

Appendix 3. Developing Transformative Leadership at UIC: Integrating Coursework, Fieldwork, and the Network

Year/Theme	Candidate Positions	Curricular Goals	Coursework/ Fieldwork
Pre-Residency Coursework Spring and Summer 2024	Candidates remain in the professional positions they filled when applying to the Ed.D. program.	Begin establishing intellectual and theoretical foundations for transformative leadership; begin work on P–12 Principal Endorsement; become socialized to program norms and expectations; prepare for residency year.	SPRING: EDPS552 (Leading Urban Schools); EDPS556 (Leading Classroom Diagnostics & Interventions) SUMMER: EDPS551 (Cycles of Inquiry); EDPS568 (Education & the Law); EPSY535 (Human Development)
Residency Year: Becoming eligible and qualified to lead Fall 2024, Spring 2025, and Summer 2025	Candidates work in paid administrative internships or hold full-time leadership positions, typically as assistant principals or coaches, with occasional first-year principals.	(1) Complete Illinois P–12 Principal Endorsement requirements; (2) Earn CPS principal eligibility; (3) Engage CPS administrative protocols and related information systems for such operations as CWIP (Continuous Improvement Work Plan), observing classroom instruction, budgeting, hiring and staffing, special and bilingual education procedures; and (4) Conduct strategic data collection and analysis.	FALL: EDPS557 (Developing Organizational and Leadership Capacity); EDPS558 (Leading Improvement of Math Learning); EDPS559 (Internship) SPRING: EDPS548 (Leading Improvement of Literacy Learning); EDPS550 (Improving Ed Organizations); EDPS559 (Internship) SUMMER: Prep for EDPS586a <i>Internship/Coaching:</i> Weekly visits, observations, formative assessment discussions, weekly practicum seminar, group and individual coaching on job search and interview strategies. Frequent data collection and analysis assignments supported by triad meetings.
Post-Residency Year: Using evidence to support adult learning and school transformation Fall 2025, Spring 2026, Summer 2026	Candidates hold administrative positions as principals, assistant principals, or system-level leaders.	Collect, organize, analyze, and communicate <i>evidence</i> that <i>directly supports advanced adult learning</i> at the practicum site. Seminars designed to provide supportive peer interrogation of work being completed. Capstone focus takes share. Document transformative practice.	FALL: EDPS586a (Practitioner Inquiry for School Leaders); EDPS592 (Coaching) SPRING: EDPS586a (Inquiry); EDPS592 (Coaching); EDPS579 (Organization Theory in Education) SUMMER: Prep for 586b <i>Coaching:</i> Weekly visits, observations & discussions with transformative principals. Bi-weekly seminar. Coaching on job search and interview strategies. Formative feedback and ongoing support.

Year/Theme	Candidate Positions	Curricular Goals	Coursework/ Fieldwork
Pre-Capstone Year: Leading and documenting school transformation through collection and analysis of evidence Fall 2026, Spring 2027, and Summer 2027	Candidates all hold administrative positions as principals, assistant principals, or system-level leaders.	Candidates address problems of practice in group setting, document performance evidence, and shape capstone proposals on problems of leadership practice. Evidence of progress lies in school data and in successful passing of comprehensive exams at year's end. Candidates continue to document transformative practice according to program protocols for portfolio portion of comprehensive exam.	FALL: EDPS586b (Inquiry); EDPS592 (Coaching); EDPS571 (Ed Policy Process) SPRING: Finish EDPS586b SUMMER: EDPS544 (Research Design); EDPS 592 (Coaching) School visits and/or 1:1 coaching conferences as needed. One-on-one academic advising to shape capstone focus or discuss CAS option.
Capstone Year: Contributing to the School Leadership Knowledge Base Fall 2027, Spring 20278 and Summer 2028	Candidates all hold administrative positions as principals, assistant principals, or system-level leaders.	Candidates demonstrate proficiency in inquiry authentic to transformational school leadership, and develop new knowledge for practitioners and researchers.	FALL, SPRING & SUMMER: EDPS591 (Professional Capstone Inquiry) Students receive individual coaching as needed and receive support through UIC network and capstone advisor.

