

**Cycles of Innovation and Continuous Improvement:
A University/District Partnership to Produce Transformative Principals**

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Introduction and background for this request

At the center of this application is a fundamental question. Ours is a university/LEA partnership that has received national recognition for its innovations in preparing effective principals for high-need schools. Yet we are seeking funds to innovate. If the purpose of the SLP funding is to stimulate innovation in the field of school leader preparation, why are we seeking funds for a program that has already received the Urban Impact Award from the Council of the Great Cities Schools for documented impact on student learning outcomes in schools, and that has been named to Exemplary status by the Bush Institute's Alliance to Reform Education Leadership—both of which are unique among IHE/LEA partnerships in the U.S. today?

The answer to this question is three-fold. First, despite the recognition that the UIC/CPS has received in the professional literature to date (e.g., Davis & Darling-Hammond, 2012; Foundation for Child Development 2011; Hollingsworth, 2010; McLester, 2011; Orr, et al., 2010), the program has some distance to go if it is to produce truly “achievement-gap” closing results in all or nearly all of the high-need schools led by our principals, not just some of them. Second, innovation is not a one-time, static event: perhaps the most important single innovation that a program can institute is an authentic commitment to continuous improvement of the kind that makes innovation part of the organization's culture, and we have just spent two years developing major program innovations that must now be implemented and tested. Third, these innovations have the potential to demonstrate how higher education must change if colleges and universities are to partner with districts to produce the kind of school leaders our schools need. We have known for over 35 years that a school principal can have dramatic impact on student

learning outcomes in even the most distressed of schools, yet we have not seen higher education institutions able to produce such principals as a rule, rather than as a rare exception. In full partnership with CPS, UIC has designed a set of innovative program improvements intended to produce compelling evidence of how higher education can rise to that challenge.

As documented in Cosner, et al. (2012), the UIC/CPS partnership instituted a first round of innovations a decade ago that included the following program design features:

- a program committed both to school leadership preparation and to subsequent novice principal development for a total of at least four years;
- highly-selective program admissions guided in part by district-authored leadership competencies and in part by a clear UIC commitment to prepare leadership for under-performing schools;
- full-year, paid administrative internships for all program candidates;
- high-stakes district principal eligibility assessments that the majority of all state-certified candidates fail, but that over 90% of UIC candidates pass;
- four years of academic coursework integrated with on-site leadership coaching for all candidates;
- and field-leading outcome metrics to measure principal impact on student learning outcomes in schools, used to improve principal performance as well as program design.

In fact, those metrics told us that although some of our principals were producing extraordinary results, not enough of them were. Our self-study led us to a two-year process that identified numerous program weaknesses, three of which are guiding our application to the School Leadership Program: 1) our already selective admissions processes were not sufficiently selective; 2) our highly articulated integration of field-based learning and academic learning was

not nearly effective enough to sustain optimal candidate development from pre-service through early-career school leadership positions and had to be improved in several key ways; and 3) our processes of data collection and analysis were not nearly sophisticated enough to systemize the level of continuous improvement to which we aspire—both in our program and in the systematic training of school leaders in how to use continuous improvement systems most powerfully in their schools.

Project significance and design

In collaboration with the Chicago Public Schools, our contractual partner in the Ed.D. Program in Urban Education leadership, we seek SLP funding to increase and systemize the impact that UIC school principals are having on schools and student learning outcomes. We have for ten years designed, implemented, and redesigned a program in which the school leaders we prepare have led schools to significantly greater performance, on the whole, than comparison schools in CPS and the state of Illinois (See Appendix S, Sample Metrics Displays). By focusing the SLP application not on planning, but on implementing plans already approved by the State of Illinois for an innovative new program design that builds on current success, we expect to be able to make a major contribution to helping IHEs meet the needs of school systems at scale by partnering with these systems on highly selective, field based, results-oriented programs that continually collect and analyze data to improve results in schools. If IHEs can produce three times as many physicians as there are principals in the U.S., then we certainly have the resources in IHEs to produce a high-quality principal for every school. What is missing are the models from which IHEs can learn, and compelling evidence that these models improve student learning in schools.

The Problem of scale and why it matters (Significance): The social and economic urgency of improving learning outcomes in public schools—particularly low-income, high need schools—is well established and need not be rehearsed here. The last decade has begun to demonstrate, however, that one of the most cost-effective levers, if not the single most cost-effective lever, for improving student learning in high-need schools is putting capable and committed principals in place. Such principals accelerate student learning by addressing school culture and climate, applying systemic strategies to improve quality of instruction in every classroom in the school and by working effectively with families and communities to support student learning (Bryk, Sebring, et al. 2010).

For thirty-five years we have known that a great principal could dramatically improve learning in the highest-needs schools, but until recently such leadership has been a statistical anomaly. Today, several organizations of different kinds—from districts to entrepreneurial initiatives to charter school organizations—are proving that such principals can be produced as a rule, not as a rare exception to the rule. Recent studies by EDC (2010), the Rainwater Foundation (2010), Wallace Foundation (2012) and others all document leading examples of such partnerships already in operation, and for the first time it is possible to take such innovations to scale—by which we mean that it is reasonable to aspire to highly trained leaders in every school in every district.

Although the great preponderance of resources for school leader preparation in the US is found in colleges and universities, the majority of programs that have demonstrated dramatic student learning outcomes through school leadership preparation are not IHEs. Instead, with the exception of UIC, they are school districts and entrepreneurial efforts such as Broad Award winner Gwinnett County, Georgia; New York City Leadership Academy; and New Leaders for

New Schools. These programs demonstrate such characteristics as: results-orientation, with strong uses of data to assess impact of each graduate on student learning in schools; close partnerships with local school districts; high selectivity of candidates; extensive residencies in leadership positions in schools; close follow-up and support of novice principals to accelerate their capacity to produce substantial learning gains.

While these features characterize leading edge programs, they do not in general characterize higher education programs, and they have limited promise of being implementable at scale because of the resource implications of replicating these entrepreneurial initiatives. With its vastly greater resources, higher education is capable of implementing scaleable programs, but this would require dramatic change. We are beginning to see such change, as demonstrated in three recent publications precisely addressing the changes now being documented in school leadership programs in IHEs. Two of these are special double-issues of the journal *Planning and Changing* (2012), and the third was a compendium edited by Jean-Marie and Normore, *Educational Leadership Preparation: Innovation and Interdisciplinary Approaches to the Ed.D. and Graduate Education*. To date however, there is very little outcome data showing how such innovations improve student learning in schools (Davis & Darling-Hammond note UIC's program as an exception to this rule).

It is now clear that IHEs need to make use of what we already know about effective school leadership preparation and commit to changing their current school leader preparation practices to produce high-quality instructional leaders at a scale that will address the challenges of high-need schools nationwide. By partnering with school districts who are most affected by the school leaders produced in IHEs, this is a need that can realistically be met.

The SLP opportunity: Providing leverage to achieve better outcomes in schools

After the extensive redesign process, the new program has now been approved by the school district and state but not yet fully implemented. The implementation has begun, and capacity for documenting the results is now being built, but additional resources will be needed to make this transition fully effective.

The program redesign process addressed a broad range of areas in which the program needed revision, including recruitment and selection, course content, course sequences, pre-service internships, post-certification coaching, final capstone experiences, and so on. For the purposes of this proposal, we have identified three major levers as most essential to improving program impact on student learning in schools. These high-leverage improvements are critical for the preservice as well as in-service development of principals, because the program works with principals throughout the continuum of pre-certification through their novice years as school principals:

1. Improving the quality of the candidate pool and program selectivity--as noted by Levine (2006) and others (Cheney & Davis 2010), IHEs are notoriously non-selective in who enters their programs, spreading resources thinly across far more candidates than will ever seek the principalship.
2. Reshaping the content and alignment of key program design elements such as the internship, coursework, post-certification leadership coaching, and final capstone project. Again, as noted by Levine and others, field-based experiences in IHE principal preparation programs are anemic, course rigor is weak, and the alignment between the two is nearly non-existent.

3. Improving the evidence-based methodology of continuous improvement as a central element of program design, implementation, and ongoing redesign. If IHE had taken this approach seriously, we would have seen a steady increase in leadership impact on schools across the decades. There is no evidence of such increase.

Simply stated, these three “buckets” of improvements address candidate quality, program treatment of candidates, and methods of assessing how these two combine to produce intended impact on student learning in schools.

Expected SLP goals and outcomes of these high-leverage interventions

As our Scope of Work and Management Plan indicate later in this narrative, we have articulated specific outcomes, strategies, and metrics for each of our three main project goals.

These may be summarized as follows:

1. **Improving the quality of the candidate pool and program selectivity.** No matter how strong the program design, the qualities of the individuals who are leading schools will always be a key variable in improving school outcomes. The field needs much better answers to such questions as: What candidate characteristics (experience, academic record, dispositional qualities, etc.) are most predictive of who is going to be an effective principal in high-need schools? How do we increase the numbers of such candidates who aspire and apply to become principals? What selection processes will identify accurately those people who are most likely to lead schools to improved student learning? What kind of data collection and analysis is necessary to determining whether a program is improving its candidate selection? The UIC program has been making progress on all of

these questions and with a newly-developed on-line relational data-base is now poised to take another major step. Use of the new UIC-developed comprehensive data-base enables us to improve candidate selectivity and to inform the field by pursuing the strategies detailed in the Management Plan. In sum, they are:

- a. Using 10 years of candidate selection and school leadership performance data to identify the candidate characteristics that are most predictive of who is going to be an effective principal in high-need urban schools.
 - b. Enabling the UIC/Chicago Public Schools partnership to target such candidates among over 20,000 experienced CPS teachers in marketing and recruitment, documenting increased numbers of such candidates applying to the UIC program as compared to first ten years of candidate admissions.
 - c. Improving already-selective candidate selection processes by basing them more accurately on the above analysis of the most promising candidate characteristics and training faculty/ practitioner interviewer panels in selection processes.
 - d. Documenting and publishing the outcomes of these revised processes to inform the field.
2. **Reshaping the content and alignment of key program design elements such as the internship, coursework, post-certification leadership coaching, and final capstone project.** A central purpose of program redesign was to further develop a “signature pedagogy” of the program that we view as essential to improving student learning in schools: using cycles of inquiry to improve the performance of leaders, teachers, and students. On the one hand, the program has been lauded for its integration of required, full-year, full-paid internships with rigorous academic coursework, and for the

continuation of intensive leadership coaching into the novice years of school leadership. However, the content and alignment of these experiences have great leverage for improving principals' impact on schools if we improve their quality. We need to use our new comprehensive data-base to help us evaluate the effectiveness of student learning in these integrated program experiences at key benchmark points throughout the program. For students to master the use of cycles of inquiry in their practice requires a highly intentional focus and collaboration among academic faculty and the leadership coaches who are providing close feedback to aspiring and practicing principals in schools. These program elements are all a part of the new redesign approved by CPS and the State, but they will only now be implemented for the cohorts most recently admitted. The Management Plan later in this document details the expected outcomes and strategies for implementing the program re-design.

- a. Implementation of newly redesigned coaching protocols and assessments in the full-year internship, and multiple measures of the assessment of the effectiveness of candidate learning during the internship. These measures will include candidate interview and survey data; success in passing high-stakes, newly redesigned, state and district principal eligibility assessments; and implementation of a high-stakes program-required assessment that enables the student to demonstrate learning in the theory and practice of using cycles of inquiry to improve student learning in schools.
- b. Implementation of juried review of student work products. This is a new, formative as well as high-stakes series of pre-service and post-certificate program assessments of student progress, comparable to comprehensive or qualifying

exams, but based on student work products and performance each year, submitted to a panel of academic and practitioner faculty to determine candidate readiness to proceed to the next year's stage in the program. The first of these is the end-of-residency cycles-of-inquiry assessment identified in (a) above.

- c. Implementation of scaffolded, post-certification capstone analysis of each school leader's record of leadership for organizational improvement. An essential component of the program redesign was the integration of each student's capstone demonstration of practitioner-inquiry skills into coursework and fieldwork much earlier in the UIC leadership development program. Implementing this new element effectively will not only better prepare and develop our candidates' ability to improve student learning in schools,
 - d. Documentation and publishing of the outcomes of these revised program elements to inform the field. Using qualitative and quantitative measures, we will be able to assess and document whether these newly implemented emphases on cycles of inquiry in fact have a measurable impact on student learning in schools.
3. **Improve the evidence-based methodology of continuous improvement as a central element of program design, implementation, and ongoing redesign.** While we have already published a journal article on our use of continuous improvement in multiple program revisions (Cosner et al. 2012), and while one of our senior faculty published a recent volume, *Continuous Improvement in Schools* (Smylie, 2010), we have a long way to go if we are to realize the potential of this organizational commitment. For example, we need to build a better formative evidence trail in the pre-service and well as the post-residency components, demonstrating the extent to which transformative school

leadership dispositions, as well as knowledge and skills, are being developed. We need a systematic set of data collection procedures that will assess the effectiveness of every aspect of the program that is likely to have an impact on preparing and developing leaders who transform student learning in schools. Again, we see the potential of our yet-untested comprehensive database as a critical enabler of achieving this outcome. In particular, we expect the SLP support to enhance the following:

- a. Clear assessment and documentation of the impact of our principals on leading and lagging indicators of student performance in schools, from attendance to annual dropout and graduation rates to standardized test scores and college matriculation. Use of such documentation for improving program impact on student learning outcomes in schools.
- b. Documentation of the strategies and behaviors, positive and negative, our principals enact in schools that obtain the results, better and worse, documented in a) above. Use of such documentation for improving program impact on student learning outcomes in schools.
- c. Assessment of each program component, using the EDC Quality Measures instrument to document the quality of every program element from recruitment and selection to pre-service coursework and coaching to post-certification professional development to final capstone performance. Use of such documentation for improving program impact on student learning outcomes in schools.
- d. Reconstitute and convene an advisory board. Although our program is accountable to multiple masters and is regulated by College, University, District,

and State agencies, the reconstitution and active convening of a currently inactive external advisory committee of local and national experts in the field school leadership development would be a real asset to our continuous improvement efforts.

The Theory of Action: a systemic effort to improve teaching and learning in Chicago, in Illinois, and the nation

SLP-established *Performance Measures*: The five SLP performance measures identified for assessing the effectiveness of the project are listed below. UIC in fact already collects and publishes data on the first four, and with the new Performance Evaluation Reform Act coming to bear in Illinois in 2014 we will soon be publishing data on all five. Our percentages to date are reported in parentheses:

- (1) The percentage of program graduates certified to become a principal or assistant principal (98%).
- (2) The percentage of program graduates who are certified and hired as a principal or assistant principal in a high-need LEA (90%).
- (3) The percentage of program graduates certified through the program who are hired as a principal or assistant principal in a high-need LEA and who remain in that position for at least two years (90%).
- (4) The percentage of principals and assistant principals who complete the SLP-funded professional development program and whose schools demonstrate positive change, no change, or negative change based on pre- and post-school site measures, of which one measure must include, if available, student growth (e.g., at least one grade level in an academic year). (The

results of this vary from 56% outperforming district average gains in one year to 80% in another, and we have yet to aggregate this across all completed cohorts. Such data reporting will be a main outcome of the SLP funding).

(5) The percentage of program graduates who are rated “effective” or “highly effective” as measured by a U.S. Department of Education program approved principal evaluation system, if available (will be implemented in 2014).

The UIC theory of action, which in shorthand may be represented as, “**Leadership => Organizational Capacity => Instructional Capacity => Student Outcomes,**” demonstrates why we address student learning and school improvement as a systemic whole. Nevertheless, we identify three instructional strands to better ensure that candidates develop the knowledge, skills, and dispositions considered essential to improving student learning in schools. **Those strands are Instructional Leadership, Organizational Leadership, and Practitioner Inquiry.** The program relies greatly on the successful use of cycles of inquiry to support candidates’ development of practitioner inquiry, without which organizational leadership and instructional leadership could not be continuously improved within the school. The intent is to imbue candidates with practitioner inquiry skills and promote their ability to use cycles of inquiry as a primary driver of school improvement. Throughout the courses in these sequences, two essential questions are infused: “How are social context/social justice issues relevant to given course content?” and “What are the implications of course content for promoting adult learning in the school?” Leadership understanding of these issues—social contexts of schools and adult learning in schools, are critical to address if we want to improve student learning.

Alignment to Leadership Standards

The UIC Ed.D. in Urban education Leadership program is anchored by State law in the Interstate School Leadership Licensure Consortium (ISLLC) standards. During recent program redesign efforts, all courses were reviewed for integration of key professional principal performance standards including CPS Principal Competencies, ISLLC, and Southern Regional Education Board capacities also mandated by Illinois. All students/candidates are assessed for principal eligibility by Chicago Public Schools according to the CPS competencies, which map very clearly onto the ISLLC Standards as well as onto National Board Standards for Accomplished Principals. CPS competencies aligned with ISLLC Standards have been specifically incorporated into appropriate coursework and fieldwork.

A crosswalk of all prominent sets of leadership standards (with ISLLC standards as the foundation) has been created for use in the program. Aligned to ISLLC in this crosswalk are National Board of Professional Teaching Accomplished Principal standards (NBPTS), Southern Regional Education Board (SREB), required for integration into Illinois principal preparation programs, Illinois State Board of Education/Performance Evaluation Advisory Council standards (ISBE/PEAC), and CPS principal leadership standards discussed above.

With SLP support, UIC will work with CPS to evaluate our program for the first time using national standards of program design (see appendices T and U). The value of these standards is that they provide much greater precision for assessing program capacity for

purposes of continuous improvement, from recruitment and selection to final impact on teaching and learning in schools.

2012 EDC Quality Measures Domains (for Education Leadership Development Systems and Programs)

1. Course Content and Pedagogy (five detailed criteria)
2. Supervised Clinical Practice (five detailed criteria)
3. Recruitment and Selection (five detailed criteria)
4. Graduate performance outcomes (13 detailed criteria broken into three sub domains: Knowledge, Skills and Competencies; Responsiveness to Market Demands; and Impact on School, Teacher, and Student Performance)

UCEA: Evaluation Pathway for Preparation Programs

1. Preconditions: Program candidates' prior experiences
2. Program Quality Features: leadership program experiences
3. Formative and Summative Learning Outcomes
4. Career Outcomes
5. Leader Practices
6. Impact on Staff, School Practices, and School Community
7. Impact on School and Student Performance

In addition to these national standards, UIC has designed expectations, or signature competencies, to describe our expectations of students who “take charge” of their

intellectual and professional performance and integrate their academic learning and practitioner experiences into transformational leadership. These competencies are:

1. UIC Ed.D. students need to develop **capacities that support their ability to continuously locate, make meaning from, evaluate and use scholarly and empirical literature** in their professional work as school/system leaders. For example, we expect our students to draw regularly from scholarly and empirical literature to inform their practice, school/system improvement, and a range of school/system-based decisions. As students engage in various forms of *practitioner inquiry*, we also expect students to draw from scholarly and empirical literature to inform the design of data collection tools, data collection, data analysis, and to make meaning from and explain inquiry-oriented findings.
2. UIC Ed.D. students must also **develop the capacities needed to enact and oversee varied forms of practitioner inquiry**—working independently and in collaboration with others. With this in mind, students must be able to oversee the enactment of robust inquiry processes that are appropriate for specific inquiry tasks. Such work necessitates that students become adept with a wide-range of data collection and analysis skills (the breadth of which is not typically characteristic of Ph.D. research preparation). For example, students must develop the capacity to make meaning from a wide range of qualitative data collection tools (for data collection through observation, interviews, focus groups, and artifact and archival review).

3. UIC Ed.D. students must also develop the capacity to **cultivate robust independent and collaborative teacher inquiry processes** in their schools. With this in mind, students must be able to oversee robust inquiry processes appropriate for specific teacher inquiry tasks. Ongoing cultivation of these practices requires that leaders develop the capacity to diagnose the quality of inquiry processes and provide developmentally appropriate interventions that support maturation of teacher inquiry processes over time.
4. UIC Ed.D. students must **demonstrate a range of leadership literacies**, including these separate but related abilities to: read critically and meaningfully a full range of professional writing; effectively communicate orally with large groups, small groups, and individuals; facilitate group discussions; write clearly for different purposes at a professional level; hear others well and communicate that they are heard; and think, speak, and write analytically, making reasoned use of relevant evidence. We take such literacies to be important not only to the performance, but also to the perception, of one's leadership capacities.
5. UIC Ed.D. students are **change agents who must demonstrate the ability to lead and support institutional, technological, and human change**, often in the face of considerable resistance, by combining resilience to opposition with flexible openness to constructive input in the service of setting and achieving institutional goals.

Integration of research, professional knowledge, and practice

The Ed.D. Program in Urban Education Leadership is designed to prepare and develop principals who are able to lead significantly improved teaching and learning in urban

schools. Our theory and practice of leadership development combines a highly-selective cohort with coursework and supervised practicum experiences and assessments that begin in the pre-service phase and extend into the novice years of school leadership. The program emphasis on collection and analysis of data at the school level results in a data-based capstone case study thesis that focuses on strategies of leadership practice.

The successful conclusion of recent program redesign, supported by external funding, now will integrate theory and practice better as well as meeting new Illinois requirements for the principal endorsement. Based on our two year program redesign process, some courses were revised, some discontinued, and others newly developed. In this way, coursework now better supports, rather than over-extends, the candidate as he/she engages in rigorous internships and faces the challenges of an early career principalship. Collectively, courses address all state-required content and exemplary-practice leadership preparation guidelines currently available, with key constructs and assessments recurring in multiple courses.

In shorthand, the UIC Ed.D. program is now organized into the following major structural elements:

- Integration of academic coursework and supervised field experiences, pre- and post certification
- Coursework arranged in three major thematic sequences, with 4-5 courses in each sequence that are integrated throughout the program:
 - instructional leadership
 - organizational leadership
 - practitioner inquiry

- Infusion throughout coursework of two essential questions: 1. How are social context/social justice issues relevant to this course content; 2. What are the implications of this course content for promoting adult learning in the school?

The UIC logic model, “**Leadership => Organizational Capacity => Instructional Capacity => Student Outcomes,**” demonstrates why we address student learning and school improvement as a systemic whole, though we have distinct strands for organizational leadership and instructional leadership. The program relies heavily on the successful use of cycles of inquiry to support candidates’ development for the third strand, practitioner inquiry, without which organizational leadership and instructional leadership could not be continuously improved within the school. The intent is to imbue candidates with practitioner inquiry skills and promote their ability to use cycles of inquiry as a primary driver of school improvement. In addition to intentionally embedding practitioner inquiry skills throughout coursework, the courses in the Practitioner Inquiry sequences are designed to refine inquiry capacities among our candidates.

The final capstone experience provides evidence of the student’s capacity to integrate research, professional knowledge, and practitioner experiences. The capstone model seeks to develop a specific subset of leadership knowledge and skill: the ability to think theoretically and analytically about problems of leadership practice, and one’s own practice in particular, based on the best theory and research. The capstone project is a single meta-analytic case study of a “theory-of-action” and a “theory-in-use” of leadership and processes of organizational improvement in a school setting. This redesigned culminating

project is considered more appropriate to the professional practitioner degree which the student will earn, not unlike the practice oriented requirements in other professions such as medicine and law.

Addressing the needs of diverse and low income students

As indicated in the mission statement of the UIC College of Education, “Of primary importance to us is the relevance of our work to improving schooling and educational processes in low-income, African American, and Latino communities.” The Ed.D program is specifically designed to prepare and support school leaders capable of transforming the learning environments of our urban children and youth. The residency/internship experiences of all our candidates occur in urban settings. Appendix G., *Course Capacities Grid* (cited in section “e” above) demonstrates how such issues as social context, PreK children, ELL students, and other populations are intentionally structured into coursework. Appendix L. *Social Context, Social Foundations of Education, and Social Justice Leadership: Questions that UIC School Principal Candidates Should be Able to Address*, illustrates key social context and adult learning questions the program expects each course to address. Included are issues such as Ability/Disability; Race, Ethnicity, Language and Culture; Gender and Sexual orientation; Cultural Capital and Social Class; Power, Ideology and School Reform; and Social Justice Education - all of which influence teaching, learning, and leadership in schools.

The UIC Ed.D. Program has included a paid, full-time administrative residency (or internship) as an essential program element from the program’s inception in 2003. The

year-long internship is funded by our partner, Chicago Public Schools, which pays the full salaries of the residents. The cost of the UIC coaches is shared by CPS and UIC and is further supplemented by external funds.

The 12-month internship provides a “real time” opportunity for residents to refine leadership skills in a highly structured and supervised process. Assurances are made that candidates have experiences that, according to the program Theory of Action, will lead to effectiveness as a school leader, i.e. specifically improving student learning, developing strong, trusting relationships, inspiring a culture with high aspirations and expectations, engaging key individuals in leadership roles, creating sustainable conditions for common action, and building professional communities focused on the continuous improvement of adult and student learning through collaborative data analysis and problem solving.

Residents are supported and overseen by a UIC Leadership Coach and the Mentor Principal at the site of residency. UIC coaches report to the UIC Director of Coaching who all in turn report to the UIC Ed.D. Program Coordinator. The *Chicago Leadership Collaborative* (CLC), the formal partnership between UIC and CPS defines aspects of the internship and specific mutual areas of accountability.

The focus of the work of the UIC resident principal in the full-time one-year paid internship is driven by ISLLC standards and CPS competencies, which must be mastered to pass CPS's demanding principal eligibility process. Those standards and competencies focus heavily on the instructional and organization leadership of the principal. Interns are not allowed to

supervise task work unrelated to the work of the principal. The major components of the UIC Internship are placement, mentor, leadership coaching from a clinical faculty supervisor, developmental activities, and assessments. The expectations of the internship or residency experience are high enough that in the first nine years of internships, approximately 12-15% of UIC candidates were counseled out of the program. Note that the roles, responsibilities, and expectations associated with the internship are contained in the program's *Candidate Practice Support Manual*. (See attached as part of Item 4 of this application.)

In the first week of July residents report to their residency sites and are given a week to get acclimated and initiate their relationship with the mentor principal and others on site. During the second week the UIC assigned coach meets with the resident and mentor principal to begin the discussion of goal and action plan development for the residency. The selection of those goals is guided by developmental needs of the resident, the 5 CPS Principal Competencies, which must be met for a candidate to become eligible to lead a school in CPS, and the development needs of the residency site as defined by the mentor principal. For the remainder of July and into August residents are building the relationship with their mentor principal, opening up the relationship with other members of staff, parents and community leaders, familiarizing themselves with the CPS Continuous Improvement Work Plan (CIWP), the budget and key performance data on the school, while continuing to refine their goals and action plan for the residency in weekly meetings with their UIC coach. During this same period, each assistant principal (AP), of which a few are admitted to the program each year, is also meeting with his or her coach and principal to

design residency goals that will provide the same developmental opportunities that are afforded the residents.

From this point on every aspect of the residency being described also applies to the AP residents who will be seeking the new Illinois State P-12 Endorsement. Part of the logic for this is school system driven: to become a principal in CPS, a candidate has to pass a rigorous, multi-part assessment, regardless of prior experience. The residency enables APs and former teachers alike to work with coaches toward the common goal of successfully passing that eligibility assessment. This is no small feat, as the failure rate for candidates who are NOT enrolled in a UIC or other principal residency program is over 70%.

UIC coaches observe residents in their interaction with staff in the building and others. Often there are opportunities to plan and conduct professional development for teachers, manage summer school programs and do home visits. The key things that coaches are checking at this stage of the residency are interpersonal relationship skills, data analysis skills, goal setting and action planning skills, professional development skills, disposition for pro-activity, problem solving, and follow-through, and their credibility as instructional leaders with teachers. Toward the end of August UIC coaches are insuring that each resident has significant responsibilities for "school opening duties" and getting their goals and action plans in final form. Mentor principals, residents and coaches meet once toward the end of August for PowerPoint presentations by each resident on the goals for his/her residency plan. The mentor principal gives his/her take on the performance of the resident to date. The UIC coach is also meeting with the mentor principal and resident separately to

make sure that the resident/mentor principal relationship is on solid ground with a high degree of mutual confidence in its potential success. Residents will by this time have completed 4 pre-residency courses and will be beginning two required residency courses: one in the Organizational Leadership sequence and one in the Instructional Leadership sequence. Residents who are not performing satisfactorily are given program counseling at this date; if the problem has been a recurrent one and progress is not satisfactory, an alternative residency placement may be considered or the resident may be counseled out at the end of the summer.

From September through the end of the calendar year the resident is:

- Beginning action on residency goals
- Getting into classrooms and doing observations related to residency goals; leading meetings with team related to those same goals and to administrative assignments s/he may have
- Meeting with mentor principal daily to participate in key experiences with the mentor principal and once a week for deep reflection on his/her core performance
- Meeting monthly with the UIC coach and mentor principal to evaluate the resident's performance using the CPS 12 success factors, which they must meet to get on the principals eligibility list.
- Participating in a monthly all day Friday meeting at one of the residency sites, where the host resident and mentor principal do a presentation on the development history of the school under the leadership of the mentor principal, do classroom observations, personally assess the school's progress and host a panel of students and teachers who discuss their experience in the school. Time is also set aside for residents to discuss

their residency goal progress with coaches other than their own in order to get multiple perspectives on their work.

- Connecting with UIC coaches weekly for at least 2 hours to do one or more of the following:
 - Observing the resident giving feedback to a teacher, leading a team meeting, conducting a PD session, carrying out one of his/her administrative duties
 - Examining the tools that the resident is developing to monitor progress on the residency goal with his/her team.
 - Engaging in a deep discussion about problems, challenges and success that the resident is experiencing in the implementation of residency goals and the residency overall
 - Evaluating how the relationship is going with the mentor principal and all of the other people in the building
 - Analyzing key school data and what is improving because of the resident's efforts, where that question is relevant.
 - Assessing how the resident is managing stress. Key question: Is the resident able to be relational, relaxed, reflective, creative and strategic with his/her residency goal team members in spite of pressures of a heavy residency and UIC class load.
- During December, three full-day Friday sessions ensure that residents and coaches meet to vet their written progress reports on residency goals using the CPS success factors to check the degree to which they are assembling evidence that they meet those success factors and to practice their ability to orally respond to questions from fellow residents and coaches about how their work documents their leadership skills.

- January, February and March are focused on driving for results on residency goals, building residents' relations with network chiefs (the person who supervises the work of their mentor principal and 24 other principals for CPS), completing their application to be certified by CPS for the principals eligibility list. That application includes a resume and 3 essays of 500 words each, providing evidence that their skills and abilities meet those called for by the 12 success factors. They also take the eligibility assessment, consisting of a series of interviews and paper and pencil tasks.
- From April to the end of June residents work on completing their residency goals and applying for principal jobs if they passed the eligibility process and AP jobs if they didn't. Those who don't make eligibility will have the opportunity to apply again in a year and our experience is that they make it the second time around. Each year only one or two of the UIC residents don't pass the assessment on their first try. Throughout the period from January to the end of August their coaches are continuing to meet with them on a continual basis to prepare them for eligibility and after April for their job search. Coaches are not only coaching, but using their relationships to develop leads for job interviews. Mentor principals are doing the same. Where it is possible coaches also attend job interviews to directly observe the residents' interviewing skills and giving feedback.

Effort is made during to the 12-month residency period to ensure that all students have the opportunity to work at some point with all of the student population groups they may encounter as a future principal. Typically, most of our residents serve in PreK-8

elementary schools (of which there are over 4 times as many as high schools in CPS), which means that they will have ample opportunity for work with PreK-8 populations, but they will not have opportunity to work with secondary school populations in those settings unless specific steps are taken to provide those experiences. Similarly, high-school residents will need specific additional experiences in PreK-12 settings. And while most everyone in our schools will have documented work with special needs students in those schools, not all schools have ELL populations. To address these lacunae, each residency experience uses the Residency Activity List embedded in the EDPS 559 syllabus to diagnose the extent to which additional experiences are needed, and on the basis of the diagnosis, supplemental experiences will be structured into that resident's program. One key vehicle for these supplementary experiences is a year-long series of monthly engagement visits to schools different from the residency placement. These full day engagement visits will take place at schools led by UIC principals (of which 60 are now serving in CPS). Often, the Friday seminar sessions will be scheduled at these schools to facilitate group learning. At other times, when a visit to an ELL or an elementary site is needed much more by some residents than others, individual engagement sessions will be arranged on the basis of the diagnostic tool we are using to determine where supplemental engagements are needed. All candidates have multiple opportunities during residency to engage in teacher observations in order to develop expertise in the formative and summative evaluation of staff. They are also included in observations of the hiring process.

The UIC internship plan sets out that the intern assumes a leadership position in all aspects of his/her internship plan. An underlying assumption of the UIC internship (following

Donaldson 2006, *Cultivating Leadership in Schools*) is that school leadership skills, knowledge and disposition can be developed only if the intern takes leadership roles in those areas. Our theory of action is based on a performance pedagogy. The intern must demonstrate his/her ability to apply knowledge and skills. It is only through action, observation and reflection that coaching can develop proficiency.

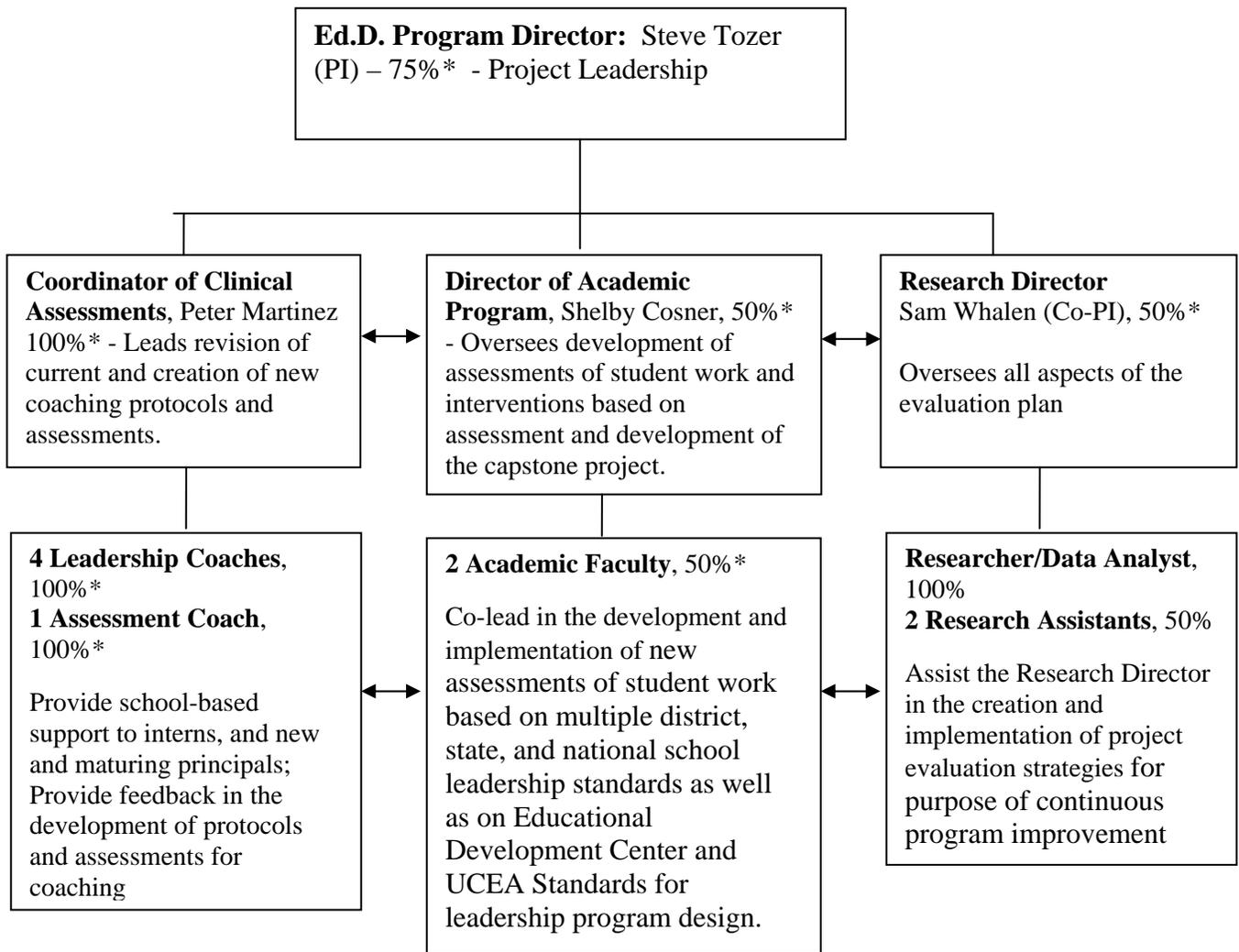
SCOPE OF WORK AND MANAGEMENT PLAN

The University of Illinois at Chicago (UIC) is applying for Department of Education funding to demonstrate a viable model for how higher education can prepare and develop principals who reliably transform learning outcomes in elementary and secondary schools. We expect to demonstrate this by accomplishing three goals, as reiterated throughout this proposal. These goals are part of a continuous improvement effort that has already dramatically changed the principal preparation program at UIC from a traditional master's program to a four-year, practice-based continuum of pre-service through in-service school leader development. Although the program has been recognized nationally for its innovations, it cannot achieve its potential as a model for higher education unless it improves in three major ways:

1. We need to work with Chicago Public Schools and the surrounding metropolitan area to improve the selectivity of 20 candidates admitted annually, in large part by deepening the pool of applicants with characteristics that correlate most highly with success in leading schools to improved learning outcomes (*Invitational priority 2*).
2. We must fully implement the redesigned content and alignment of key program design elements that create an integrated leadership development continuum from aspiring to early-career principal. These key design elements include the paid internship, rigorous coursework, post-certification leadership coaching, and final capstone project (*Invitational priorities 1 and 2*).
3. We must improve the evidence-based methodology of continuous improvement as a central element of program design, implementation, and ongoing redesign (*Invitational priority 2*).

UIC has assembled a strong leadership team to direct and implement this project through a coordinated management plan that will ensure project objectives are met on time and within budget.

Project Leadership Team and Management Timeline



*Percents indicate amount of time to be dedicated to the project. The following percents indicate the portion of respective salaries that would be supported through the grant: Tozer-11%, Martinez-50%, Whalen-15%, Cosner-11%, Leadership Coaches & Assessment Coach-11% each, 2 Academic Faculty-11% each. The remainder of personnel salaries is provided through university and/or other sources.

Goal 1: Improve the quality of the candidate pool and program selectivity. <i>(Invitational priority 2).</i>	
Objective 1a: Candidate Characteristics: In collaboration with CPS partners, identify candidate characteristics that are most predictive of effectiveness as a principal in high-need urban schools.	
Benchmark 1a: By project's end, key entry-characteristics of 100% of accepted candidates who have led schools for two or more years will be correlated with school improvement indicators.	
Collaborative Activity (and responsibility)	Timeline
▶ Complete entry of all candidate profiles from the last 10 years into a new relational database (<i>Center Associate Director</i>)	Sept. 2013 Ongoing
▶ Correlate selected candidate entry characteristics with selected key school improvement indicators. (<i>Director of Research/Co-PI, Research Assistants</i>)	Spring Year 1
▶ Create a juried list of candidate characteristics that demonstrate strong correlation with school improvement indicators (<i>Program Director {PI} and Director of Research {Co-PI}</i>)	Sept. Year 2
Objective 1b: Targeting: Enhance capacity of the UIC/Chicago Public School partnership to target high quality candidates.	
Benchmark 1b: By project's end, the Chicago Leadership Collaborative (the new CPS partnership) will demonstrate documented revised recruitment strategies that target candidates with characteristics found to be predictive of success as a school leader. The number of high quality candidates applying from CPS will increase by 25% compared to previous years.	
Collaborative Activity (and responsibility)	Timeline
▶ In collaboration with CPS, assess current CPS marketing and recruitment strategies and materials; Develop recommendations for improvement. (<i>Program Director, Research Director, Associate Center Director</i>)	Year 1
▶ Work with CPS and the CLC partnership to achieve consensus on type of candidate that should be targeted based on study of characteristics (<i>Program Director, Coordinator of Clinical Assessments, Associate Center Director</i>)	Year 1
▶ Create a written strategy that targets high quality candidates based on criteria gleaned from this study's objective 1a. (<i>Program Director, Coordinator of Clinical Assessments</i>)	Year 1
▶ Collaborate with CPS to identify and conduct presentations to school-based teacher leaders who have interest and potential for school leadership (<i>Dir. of Field Supervision</i>)	Year 1 & Ongoing
▶ In collaboration with CPS, generate print materials for recruitment and identify and use social media avenues for recruitment	Year 1 & Ongoing
Objective 1c: Selection Process: Improve current selection process	
Benchmark 1c: By project's end, 90% of candidates accepted into the Ed.D. in Urban Education Leadership program will have profiles that indicate 80% or more of the characteristics deemed to be predictive of success as a school leader.	
Collaborative Activity (and responsibility)	Timeline
▶ Revise current admissions and selections processes and documents as needed to reflect the list of promising candidate characteristics gleaned in objective 1a. (<i>Program Director, Coordinator of Clinical Assessments, et. al.</i>)	Year 2
▶ Inservice academic and clinical staff, as well as other staff who participate at various levels in the selection of candidates, regarding the more rigorous selection criteria based on promising characteristics. (<i>Program Director, Coordinator of Clinical Assessments, et. al.</i>)	Year 2
Objective 1d: Dissemination: Document and publish outcomes of revised processes to inform the field.	
Benchmark 1d: By project's end, in collaboration with CPS, the path to the revised selection criteria and processes will be documented and disseminated at three levels: a. Local, b. State, c. National.	
Collaborative Activity (and responsibility)	Timeline
▶ Establish a committee of program key administrators and researchers to develop, a strategy to disseminate program findings (<i>External Consultant, Ed.D. Program Director, Communications Committee</i>)	Year 1
▶ Document the new selection criteria, the new selection process, the training of program faculty and staff, the impact of candidates meeting rigorous criteria on schools, and efforts to influence other institutions to model in a coherent manner appropriate for dissemination. (<i>Program Director, Coordinator of Clinical Assessments, Director of Research</i>).	Year 2
▶ Disseminate information to program staff, the CLC partnership; Seek to publish in various appropriate journals, and provide to external institutions seeking to replicate UIC's model. (<i>Program Director, Coordinator of Clinical Assessments, Director of Research</i>).	Year 3 Ongoing

▶ Disseminate information at educational conferences (<i>Program Director, Coordinator of Clinical Assessments, Director of Research</i>).	Year 3 Ongoing		
<p style="text-align: center;">Goal 1: Achievement Indicators</p> <ul style="list-style-type: none"> ▪ Annual percentage increase in overall candidate applicants meeting revised criteria/promising characteristics ▪ Annual percentage increase in CPS candidate applicants meeting revised criteria/promising characteristics ▪ Annual percentage increase in number of candidates meeting new criteria who demonstrate effectiveness as school leaders ▪ Cumulative number of documented avenues of dissemination 	Targets		
	'13-'14	'14-'15	'15-'16
	10%	15%	10%
	20%	20%	10%
	10%	10%	10%
4	8	10	
Goal 2: Reshape the content and alignment of key program design elements such as the internship, coursework, post-certification leadership coaching, and final capstone project. (Invitational priorities 1 and 2).			
Objective 2a: Coaching Protocols and Assessments: Design and implement new coaching protocols and assessments in the full-year internship, and multiple measures of the assessment of the effectiveness of candidate learning during the internship.			
Benchmark 2a: By project end, the number of new coaching protocols and assessments designed, vetted by program staff, and being implemented will increase by 120%.			
Collaborative Activity (and responsibility)			Timeline
▶ Review all assessment and protocols currently used in the coaching process, to ensure they will assist candidates to pass new state and CPS principal eligibility requirements (<i>UIC coaching staff, Director of Academics Program, and CPS partners</i>).			Year 1
▶ Further research literature regarding educational leadership preparation and coaching assessments to inform design of new protocols. (<i>Program Director, Coordinator of Clinical Assessments, Director of Research, Senior Researcher</i>)			Year 1 and ongoing
▶ Draft new coaching protocols in collaboration with clinical staff. Solicit academic faculty input and review. (<i>Program Director, Coordinator of Clinical Assessments, Clinical and Academic faculty</i>).			Year 2 and ongoing
▶ Pilot new coaching protocols and modify based on field implementation and candidates' feedback.			Year 2 and ongoing
Objective 2b: Juried Review of Student Work Products: Design and implement a series of annual, course-embedded, formative as well as high-stakes pre-service and post-certificate program assessments of student progress based on student work products and performance. Work products are to reveal candidates' ability to implement "Cycles of Inquiry" approaches to school improvement and are aligned to the candidate's stage in the program, i.e. residency, post residency. Work products also align to criteria explicated in UCEA and Educational Development Center program design rubrics.			
Benchmark 2b: By project's end, 100% of candidates will be reviewed annually based on a set of work products they are required to complete in formative as well as high-stakes course-embedded assessments.			
Collaborative Activity (and responsibility)			Timeline
▶ Review current work product designs used for annual assessment of candidates at given program phases. (<i>Program Director, Coordinator of Clinical Assessments, Clinical Faculty and Leadership Coaches, Academic Faculty</i>)			Year 1
▶ Modify current work products and create new work products that will reflect candidates' learning and skill related to use of "cycles of inquiry" for school improvement. (<i>Ed.D. Academic Program Director, Academic Faculty, Project Director</i>)			Years 1
▶ Assess candidates at given program stages using work product strategy. Assessment will be conducted by a panel of academic and practitioner faculty to determine candidate's readiness to proceed to next phase of the program. (<i>Ed.D. Program Director, Coordinator of Clinical Assessments, Director of Academic Program, Academic Faculty</i>)			Years 1 & Ongoing
▶ Make determinations about interventions and supports for candidates based on these assessments. (<i>Ed.D. Program Director, Coordinator of Clinical Assessments, Director of Academic Program, Academic Faculty</i>)			Year 1 & Ongoing
Objective 2c: Alignment: Align pre- and post-residency coursework and coaching.			
Benchmark 2c: By project's end, a graphic/chart will have been created that clearly indicates refined alignments between all pre-service coursework and coaching expectations and all post-residency coursework and coaching expectations.			
▶ Review current <i>Coursework Capacities</i> grid and refine alignments between coursework and needs at the pre-service and post-residency stage			Year 1
▶ Further define and refine coaching assistance needed at the pre-service and post-residency stages respectively and create a comprehensive set of coaching expectations			Year 1
▶ Monitor courses for alignment with identified pre- and post-residency needs and modify as required			Year 1 & Ongoing

▶ Monitor the coaching component to ensure that coaching support identifies the identified needs at the pre- and post-residency stages respectively	Year 1 & Ongoing
Objective 2d: Capstone Study of Principal Practice: Implement thoroughly revised, scaffolded capstone case-study analysis of each school leader's record of leadership for organizational improvement.	
Benchmark 2d: By project's end, 100% of candidates who have been school leaders for two or more years will produce a scaffolded, course-embedded analysis of their record of leadership for school improvement.	
Collaborative Activity (and responsibility)	Timeline
▶ Design and implement tools and instruments to gather and analyze evidence of continuous improvement in the domains defined by the UIC Theory of Action, (<i>Director of Academic Program, Academic Faculty, Director of Research, Coordinator of Clinical Assessments</i>)	Years 1-3
▶ Design and provide professional development models for clinical and academic staff on assessment of candidate's use of cycles and inquiry (<i>Director of Academic Program, Academic Faculty, Director of Research, Coordinator of Clinical Assessments</i>)	Years 1-2
▶ Implement vertical and horizontal alignment of newly designed practitioner inquiry sequence of courses, especially 586a, 586bb, 544, and 591 to support students in the capstone phase and support documentation of principals' theory and practice of leadership performance and results. (<i>Coordinator of Clinical Assessments; Ed.D. Program Dir., Director of Academic Program, all academic faculty</i>)	Year 1
Objective 2e: Dissemination: Document and publish outcomes of revised protocols and practices to inform the field.	
Benchmark 2e: By project's end, the outcomes, as well as challenges, related to creation and implementation of new coaching protocols and the scaffolded analysis of candidates' efforts toward school improvement will be documented and disseminated at three levels: a. Local, b. State, c. National.	
Collaborative Activity (and responsibility)	Timeline
▶ Establish a committee of program key administrators and researchers to develop, a strategy to disseminate program findings (<i>External Consultant, Ed.D. Program Director, Communications Committee</i>)	Year 1
▶ Document clear alignment of academic coursework and field experiences using pre-service and in-service leader assessments as point of collaborative between clinical and academic experiences	Years 1-3
▶ Document the path of new coaching design, implementation, and modification. (<i>Program Director, Coordinator of Clinical Assessments, Director of Research</i>).	Years 1-2
▶ Document the program path of assisting candidates to reflect upon and document their efforts to implement continuous school improvement.	Years 1-3
▶ Disseminate information to program staff & the CLC partnership; Seek to publish in various appropriate journals, and provide to external institutions seeking to replicate UIC's model. (<i>Program Director, Coordinator of Clinical Assessments, Director of Research</i>).	Year 2 and Ongoing
▶ Disseminate information at educational conferences (<i>Program Director, Coordinator of Clinical Assessments, Director of Research</i>).	Year 2 and Ongoing
Goal 2: Achievement Indicators	Targets
	'13-'14 '14-'15 '15-'16
▪ Annual percentage increase of coaching protocols and assessments designed and implemented	60% 30% 30%
▪ Percentage increase in candidates annually reviewed based on applicable work products	100% 50% 50%
▪ Percentage increase in candidates completing scaffolded analysis of their leadership efforts toward school improvement	50% 30% 20%
▪ Number of candidates completing capstone project.	8 10 14
▪ Number of documented avenues of dissemination	6 12 16
▪ Annual percentage increase in number of policy makers and education stakeholders requesting information about UIC's principal program	20% 20% 20%
Goal 3: Improve the evidence-based methodology of continuous improvement as a central element of program design, implementation, and ongoing redesign (Invitational priority 2).	
Objective 3a: Principal Impact Assessment: Assess impact of UIC prepared principals on leading and lagging indicators.	
Benchmark 3a: By project's end, program staff will have increased capacity to demonstrate impact of UIC principals on leading and lagging indicators evidenced by related data on all candidate principals who have led schools for two or more years.	
Collaborative Activity (and responsibility)	Timeline
▶ Review and enhance procedures for gathering key leading and lagging indicators of school performance	Year 1

<i>(Ed.D. Program Director, Director of Academic Program, Academic Faculty, Director of Research, Research staff)</i>		
▶ Identify and/or create instruments, protocols, and procedures to analyze connections between school leader actions and school results <i>(Ed.D. Program Director, Director of Research, Research staff)</i>		Years 1-3
▶ Monitor data procedures for reliability and validity to enhance confidence in claimed connections of principal behaviors and performance outcomes <i>(Director of Research, Research staff, Director of Academic Program)</i>		Years 2-3
▶ Annually assess principal behaviors and performance using the research-based Val-Ed instrument (Vanderbilt Assessment for Leadership in Education). The 360 assessment will be taken by not only the principal, but by teachers and the principal's supervisor, ensuring that the very best information is available.		Years 2-3 & Ongoing
Objective 3b: Principal Action: Document strategies and behaviors principals enact in schools and the results produced.		
Benchmark 3b: By project's end, a uniform assessment procedure will have been consistently applied to 100% of program participants at benchmarks (internship through two years of impact on school performance).		
Collaborative Activity (and responsibility)		Timeline
▶ Create protocols and procedures for observing and interviewing UIC prepared principals to gather information on their actions toward improving school. <i>(Director of Research, Research staff, Coordinator of Clinical Assessments)</i>		Year 1
▶ Train personnel and staff in the use of principal observation and interview protocols <i>(Director of Research, Research staff, Coordinator of Clinical Assessments)</i>		Year 1
▶ Document principal behaviors and school results in phases of 6 months to two years <i>(Director of Research, Research staff, Coordinator of Clinical Assessments)</i>		Year 1 & Ongoing
Objective 3c: Program Assessment: Assess each program component to determine quality of program elements using <i>EDC Quality Measures</i> protocol as well as University Council on Educational Administration (UCEA) Program Assessment rubric		
Benchmark 3c: By project's end, all program elements will have been collaboratively scored on the <i>ED Quality Measures</i> protocol rubric and on the UCEA rubric, and all program faculty will have participated in plans to improve program in accord with the resulting data.		
Collaborative Activity (and responsibility)		Timeline
▶ Inservice program staff on the elements of the <i>EDC Quality Measures</i> protocol and the UCEA rubric <i>(Program Director, Research Director, Director of Academic Program)</i>		Year 1
▶ Annually assess program components (including selection, pre-service, coursework, residency, coaching, post-residency, etc) using the <i>EDC Quality Measures</i> protocol and the UCEA rubric. <i>(Program Director, Research Director, Director of Academic Program)</i>		Year 1 and ongoing
▶ Examine results and modify program elements to address evidenced needs. <i>(Program Director and entire program faculty and staff)</i>		Year 1 and ongoing
Objective 3d: Advisory Board: Reconstitute an external program advisory board.		
Benchmark 3d: By project's end, an external program advisory board will have been constituted that meets twice annually (virtually or in real time) and has the opportunity to provide critical feedback on all elements of the UIC Ed.D. in Urban Education program.		
Collaborative Activity (and responsibility)		Timeline
▶ Establish an external advisory board that includes district, university, and community personnel as well as national members <i>(Ed.D. Program Director, Project Director)</i>		Year 1
▶ Summarize program progress and challenges on bi-annual basis for dissemination to the program advisory board members. <i>(Ed.D. Program Director, Coordinator of Clinical Assessments, Director of Academic Program, Associate Program Director)</i>		Year 1 & Ongoing
▶ Create meeting agendas based on bi-annual review program status identifying issues targeted for feedback; Hold quarterly advisory board meetings.		Year 1 & Ongoing
Goal 3: Achievement Indicators		Targets
		'13-'14 '14-'15 '15-'16
▪ Annual percent increase of UIC principals improving key measures of school organizational capacity as recorded by CPS	10%	20% 15%
▪ Annual increase in percent of UIC principal-led schools scoring 4 months achievement gain over expected gain in UIC principal's tenure	5%	10% 10%
▪ Annual percent improvement on program quality measures as assessed by <i>EDC Quality Measures</i>	10%	20% 10%
• Number of meetings with external program advisory board	2	2 2

Inclusion of diverse perspectives

The following summarizes the major activities to ensure a diversity of perspectives:

Internal	External
<p>-Ongoing meetings for key UIC and CPS stakeholders to review data and make informed decisions regarding revisions</p> <p>-Ongoing meetings for academic, clinical, and research staff to align curriculum, field support, and address data evidence</p>	<p>- Regularly scheduled meetings with our partner LEA and colleague principal preparers of the CPS Chicago Leadership Collaborative (CLC) during which all aspects of the program and the preparation of aspiring principal candidates are reviewed.</p> <p>-Anticipated reconstituted program Advisory Board comprised of district, university, and community personnel which will meet quarterly.</p>

Procedures to ensure feedback and continuous improvement

The UIC program relies heavily on the continuous improvement model as indicated in the project design narrative.

The newly-developed relational database will be key in garnering adequate information to inform continuous improvement. The Program’s research team will guide and direct the flow of information in an appropriate manner to afford timely modifications to ensure goal achievement. Note that Goal #3, “Improve the evidence-based methodology of continuous improvement as a central element of program design, implementation, and ongoing redesign,” particularly addresses our intent and efforts for continuous improvement.

PROJECT EVALUATION

Whether for summative or formative purposes, evaluation of principal preparation - particularly preparation with ambitious, transformational goals - requires a diverse “mixed methods” toolbox (Barnes et al., 2010; Cook, 1985; Greene et al., 1989). Qualitative methods address how, why, and to what degree principal candidates with diverse personal and professional backgrounds engage and profit from pre-service learning experiences. At the same time, carefully validated quantitative metrics are vital to understanding whether and to what degree leadership behaviors translate into meaningful improvements in school professional capacity, classroom practice, and student achievement. Our evaluation design builds upon the mixed methods approach of the UIC Doctoral Program’s current research agenda to address three aims: (1) tracking the accomplishment of our implementation objectives; (2) testing the UIC theory of action, in particular, the strengthening of links between UIC EdD learning experiences, the capacity of UIC early career school leaders to build school capacity, and the closing of student achievement gaps ; and (3) integrating research findings into the Program’s capacity for data-informed continuous improvement.

Dr. Samuel P. Whalen, Research Director at the UIC Center for Urban Education Leadership will lead the evaluation team. Dr. Whalen is an experienced evaluator of comprehensive school improvement initiatives, and best known for his evaluations of community- and after- school programming initiatives within the Chicago Public Schools (CPS) (Whalen, 2002; 2007a; 2008a). He has also directed summative evaluations of teacher mentorship, youth development, workforce development programs, using mixed methods designs (Whalen & Costello, 2002; Whalen et al., 2003; Whalen, 2007b).

Exhibit E1. Logic Model of SLP Grant-Related Activities for UIC Doctoral Program in Urban School Leadership

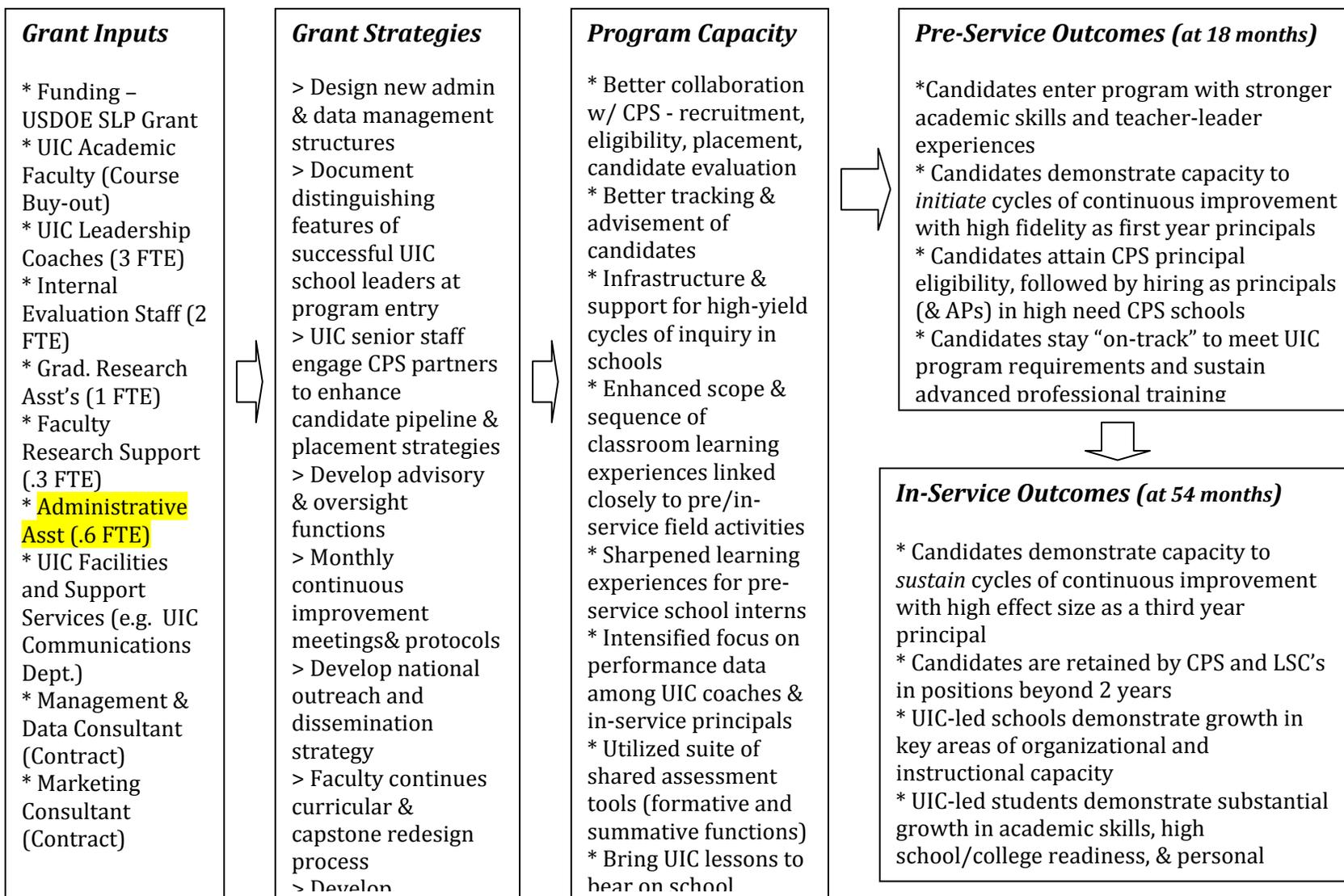


Exhibit E1 summarizes the program logic model linking the proposed UIC project inputs and strategies to effective preparation of UIC principal candidates to accelerate improvement in lowest performing urban schools. The evaluation will address four primary questions keyed to the following goals:

Evaluation Questions	Evaluation Activities
Grant Goal 1. Does implementation of project activities yield the proposed enhancements in the UIC EdD Program’s selectivity and candidate readiness for ambitious professional development at point of matriculation to the UIC program?	Combine validated objective measures of school leadership capacity with interviews and observation to assess UIC candidates’ relevant knowledge, skills, and dispositions associated with transformative leadership at key transitions in the pre-service and in-service phases of the project. Develop predictive statistical models linking metrics of candidate proficiency to metrics of candidate readiness at point of admission.
Grant Goal 2. Does implementation of project activities enhance the alignment of key program design elements such as internship, coursework, post-certification leadership coaching, and final capstone projects? In particular, is the program’s signature pedagogy, “Cycles of Inquiry” (or COI), linked clearly and intentionally across learning experiences and curricular strands?	Draw upon program alignment rubrics from current principal preparation quality frameworks (e.g., EDM, UCEA) to conduct baseline and follow-up assessments of course-to-field alignment of learning experiences, including COI focus. Supplement with interviews with instructors and coaches to explore intentionality of alignment practices.
Grant Goal 3. Does implementation of project activities improve the evidence-based methodology of continuous improvement as a central element of program design, implementation, and on-going redesign? (<i>Invitational Priority 2</i>)	Draw upon program alignment rubrics from current principal preparation quality frameworks (e.g., EDM, UCEA) to conduct baseline and follow-up assessments of continuous improvement practices within the UIC EdD program. Supplement with interviews with instructors and coaches to explore intentionality of alignment practices.
Evaluation Goal 4. Does implementation of project activities support UIC-trained principals and assistant principals to initiate and lead processes of	Apply validated objective measures of school organizational capacity complemented by qualitative investigations of the processes linking

organizational change in their schools that accelerate improvements in professional and social capital, elevate lead and lagging indicators of student learning, and close achievement gaps?	leadership via school capacity to student learning.
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Tracking cohort development longitudinally. The UIC program’s cohort development model particularly lends itself to a staggered longitudinal design for tracking the emerging capacities of candidates and their impacts on schools and students, and co-extensively, the “value-added” of UIC inputs to the readiness and capabilities of UIC-trained school leaders. Exhibit E2 summarizes the progress of five student cohorts (11 through 15) during the SLP grant period (September 2013 through September 2016).

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Cohort 11	Internship	P or AP	P or AP	P or AP
Cohort 12	Admissions	Internship	P or AP	P or AP
Cohort 13	N/A	Admissions	Internship	P or AP
Cohort 14	N/A	N/A	Admissions	Internship
Cohort 15	N/A	N/A	N/A	Admissions

The grant period largely encompasses the transits of cohorts 11 and 12, while cohorts 13-15 permit study of the first 18 months of the program, particularly improvements in the selectivity of the recruitment and admissions processes. This yields the opportunity to track the quality of significant program transitions in four cohorts, while examining improvements in admissions, internship experiences, and in-service coaching in several cohorts concurrently (out to Cohort 15 in the case of admissions, representing approximately 100 admissions candidates over the course of the grant). Cohorts 11 and 12 permit a full examination of the impact of redesigned program practices on the quality and impact of two or three full years of

in-service leadership practice. Data from all program cohorts (beginning in 2002) will be relevant and available to address goal #1 of the grant which investigates associations between candidate knowledge, skills, and dispositions at point of matriculation, and subsequent effectiveness in leading the improvement of low-performing schools.

Tracking Impacts on School Performance and Student Achievement. The evaluation team will use the following validated objective performance measures that are clearly related to the project's intended outcomes. (A detailed evaluation plan and timeline (Exhibits E3 and E4) are found at the end of this section). The evaluation team will apply the following 4 categories of objective performance data to investigate performance outcomes related to UIC candidates, schools, and CPS students:

1. **School-level aggregate performance data.** Our partnership with the Chicago Public Schools facilitates access to a wide range of annual performance statistics for elementary and high schools. Categories include student behavior indicators (e.g., annual attendance, tardiness, rates of serious disciplinary action); school climate indicators (e.g., student and parent survey measures of school safety, academic rigor, parent involvement); and academic performance (e.g., drop-out and graduation rates; "on-track" to graduation; percents meeting/exceeding standardized test performance thresholds)
2. **Student-level standardized performance data.** UIC has developed advanced expertise in re-scaling and re-formatting student-level

standardized test data to increase their utility for tracking student progress, beyond extant “meets/exceeds” metrics reported by school districts (Civic Committee of the Commercial Club of Chicago, 2009). These test data are available in raw form annually through the Illinois State Board of Education (ISBE). These de-identified data distinguish students by school, gender, race, and several other categories useful to comparing UIC-led schools with similar students, schools, and non-UIC early career principals, as well as trends in student performance across years.

3. **A validated assessment of leadership development.** After reviewing alternatives, we have settled on the Val-Ed Leadership Capacity survey as our anchor instrument for assessing the emerging leadership capacity of our early career principals (Porter et al., 2010; Condon & Clifford, 2009). This instrument is strongly grounded in contemporary school leadership research, and provides access to a national database of school results for comparative purposes.
4. **A validated assessment of school instructional and organizational capacity.** UIC will contract with the Consortium on Chicago School Research (CCSR) to analyze its “Five Essential Supports” (or here, “5E”) surveys (teachers and students) annually in targeted UIC-led schools (Sebring et al., 2006). This survey has been extensively validated and is administered annually to all CPS elementary and high schools (Bryk et al, 2010). The survey assesses key features of school organizational capacity linked to student performance. Use of the CCSR “5E” surveys also provides

opportunities to cross-validate results from the Val-Ed Survey in UIC-led schools.

Developing and Validating Additional Objective Measures. The evaluation team will develop and validate two other assessment instruments during Grant Year 1: (1) a “pre-post” data management & analysis skill assessment, and (2) an assessment of entry-level knowledge, skills, and dispositions (KSD) that articulates closely to the Val-Ed Leadership Survey content, and draws upon recent leadership assessment research (Brenninkmeyer & Spillane, 2008; Goldring et al., 2009). Both assessments are key to understanding the value-added of the UIC program to candidate capacity development, and fill important lacunae in the current tool box of assessments available to principal preparation programs.

Using Complementary Qualitative Methods. We will employ interviews (group and individual), observations of key leadership activities and venues, and surveys to document the translation of impact from program learning experiences to leadership practice to school capacity to student achievement. We will emphasize extracting lessons applicable to replication of effective strategies in similar settings. Of particular importance will be annual interviews of UIC candidates and their coaches in each student cohort as they proceed from pre-service internships into UIC-coached principalships and assistant principalships. Our goal is to document the evolving nature of transformative school leadership practice, and inquire whether the improved alignment of UIC preparation strategies, particularly around Cycle of Inquiry practices, yields stronger leadership practice in working school settings. Content analysis of key documents and artifacts produced by UIC candidates and

their leadership teams also will contribute to case studies of emerging excellence in the early career principalship.

Using comparison data for principals, schools, and student achievement. The evaluation will make extensive use of available data pertaining to non-UIC principals, schools, and school students to assess whether UIC is exceeding the pace of change at all three levels. Regarding schools and school students, we have already assembled state and Chicago student datasets that permit fine-grained comparisons of standardized test trends across years and sets of comparable schools and students (Tozer & Zavitkovsky, 2009). We also have established school comparison groups for our current UIC-led schools based on socio-economic status (SES) and school achievement levels, in order to track trends across a wide range of publicly available school performance metrics. Regarding principals, both the Val-Ed Leadership Survey and the CCSR “5E” Survey will permit sub-scale comparisons for principals with similar years of tenure and experience, drawing upon district-wide tenure data provided by the Chicago Public Schools through our contracted partnership in the Chicago Leadership Collaborative.

Tracking Progress on Implementation Objectives. We propose two primary methodologies for assessing the quality of implementation of grant objectives. First, we propose to utilize and annually compare two extant assessment schemes of program quality in principal preparation – the EDC Quality Measures and the UCEA Program Quality Assessment – to build a useful granular assessment of academic-to-field alignment. We will use this assessment along with the EDC and UCEA rubrics to assess the growth of alignment and continuous improvement capability within

the UIC EdD program. Second, we will combine documentation of the progress of workgroups assigned to develop specific products (e.g., curricular modules), along with interviews with key staff to understand the challenges and resources involved in accomplishing and sustaining higher levels of alignment. Annual reports will include exemplars of protocols and program tools associated with alignment efforts, along with tables that track descriptive statistics for performance objectives associated with implementation objectives.

Providing Formative Feedback to Inform Program Performance for

Continuous Improvement. A central feature of the UIC project design, consistent with grant goal #3, is the generation and use of performance data for continuous improvement of all program elements. The on-going program re-design has established a self-study process that engages survey, administrative, and school performance metrics along with interviews to propel the improvement of core processes from admissions to capstone completion. The SLP grant will enable the program’s evaluation and administrative teams to engage program design committees and the grant advisory committee with benchmark data keyed to the project goals in a timely fashion, per performance objectives in Exhibit E3 (Glasman, Cibulka & Ashby, 2002).

Exhibit E3. Grant Performance Objectives and Associated Evaluation Activities (aTBD = to be developed)

Objective >>>>>>	1. Increase annually the pool of CPS teacher program applicants who meet UIC program admissions standards.	2. Increase annually the number of UIC candidates certified & hired by CPS to lead the system’s lowest performing schools.	3. Improve candidate expertise in formatting, analyzing and representing performance data from CPS information systems.
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Associated Goal >>>	Goal 1	Goal 1	Goal 1
Evidence/Metrics	<ul style="list-style-type: none"> ➤ Baseline: Count of CPS teacher applicants meeting standards (starting Fall 2013) ➤ Annual count of qualifying CPS teacher applicants 	<ul style="list-style-type: none"> ➤ Baseline: Mean count of UIC candidates hired annually in schools not meeting AYP, 2003 – 2013. ➤ Annual count of eligible UIC candidates hired into non-AYP and “Level 3” schools 	<ul style="list-style-type: none"> ➤ Baseline: Pre-training score on a skill assessment of general and CPS-specific data analysis skills ➤ “Post” scores on the same assessment, beginning Spring 2014.
Performance Targets By Year 3	<ul style="list-style-type: none"> ➤ 5% annual increase in number of CPS teacher applicants per year 	<ul style="list-style-type: none"> ➤ 5% annual increase in number of UIC candidates hired to these schools. 	<ul style="list-style-type: none"> ➤ 100% of 1st semester UIC students show statistically significant improvement in skill scores
Data Sources and Collection	<ul style="list-style-type: none"> • Sources: UIC application records from admin database • Collection: Adapt current scoring system on UIC application/ interview rubrics.^a 	<ul style="list-style-type: none"> • Sources: UIC admin records • Collection: Final hiring lists supplied by CPS Office of Principal Prof. Development 	<ul style="list-style-type: none"> • Sources: Timed skill assessment instrument^a • Collection: Administered before and after CPS data skills training.
Modes of Analysis	<ul style="list-style-type: none"> ○ Score extraction from admissions scoring rubrics ○ Descriptive statistics 	<ul style="list-style-type: none"> ○ Descriptive statistics 	<ul style="list-style-type: none"> ○ Descriptive and inferential statistics (comparison of mean total and sub-scale scores)
Benchmark Interval	Annually (Autumn)	Annually (Summer)	Bi-Annually (two training modules offered per year)

Exhibit E3 (con’t). Grant Performance Objectives and Associated Evaluation Activities (a TBD = to be developed)

Objective >>>>>>>	4. Increase the level of academic readiness among candidates applying to and matriculating to the program.	5. Increase the level of professional readiness among candidates applying and matriculating to the program.	6. Increase to 95% the annual proportion of UIC candidates certified as meeting CPS principal eligibility standards.
Associated Goal >>>	Goal 1	Goal 1	Goals 2-4
Evidence/Metrics	<ul style="list-style-type: none"> ➤ Baseline: GRE, GPA, and undergrad program rigor of candidates, 2008-2013 ➤ Breakouts for minority 	<ul style="list-style-type: none"> ➤ Scale score of levels of school leadership experience ➤ Baseline: estimate of 2008-2013 candidates based on same scale applied 	<ul style="list-style-type: none"> ➤ Baseline: Establish mean UIC eligibility rate, 2008-2013 ➤ Count of candidates passing eligibility exams (overall and sub-tests)

	candidates	to admissi records	
Performance Targets By Year 3	<ul style="list-style-type: none"> ➤ > Average GRE by 25% ➤ > Average GPA by 1 GP ➤ > Prog. Rigor Score: TBD 	<ul style="list-style-type: none"> ➤ TBD after calculation of baseline scale levels; (more Tier 1 institutions) ^a 	<ul style="list-style-type: none"> ➤ 95% pass rate by Year 3
Data Sources and Collection	<ul style="list-style-type: none"> • Sources: Academic transcripts; rankings of undergrad program rigor • Collection: Download from admin records 	<ul style="list-style-type: none"> • Sources: Letters of reference; resumes; application essays • Instrument: Ranking rubric of school leadership experiences^a • Collection: Scoring at point of admissions 	<ul style="list-style-type: none"> • Sources: CPS notification • Collection: Request to CPS for official results
Modes of Analysis	<ul style="list-style-type: none"> ○ Scoring of undergrad program rigor based on rubric^a ○ Descriptive statistics 	<ul style="list-style-type: none"> ○ Scoring of school leadership experience subscales (years; breadth; quality) ○ Descriptive statistics 	<ul style="list-style-type: none"> ○ Descriptive statistics
Benchmark Interval	Annually (Autumn)	Annually (Autumn)	Annual (Spring)

Exhibit E3 (con't). Grant Performance Objectives and Associated Evaluation Activities (^a TBD = to be developed)

Objective >>>>>>	7. Increase to 95% the proportion of “placed” principals who are retained for at least two years in their positions.	8. UIC principals will demonstrate significant growth in core competencies of urban school leadership.	9. Increase percentage of UIC graduates rated “effective” or higher on Illinois PERA ¹ principal evaluation system
Associated Goal >>>	Goals 2-4	Goals 2-4	Goals 2-4
Evidence/Metrics	<ul style="list-style-type: none"> ➤ Baseline: Establish mean UIC retention rate, 2008-2013 ➤ % of candidates meeting 2 year retention mark (overall and sub-tests) 	<ul style="list-style-type: none"> ➤ Baseline: Establish measures of core leadership competencies at Month 1 and Month 18 of Program ➤ Competency scale scores derived annually 	<ul style="list-style-type: none"> ➤ Baseline: Establish UIC inaugural percentage, Spring 2013 (expected implementation) ➤ % of candidates rating “effective” or higher (overall and sub-tests)
Performance Targets By Year 3	<ul style="list-style-type: none"> ➤ 95% retention rate after two years of employment 	<ul style="list-style-type: none"> ➤ 90% of working UIC principals show statistically significant score 	<ul style="list-style-type: none"> ➤ 90% of SLP-funded cohorts (9-12) who are principals in Illinois schools rate

¹ Illinois Performance Evaluation Reform Act (IL Public Act 96-0861), including REACH (Recognizing Educators Advancing Chicago’s Students) Assessment and Principal Performance Evaluation System assessments.

		increase by Year 3 of employment	“effective”/higher on state evaluations by Grant Year 3
Data Sources and Collection	<ul style="list-style-type: none"> Sources: CPS public records + Direct survey of principals and coaches; Collection: Survey of principals and coaches 	<ul style="list-style-type: none"> Sources: Validated Survey Instrument: Val-Ed 360 Assessment (Pre-Post) Collection: Val-Ed administered at school 	<ul style="list-style-type: none"> Sources: Administrative Data Instrument: Validated On-Line Survey Assessments Collection: On-Line state administered survey
Modes of Analysis	<ul style="list-style-type: none"> Descriptive statistics Comparison with district-wide rates and rates in SES-similar CPS schools 	<ul style="list-style-type: none"> Inferential statistics 	<ul style="list-style-type: none"> Descriptive statistics Comparison with district-and state-wide rates and rates in SES-similar CPS schools
Benchmark Interval	Annual (Summer)	Annual (Spring)	Annual (Spring)

Exhibit E3 (con’t). Grant Performance Objectives and Associated Evaluation Activities (a TBD = to be developed)

Objective >>>>>>	10. UIC principals will demonstrate significant impact on key measures of school organizational capacity.	11. UIC principals will demonstrate significant positive impact on student achievement.	12. By grant year 3, the rate of students completing degree requirements in 54 months will exceed 80% annually.
Associated Goal >>>	Goals 2-4	Goals 2-4	Goals 2-4
Evidence/Metrics	<ul style="list-style-type: none"> Baseline. Collect CCSR “5E” Survey sub-scale scores (prior years) Validated CCSR “5E” sub-scale scores, percentile ranks (CPS-system and against similar schools) 	<ul style="list-style-type: none"> Baseline: Establish student standardized test levels prior to principal’s arrival Track one-year student gain scores using student-level standardized test data (reading, math, science etc) 	<ul style="list-style-type: none"> Baseline: Establish cohort 54-month completion rate prior to 2013. Rate of 54-month completion within cohorts.
Performance Targets By Year 3	<ul style="list-style-type: none"> UIC schools will exceed performance of SES-similar CPS schools by 3rd year of UIC principalships 	<ul style="list-style-type: none"> UIC schools will exceed student achievement gains of SES-similar schools at statistically significant levels by 3rd year of principalships 	<ul style="list-style-type: none"> 80% within-cohort completion rate within 54-month timeframe, by grant year 3 (Fall 2016)
Data Sources and Collection	<ul style="list-style-type: none"> Sources: Survey Data Instruments: Consortium 5E 	<ul style="list-style-type: none"> Sources: State-supplied student standardized test 	<ul style="list-style-type: none"> Sources: UIC student progress records

	<p>Survey (teachers & students)</p> <ul style="list-style-type: none"> Collection: School-based survey administration 	<p>data (ISAT, EPAS)</p> <ul style="list-style-type: none"> Collection: Accessed through Illinois State Board of Ed. 	<ul style="list-style-type: none"> Collection: Student status assessed at conclusion of 54th month from initiation of student's entry cohort
Modes of Analysis	<ul style="list-style-type: none"> Inferential statistics and score trend analyses. Comparison to sub-scale performance of similar CPS schools 	<ul style="list-style-type: none"> Inferential statistics and score trend analyses. Comparison to test performance of similar students (CPS and state-wide) 	<ul style="list-style-type: none"> Descriptive statistics
Benchmark Interval	Annual (Spring/Summer)	Annual (Autumn)	Annual (Summer)

Exhibit E4. General Timeline for UIC SLP Evaluation Activities

Grant Year	<ul style="list-style-type: none"> ➤ Tracking Implementation and Impacts ✓ Formative and Continuous Improvement Activities
1	<ul style="list-style-type: none"> ➤ Design and pilot pre-service & in-service candidate competency assessments ➤ Design and pilot interview and site observation protocols ➤ Establish program baseline on implementation of academic-to-field program alignment and leading/lagging indicators of student achievement in UIC-led schools ➤ Principal Leadership & School Capacity Surveys (baseline) (Val-Ed + CCSR 5E) ➤ Competency assessments, aligned interviews, and on-site observations with Cohort 11 interns and Cohort 12 pre-interns ✓ Develop data modules within administrative database to support tracking of student pre-service and in-service work products reflecting leadership of school improvement initiatives ✓ Design and initiate monthly continuous improvement methodology with new program administrators and faculty
2	<ul style="list-style-type: none"> ➤ Implement continued pre-service & in-service candidate competency assessments, follow up interviews, and on-site observations with: Cohort 11 (first year P or AP); Cohort 12 (Interns); Cohort 13 (Admissions & First Semester Students) ➤ Principal Leadership & School Capacity Surveys in UIC-Led Schools (Val-Ed + CCSR 5E) ➤ Track on-going implementation of academic-to-field program alignment and leading/lagging indicators of student achievement in UIC-led schools ➤ Interviews with UIC coaches and academic faculty re: student progress and alignment activities ✓ Populate administrative database to support student tracking activities ✓ Continue monthly continuous improvement methodology with new program administrators and faculty
3	<ul style="list-style-type: none"> ➤ Implement continued pre-service & in-service candidate competency assessments, follow up interviews, and on-site observations with: Cohort 12 (second year P or AP); Cohort 14 (first year P or AP); Cohort 10 (Interns); Cohort 11 (Admissions & First Semester Students) ➤ Principal Leadership & School Capacity Surveys (Val-Ed + CCSR 5E) ➤ Track on-going implementation of academic-to-field program alignment and leading/lagging indicators of student achievement in UIC-led schools ➤ Interviews with UIC coaches and academic faculty re: student progress and alignment activities

	<ul style="list-style-type: none">✓ Populate administrative database to support student tracking activities✓ Continue monthly continuous improvement methodology with new program administrators and faculty
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