

Continuous Program Improvement for Stronger Equity-oriented Principal Preparation

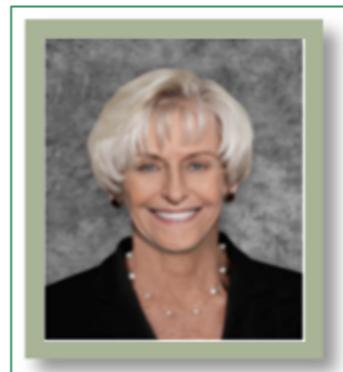
Tuesday, June 8, 2021

Who We Are

Dr. Shelby Cosner, Director,
UIC Center for Urban
Education Leadership
(CUEL) This center provides support for the
Ed.D. program's continuous improvement



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



Session Agenda

- Elaborating the program and center
- Examining our equity-oriented improvement work (the last four years)
- Considering our remaining equity-oriented improvement journey
- Looking at impact

Center for Urban Education Leadership



CENTER FOR
URBAN
EDUCATION
LEADERSHIP

ABOUT US ▾

WHAT WE DO ▾

IMPACT

IN THE NEWS

CUEL SCHOOL
LEADER NIC



**WE IMPACT THE LIVES
AND EDUCATIONAL
OUTCOMES OF PK-12
URBAN STUDENTS
THROUGH
LEADERSHIP-FOCUSED
AND MULTI-
DISCIPLINARY
RESEARCH,
DEVELOPMENT,
DISSEMINATION AND
ADVOCACY.**

Center for Urban Education Leadership/ Carnegie Spotlight Award Winner (Continuous Improvement)

HIGHER EDUCATION

EDUCATIONAL LEADERSHIP PREPARATION PROGRAMS

We support the continuous improvement of educational leadership preparation programs within higher education institutions. One of our primary clients is UIC's Ed.D program in Urban Education Leadership. Through ongoing collaboration with this program we have incubated more advanced [continuous program improvement work](#) that we have ported to other work through the US and world.

In addition to our work with UIC's Ed.D. program, we work with both individual and groups of university-based leadership preparation programs through:

- [networked learning communities](#) of multiple programs
- [long-term mentoring](#) of individual programs
- [day or multi-day site visits to CUEL by one or more programs](#)



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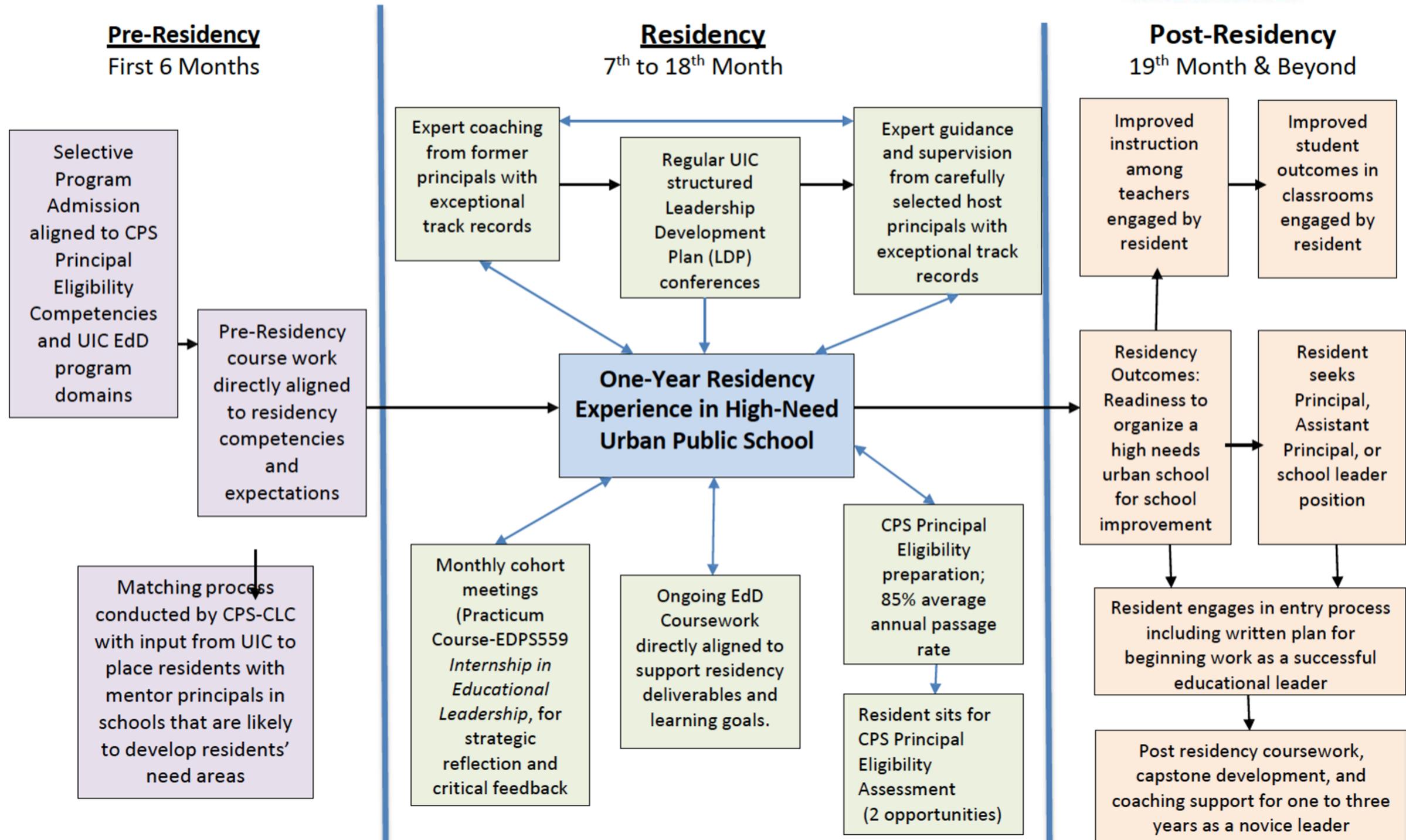
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**Developmental Sequence of UIC Program & Residency Experience
Including Theorized Professional Learning Outcomes and School-Level Impacts -
2018**



UIC Program Graduates and Program Quality

207 UIC residency completers	90-100% pass rate on CPS eligibility assessment	Today, 136 UIC leaders serving in CPS (Princip., APs, Central Office); 1 in 7 schools UIC leader
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

Early Work

- Aligning program to standards (equity considered)

Enhancing Student Body

- Working to enhance student diversity through enhanced selection
- ASPIRE (Cynthia and Lionel)

Looking at our Equity-focused Improvement Work Last Four Years

Program hiring and/or role configuration

- Hiring for equity expertise and disposition to collaborate and engage in inquiry (tenure line and clinical faculty)
- Hiring that emphasized faculty diversification (three of the four most recent hires are persons of color)
- Reconfiguring leadership coaching to deploy equity specialized leadership coach

Looking at our Equity-focused Improvement Work Last Four Years

Utilizing and enhancing our continuous improvement infrastructure

- Utilizing our program impact logic model
- Strengthening our data system (data collection/storage/analysis):
(a) new data/analysis approaches and (b) new program assessments that emphasis authentic leadership work tasks

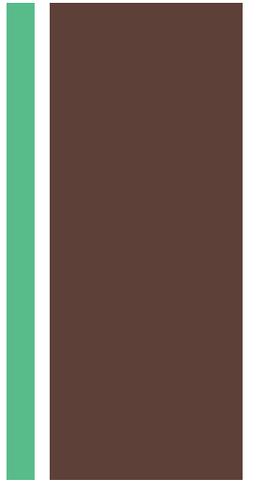
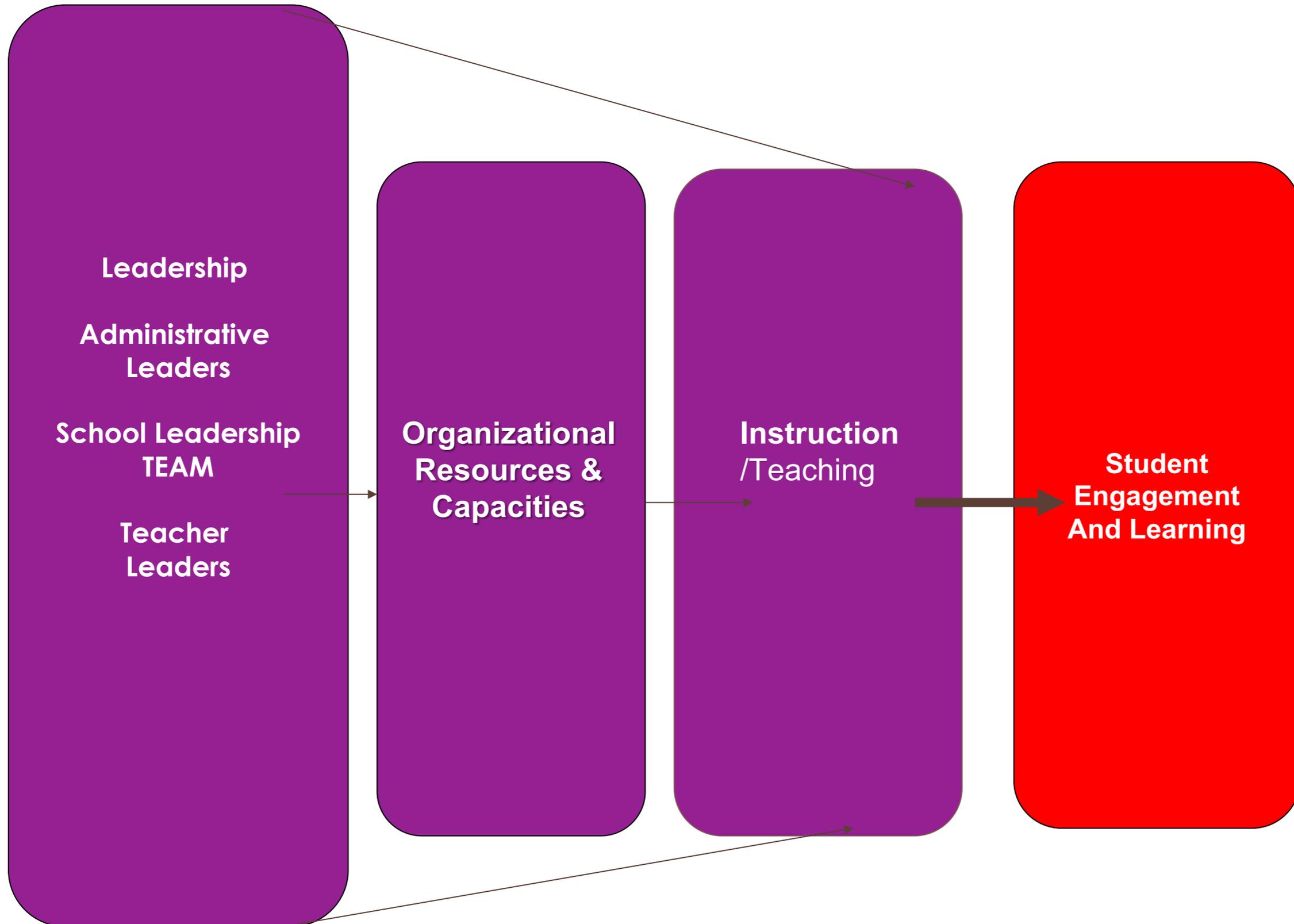
Looking at our Equity-focused Improvement Work Last Four Years

Developing shared understandings of equity focused program outcomes

- Shared meaning making of new knowledge
- Reconsidering leadership standards
- Revising existing program logic model

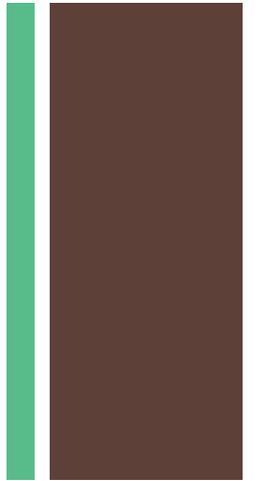


Original Logic Model (LOIS)





V2 of Enhanced Ed.D Logic Model



Personal Leadership Skills & Dispositions

Collaborative Leadership Systems

Organizational Resources & Capacities

Engaging, Equity-Based Teaching & Learning

Equitable Student Outcomes

Learning about Self/ Self Interrogation and Reflection

-Learning About The Context That you Lead (Community, Family, Students) and Understanding Your Positionality/Power In Relation to This Context

-Critical Consciousness

Equity-oriented Leadership Identity

Personal Theory of Action

Administrative Leaders

School Leadership TEAM that Leads Equity-focused Cycles of inquiry

Distributed Leadership that Engages and Develops Teacher leaders, Parents, and students

- Equity-focused Vision/ Equity-oriented Instructional Visions
- Organizational Culture that Focuses on Equity
- Organizational Culture that Supports Adult Learning
- Teacher Learning Organization (generally) and for Equity
- Cycle Infrastructure
- Organizational Systems And Processes that Support Cycles of Inquiry/Equity
- Hiring for Equity
- Resource Allocation That Supports Equity
- Connections to and Engagement with the Community/Parents as Resources to the Organization
- Student Learning Climate that Emphasizes Relationships Dignity, Respect, Student Voice

Teaching that Recognizes the Assets Wealth of a Community and that Engages the Community and Family as Learning Resources

Culturally Relevant/ Responsive, Anti-racist Teaching that lives within and shapes Strong Content Specific Pedagogical Teaching

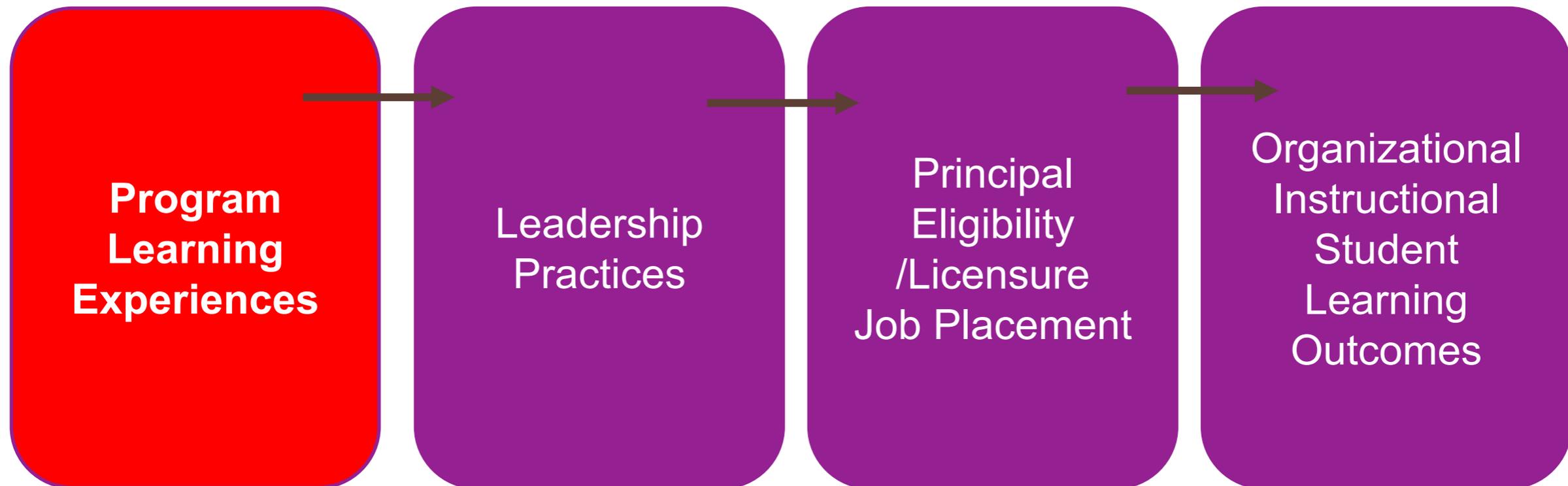
Equitable and Socially Just Opportunities And Outcomes:

Student Belonging Participation, Engagement, Learning, Social-emotional Learning/well-being,

Liberatory thinking And actions

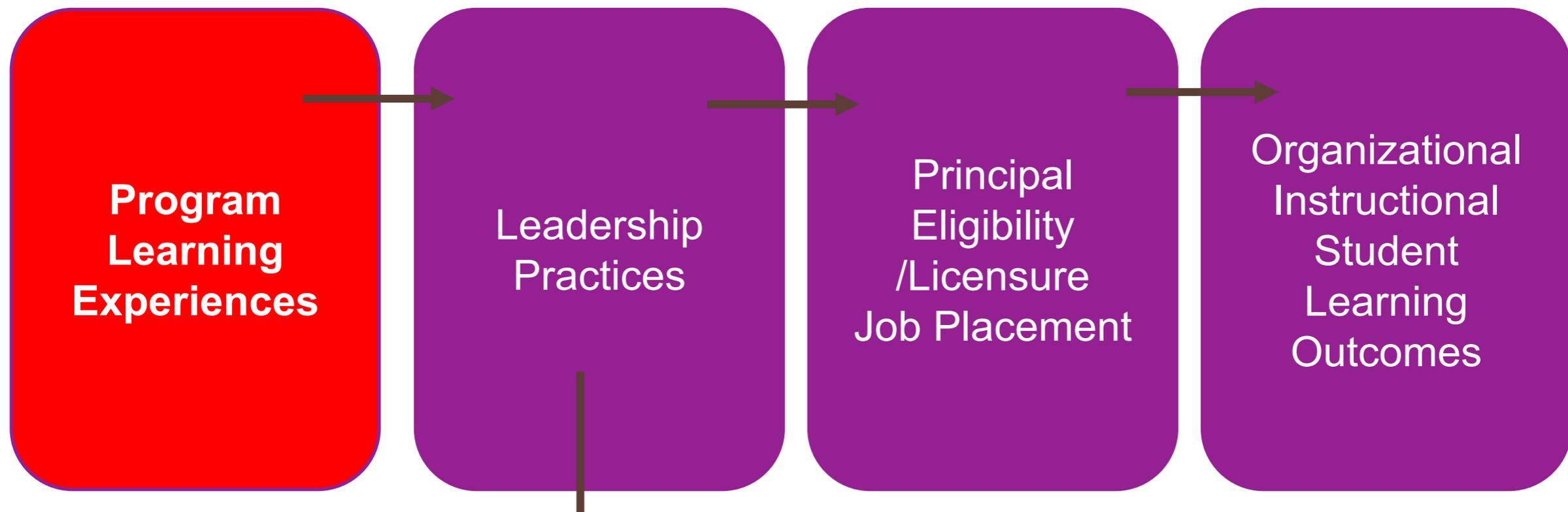
Program Impact Logic Model

This model identifies what we seek to impact through our program. Thus, this logic model identifies the kinds of data sources that should be collected/analyzed for identifying problems that relate to our program/program learning experiences



Program Impact Logic Model/Data System

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Designed key course-embedded work tasks that motivate practice and that generate practice-based work tasks for understanding the extent to which high leverage practices are being developed and by whom

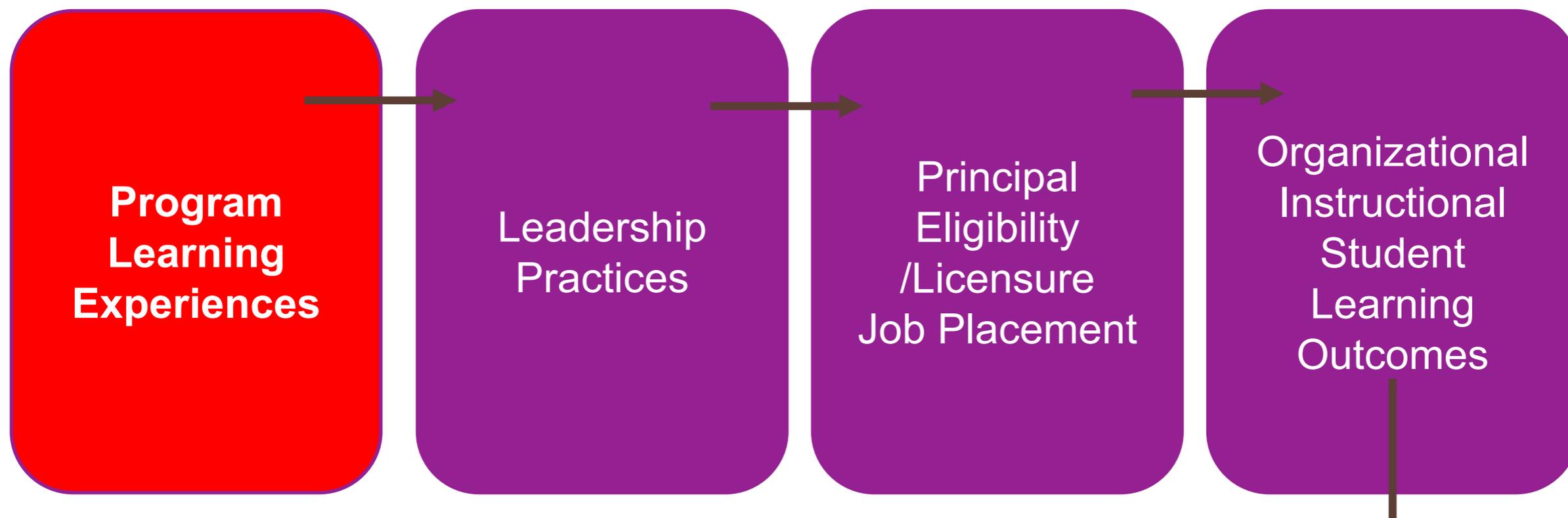
Looking at our Equity-focused Improvement Work Last Four Years

Using data system to find equity-oriented problems

- Organizational and student learning outcomes for CPS schools (UIC and non-UIC led)
- Practice-based program work tasks

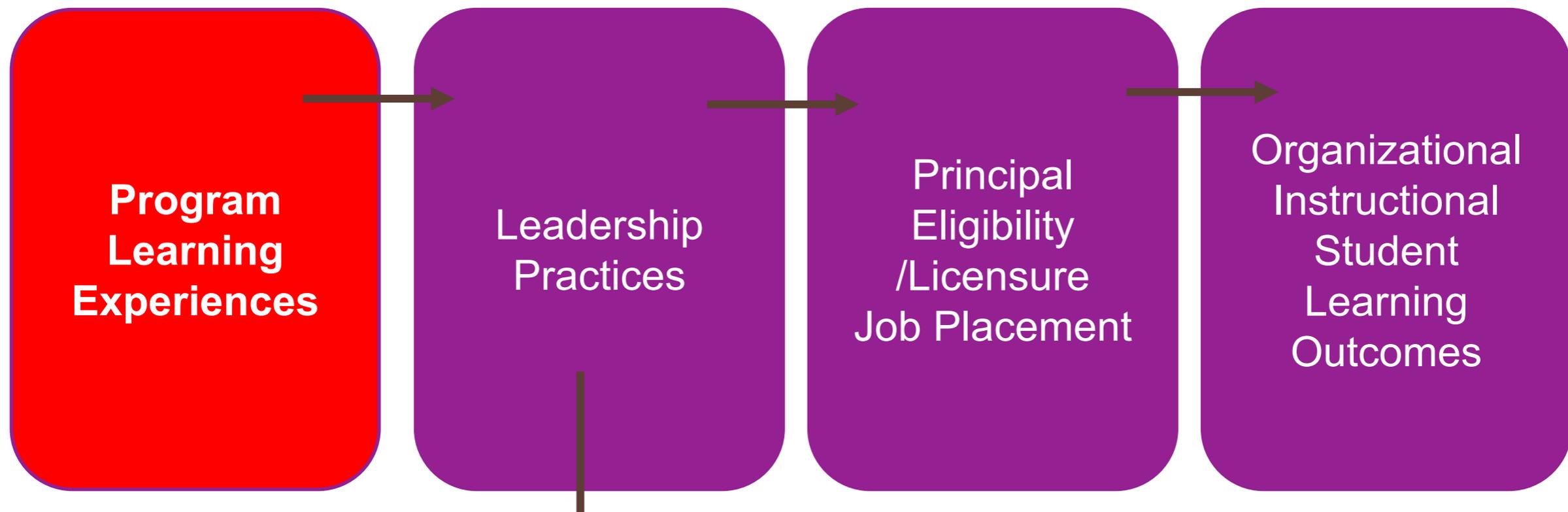
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UIC trained leaders in schools that we now recognize as “high churn” tend to struggle to improve student and organizational outcomes These schools serve predominantly underserved communities, primarily students of color but also with high levels of student homelessness, mobility, and chronic absenteeism; as well as high levels of teacher turnover

Program Impact Logic Model/Data System



Equity-oriented leadership practice problems; and work tasks that did not emphasize leadership considerations/actions specifically aligned to “high churn contexts”

Looking at our Equity-focused Improvement Work Last Four Years

Redesigning one strand of the program

- 3 course instructional leadership strand from an equity perspective (see Salisbury and Irby in 2020 JRLE)

What's Ahead: Equity-focused Improvement Work

- **Redesigning additional course strands (organizational/leadership diagnosis and development, cycles of inquiry)**
- **Leadership coaching**

Considering Impact

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

Considering Impact

- 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)