Immersion of High-impact practices:
Evolution of an Educational Leadership Program

TEAMWORK · COLLABORATION · GUIDANCE · COACHING · LEADERSHIP · MENTORING · MOTIVATION · RESPECT · SUPPORT

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Program HIPs Development

1. Evolved through continuous improvement and strengthening partnerships;

2. Shared program redesign initiative based program improvement requirements in an accreditation cycle;

3. Used data and feedback gathered from leadership candidates, recent graduates, partner districts, employers, and department faculty; and

4. Collaborated with other advanced programs to identify, plan, and implement HIPs

Leadership-Focused Coaching Model
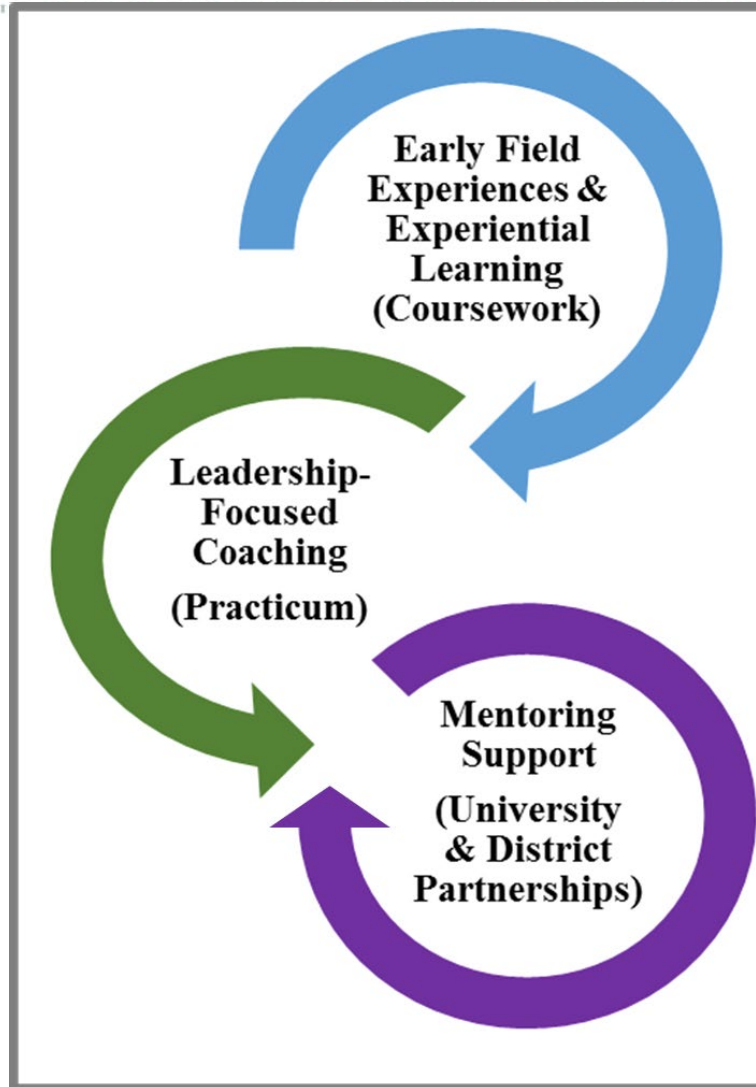
Conceptual Diagram of Model

During Coursework

During Practicum

In Schools/Districts

(Gray, 2018)

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Leadership-Focused Coaching

�֍ Integrates experiential learning via early field experiences

   ✖ Field experiences embedded in every program course

   ✖ Action Research across the program

   ✖ ePortfolio development and critical reflections

✖ Supports candidate while pursuing coursework - Faculty mentors

✖ Shifts thinking from that of a classroom teacher to an instructional leader

✖ Observes candidate while participating in leadership-type activities/responsibilities

✖ Emphasizes development of leadership skills and knowledge, supervisor and instructor feedback

LFC

Leadership-Focused Coaching

❈ Offers candidate-centered support -

- Suggestions for improvement

- Feedback to build upon strengths

- Strategies for improving areas needing growth

- Relevant leadership theory & decision-making models

❈ Helps in establishing goals, questioning current practices, and philosophy, and further developing leadership skills
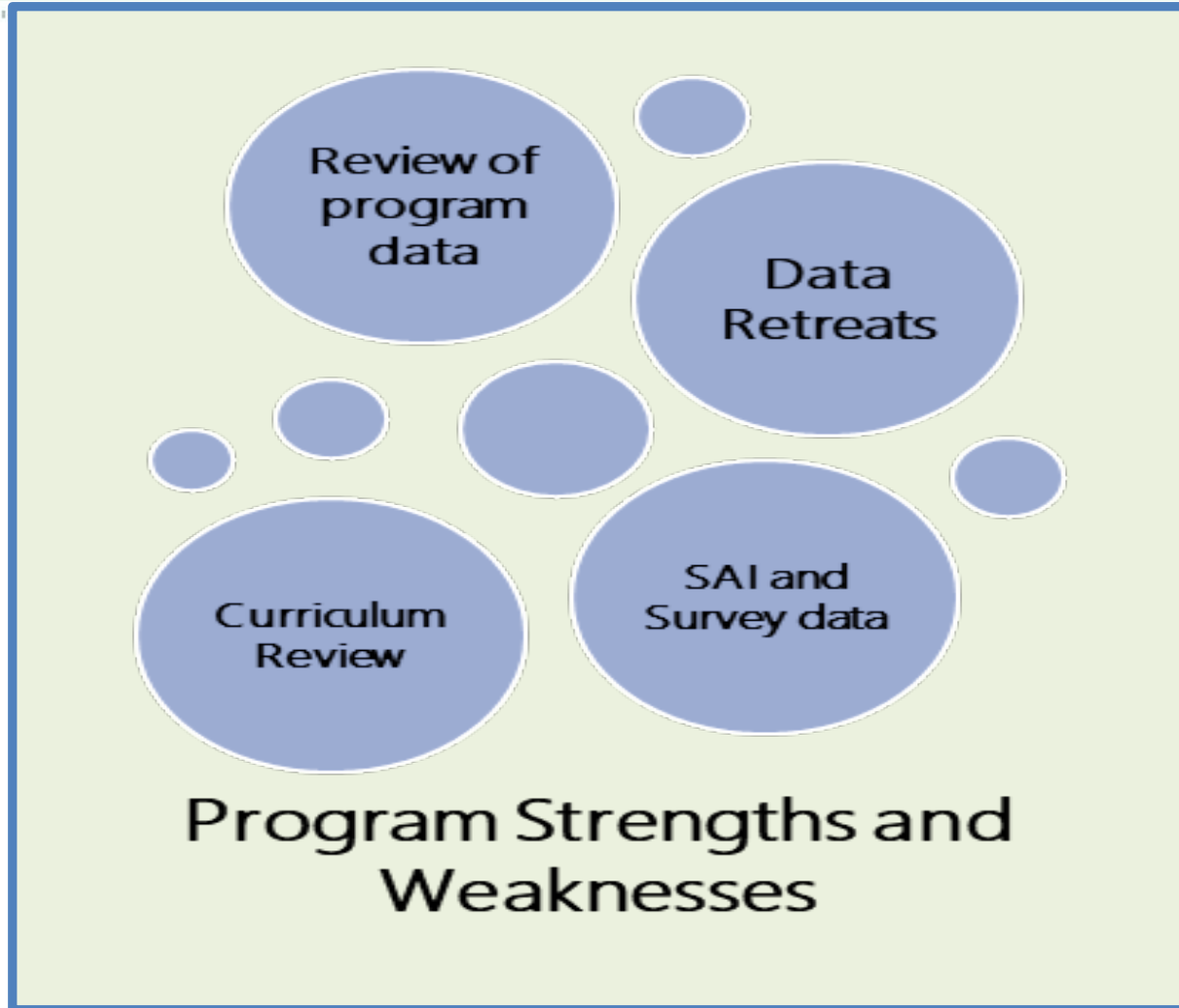
❈ Models the benefits of collaboration

LFC

Clinical Approach
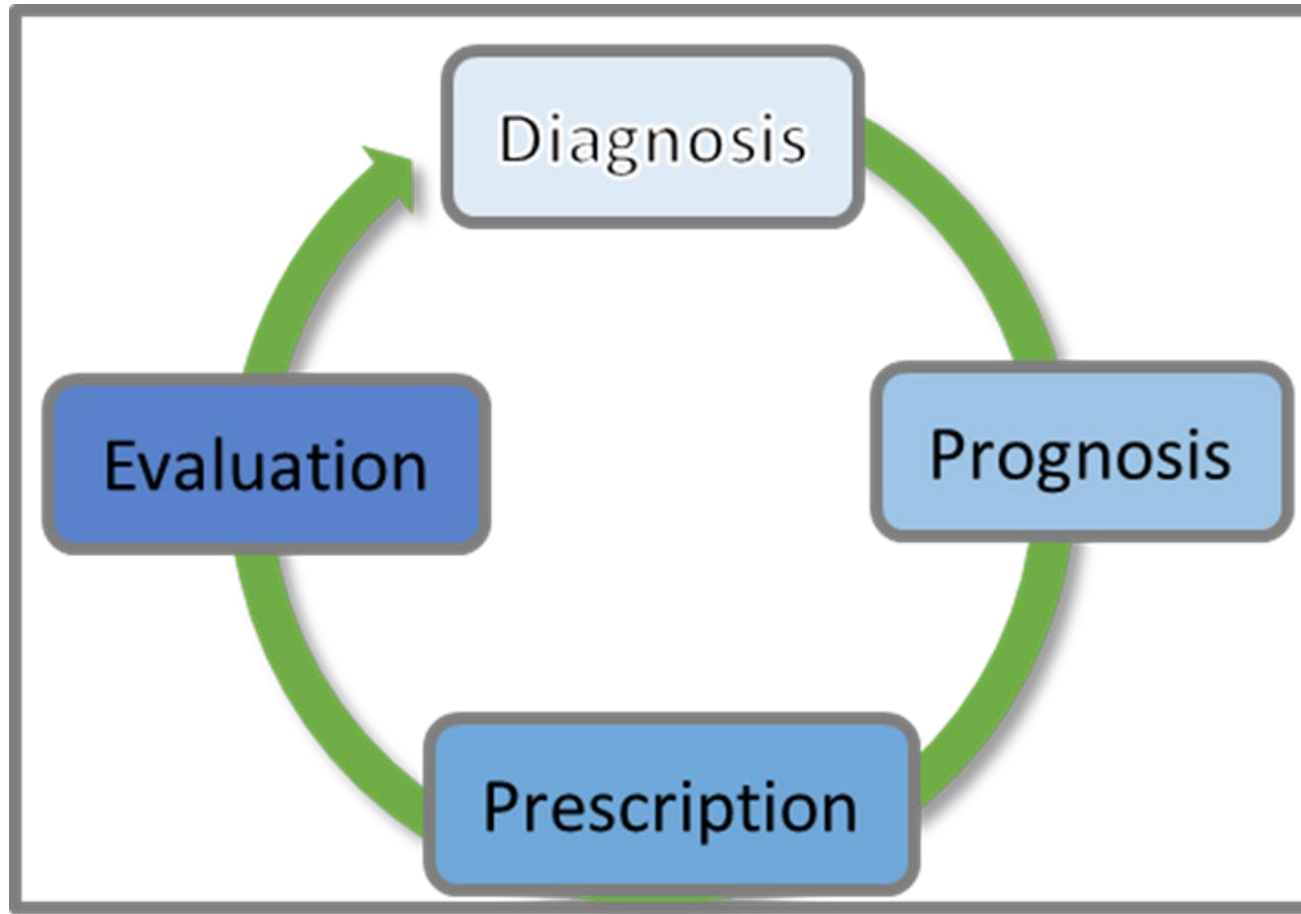
Clinical Cycle for Continuous Improvement

Hoy & Miskel (2008)

Program Review- Diagnosis

Analysis of the Data to determine strengths and areas for improvement

Prognosis

- Number of candidates not passing exam
- Alternate graduation route
- Graduation Rate
- Redesign of admission criteria
- Stakeholder program feedback
- Diverse candidate pool

- Experiential learning
- Field experience
- Stakeholder program feedback
- Diverse candidate pool
- Experiential learning
- Field experience

Prescription

- **Phase I**
  - Review of Student Learning Outcomes
  - Alignment of program courses, maps, key assignments to state standards
  - ELPLAR
  - Admission requirements (3.25, LOI, Leadership Potential, Teacher Evaluation Results)
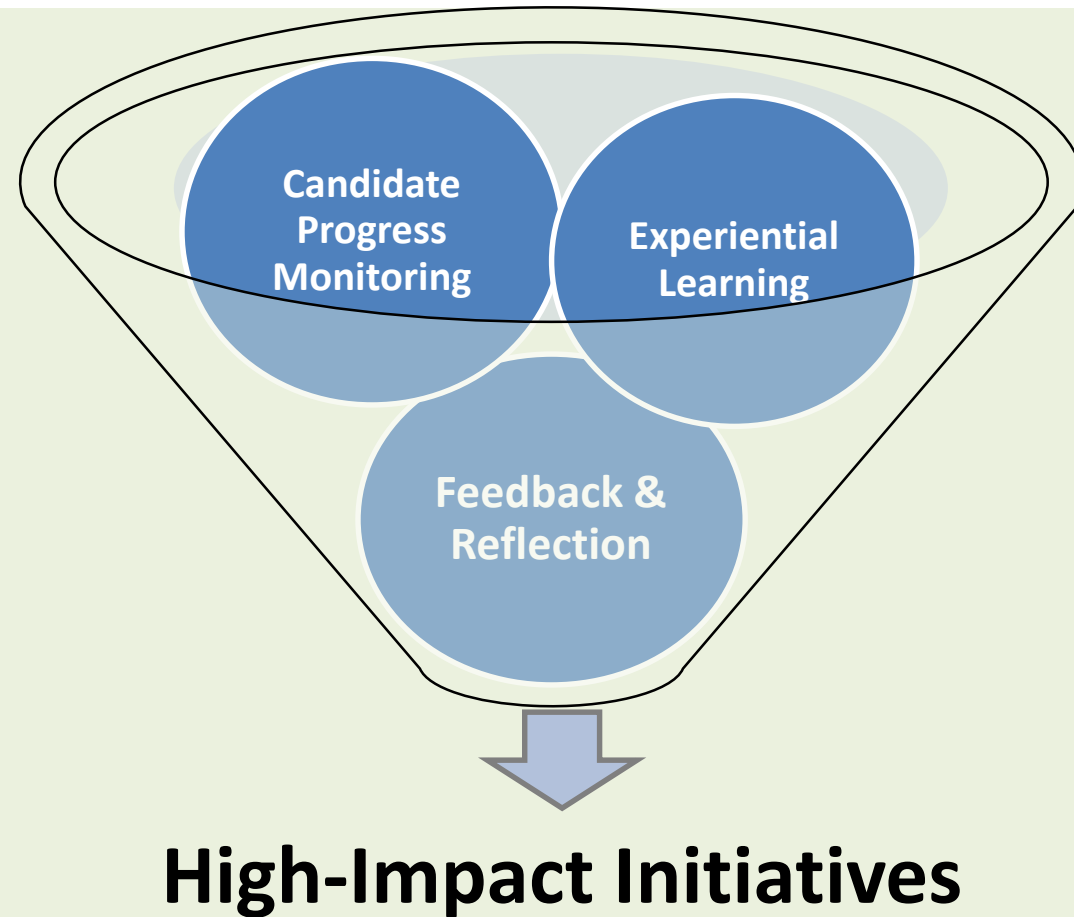
PHASE 1

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Prescription

- **Phase II**
  - Progress monitoring
  - Remediation
  - Transition Points
  - Mentoring
  - Resources for state exam

Program Initiatives – Prognosis and Prescription

Prescription

- **Phase III**
  - Quality Measures
  - CAEP
  - State program approval
  - Crosswalk of state and national standards
- **Phase IV**
  - Partnership development
  - Partnership feedback

- **Phase V**
  - Field experiences
  - Clinical experiences
  - Technology integration

PRESCRIPTION FOR PROGRESS

Evaluation

- Program Alignment
- Plans for targeted growth
- Data retreats
- Collaboration
- Continuous review cycle
- HIPs program immersion

HIPs Alignment in Program

- **Capstone course or project**
  - action research project from Introduction to EDL to the Principalship Capstone course
- **Diversity, Equity, and Inclusion**
  - assessed in all course through Character Education Framework and Professional Ethics
- **e-Portfolio**
  - created in the Introduction to EDL and final presentation in Principalship
- **Internship, Co-op, Field Experience**
  - embedded field and experiential learning in all courses
  - 60 hours of Practicum experience at 2 diverse sites
- **Study Abroad**
  - selected candidates to travel to China – pre-COVID

Essential Elements in EDL Program
(Kuh & O'Donnell, 2010)

- Apply their learning in real-world contexts – Field Experiences in all courses

- Are expected to perform at high levels – assessed using the ELPLAR

- Are provided timely and frequent feedback – expectation for all courses

- Devote considerable time and effort – Technology integration, action research, and ePortfolios

- Experience diversity or difference –2 diverse schools required; study abroad

- Publicly demonstrate their competence – Leadership presentation, ePortfolio & Mursion

- Reflect on their learning – Critical Reflection and ePortfolio in all courses

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Action Research

Initiation

Identify School Problem or Issue

Develop a Force Field Analysis

Create a Logic Model

Implementation

Utilize Data to Drive Plan

Intervention and/or Strategies

Institutionalization

Evaluation of Program Effectiveness

Revise and Act

The Principalship

Practicum 60 Hours of Internship	**Evaluation and Reflection of Action Research**
ePortfolio Knowledge and Skills Assessment	**Virtual Leadership Simulation Experiences**
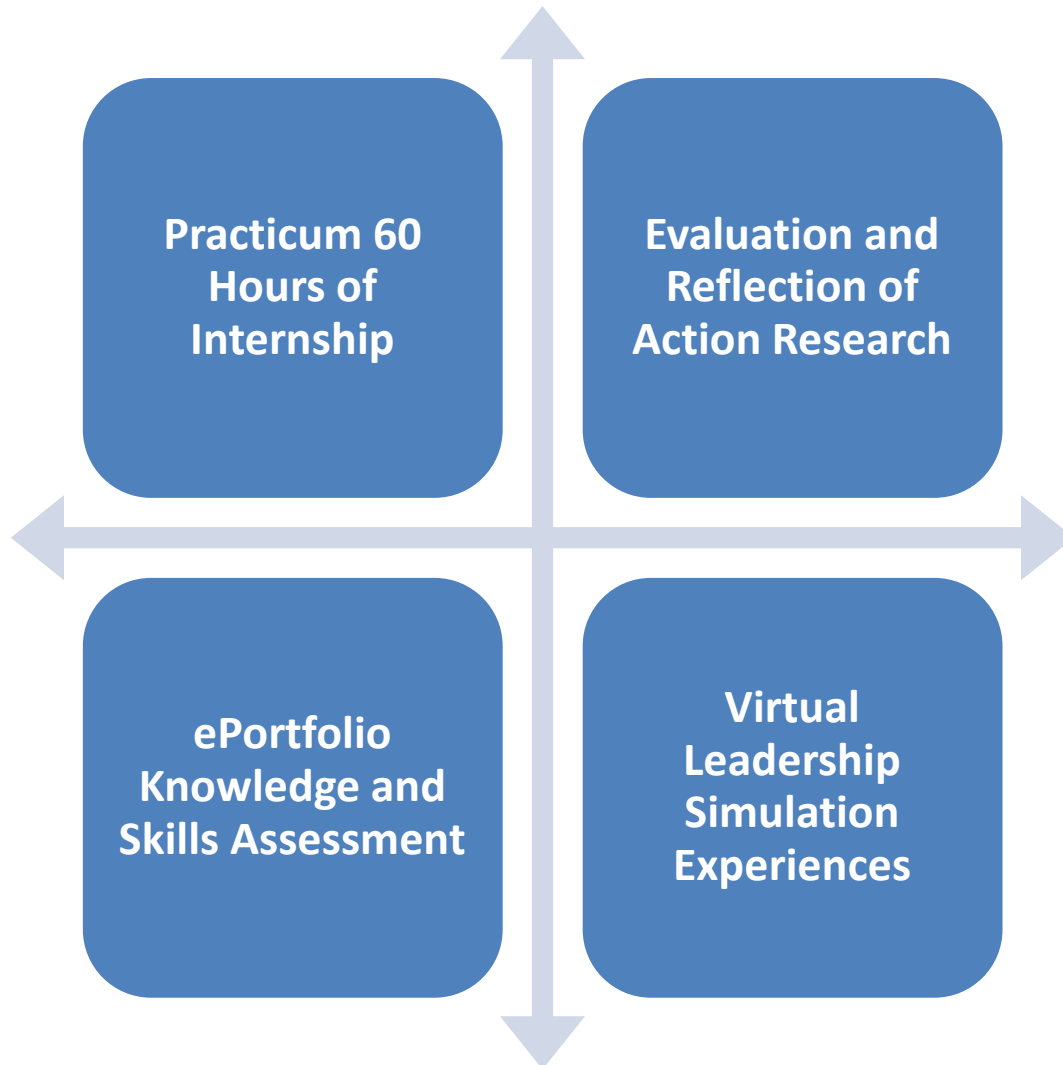
- Capstone course for our program
- Practicum plan is developed by instructor, candidate, and supervising administrator

Outcomes

- Model for redesign and improvement of principal preparation programs

- Emphasis on collaborative

- High-Impact Practices and experiential learning opportunities throughout entire program

- Supportive network established for aspiring, novice, and mentor leaders

- More opportunities for critical reflection for all

- Promotes continuous improvement for all stakeholders (candidates, novices, mentors, etc.)

References

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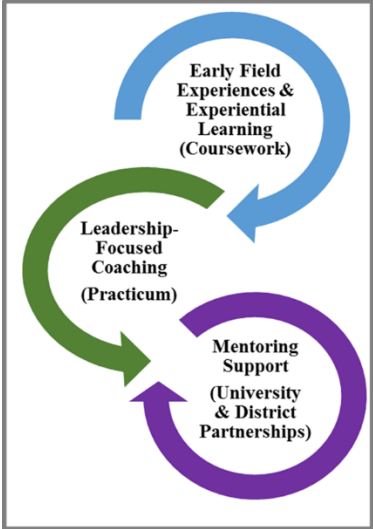
Graphic Organizer for IUPUI Presentation – Aneta Walker & Julie Gray

Immersion of High-impact practices: Evolution of an Educational Leadership Program

University of West Florida (UWF) – Educational Leadership program; fully online Master's degree
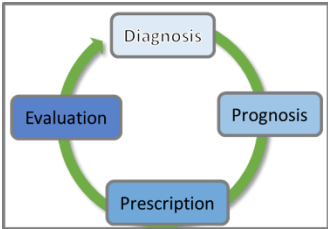
Leadership-Focused Coaching Model - Consider each question below about the three phases.

Conceptual Framework for the Project

During Coursework – Which experiences were integrated?

During Practicum – How was plan developed and supported?

In Schools/Districts – How was support provided for graduates?

What is Leadership-Focused Coaching? Please, feel free to add your notes.

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The Clinical Approach to Data Analysis and Continuous Improvement – Describe each phase in your own words.

1. **Diagnosis**

2. **Prognosis**

3. **Prescription**

4. **Evaluation**

HIPs Integrated in the Program – Briefly describe each HIP.

➢ Capstone course or project -

➢ Diversity, Equity, and Inclusion -

➢ e-Portfolio -

➢ Internship, Co-op, Field Experience -

➢ Study Abroad -