Department of Education Blue Ribbon Award</p>

# Next Steps: Focus on SEL

- We are conducting a study on the SEL practices in the school and the leadership coach contribution to those practices - see the sample probe
- To what extent, if at all, did your **leadership coach** contribute to your understanding of how to lead [SEL in] this initiative?  
[If yes], Let's use the I-C-I format to frame your answer: **[probes]**
  - i. Interpersonal
  - ii. Cognitive
  - iii. Intrapersonal

Note: [For those in the SEL group, emphasize the SEL component]

**[If negative response]:** Although I'm confident that your coach contributed to your development in other ways, what do you believe are some of the factors that may have impeded your development for this initiative?

- b. To what extent, if at all, did your **coursework** contribute to your understanding of how to lead this [SEL] initiative?

