

## Appendix 5. The Urban Education Leadership Program Coaching Model:

### Four-Phase Sequence of Coaching Objectives

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

Candidates will:

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



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

Candidates will:

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



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

Candidates will:

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



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

Candidates will:

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