

UIC Center for Urban Education Leadership
Application for Permanent Status

Submitted by the UIC College of Education
Center for Urban Education Leadership
(IBHE Temporary Status 2011-present)

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Background

Established in 2011, the UIC Center for Urban Education Leadership (CUEL) researches innovative models of school principal leadership preparation and development with the goal of putting great leaders in every school nationwide. The Center has been instrumental in supporting, researching, and disseminating the work of the UIC Ed.D. Program in Urban Education Leadership. The collaboration between CUEL and the Ed.D. Program has led UIC to local, state, and national prominence in the field of school leadership preparation and policy. Since the founding of the Center, UIC has had a profound and recognized impact on Chicago Public Schools leadership, led a legislative Task Force that dramatically changed Illinois school leader certification law, received national recognition and awards from leading scholarly and policy organizations, and most recently was one of five programs campus-wide to be featured as part of the Chancellor's \$750M Ignite capital campaign. Also over this six-year period, the ranking of the program's Administration and Supervision faculty has risen to #14 in the nation in US News and World Report's rankings, surpassing such perennial top-20 programs as NYU, Berkeley and UIUC.

Working closely with UIC's EdD Urban Education Leadership doctoral program, the Center's research and advocacy focuses on the particular needs and challenges of America's most high-need urban school districts.

The mission and core values of the Center and EdD program have been guided by the following question: **"What would it take to prepare urban school leaders who consistently and measurably improve student learning in high-need schools?"**

The Center and EdD program seek to achieve two things: first, to provide principals who dramatically improve student learning in high-need schools; and second, to advocate to policymakers and the public a financially sustainable model for preparing these school leaders. We believe that transformative principals are not just born, but can be developed at scale. We believe that all children can learn no matter how challenging conditions are, and we believe the key to their success is combination of committed and competent teachers working together with a skilled and visionary leader.

1. Unit Objectives and Contributions

Describe specific objectives and measurable contributions the unit will make to the university's mission, paying particular attention to the unit's consistency with the university's focus statement and priorities. Is the unit to be involved in instruction and, if so, to what extent?

Mission: The UIC Center for Urban Education Leadership will advance the urban land-grant mission of the University of Illinois at Chicago by providing local, state, and national leadership in developing new university approaches to preparing school leaders who lead schools to improved student learning outcomes in under-resourced urban communities.

Vision: More specifically, the Center will provide research and policy initiatives that support the preparation and development of transformative principals for urban schools at scale at three different levels:

(1) local-level assessment, research, and technical support that enables the nationally-awarded UIC Ed.D. Program in Urban Education Leadership to continue improving and demonstrating its impact on Chicago Public Schools and other nearby urban districts by preparing school principals who systematically improve student learning in high-need schools;

(2) CPS and state-level research, policy and implementation support that enable Chicago Public Schools and the State of Illinois, with continued UIC leadership, to improve policies and practices that support the systematic production of high-quality principals who lead improved student learning outcomes in schools statewide;

(3) national-level research, policy and implementation support that enable UIC to elevate its performance as a sought-after resource to other states and national agencies seeking to improve the nation's systems of effective preparation and development of school leaders.

We see this Center mission and vision as thoroughly consistent with advancing the mission of the UIC College of Education:

We are a community of scholars committed to educational equity as it contributes to social, political and economic parity. We develop new knowledge about education that improves teaching, learning and assessment; informs policy and practice; and is valued by the communities we serve. We direct our teaching, research and public service to all learners, but particularly those in urban environments.

Strategies and work streams: For six years of Temporary Center status, the Center for Urban Education Leadership has documented widely recognized achievements in each of these three levels of work—local, state, and national—as described below. The proposed permanent Center will achieve its goals by using established social science research tools and concepts as well as methods from the growing field of Improvement Science to pursue three strands of work:

a) internal support for innovation and improvement: the Center will continue to support the continuous improvement of a nationally recognized UIC model of principal preparation and development by designing and implementing strong systems of data collection, analysis, and technical supports for the program (technical supports are provided to demonstrate and document what is necessary to establish and sustain a path-breaking principal preparation model, with the intention that the academic department adopts those supports over time—e.g., the development of a clinical faculty leadership coaching model for aspiring and novice principals);

b) research and technical publications: the Center will continue publishing and systematically disseminating to the wider field findings from UIC's research in Chicago and the surrounding region;

c) policy influence: using our program assessment and research findings to inform policy consultation and implementation support at district, State, and national levels.

To achieve each of the three main goals articulated in the Center's Vision above, specific strategies will have to be implemented within the major work streams of program improvement, publication, and policy influence. We have implemented such strategies and work streams with considerable success over the past five years and have learned from our efforts—particularly because these efforts were designed to inform Center improvement. The Appendix "CUEL CV" documents 10 pages of publications, presentations, policy influence, and funding initiatives logged by the Center since 2013. The main strategies for each goal may be summarized as follows:

Goal (1): Local-level assessment and research support for continuous improvement of the UIC Ed.D. program. Measurable contributions of the Center during its six years of temporary status include provision of technical as well as research support for the UIC Ed.D. Program in Urban Education Leadership that has contributed to the program's receiving more national awards for excellence than any other such program in the country, awards based largely on UIC's demonstration of impact on student learning outcomes in schools. As a result, the Department of Educational Policy Studies (EDPS Department) has during this period entered the top twenty

(#14) in the *US News and World Report* national rankings of Administration and Supervision Departments. Building on these indicators of success, the Center will provide:

- Demonstrated responsiveness of the Center to the documented concerns and perceptions of Ed.D. program faculty, clinical faculty, and leadership coaches with regard to the data and analysis they identify as most needed for purposes of program improvement. This responsiveness is in part instructional, in that the Center conducts continuous improvement analysis of the Ed.D. curriculum and instruction, including field-based leadership coaching, and contributes supplementally to classroom instruction and field-based coaching where needed.
- Clear evidence of use and adaptation of techniques from Improvement Science in providing systematic data and analysis to the Ed.D. Program to enable continuous assessment of program effectiveness in such areas as recruitment and selection of candidates; academic content; residency supervision and coaching; post-licensure coaching and candidate development; principal retention in high-need schools; and measures of principal impact on student learning, especially in schools with large populations of low-income children and youth of color.
- Evidence of Center's contribution to improving the Ed.D. program's measures of program impact and school principal impact, as well as evidence that program performance is improving on those measures.
- Evidence of success in supporting the Colleges' efforts to make the core Ed.D. Program more sustainable and replicable by growing Ed.D. capacity to be more independent of external funding.
- Continued support for securing sufficient philanthropic and government funding to support research and dissemination activities.

Goal (2) Research, policy and implementation support that enables Chicago Public Schools and the State of Illinois to improve school leader policies and practices. Measurable contributions of the Center during its six years of temporary status include a record of direct impact on Chicago and Illinois principal preparation policy, and the securing of a growing average of over \$1.3M per year in external funding over the past four years to conduct this work. Center Staff have been instrumental in the founding of the innovative Chicago Leadership Collaborative that has received national recognition for funding full-year residencies for UIC principal candidates. Further, the Center Director led the Illinois School Leader Task Force that created nationally awarded Principal Endorsement legislation for Illinois, and is now leading the Illinois School Leader Advisory Council to ensure state supports for implementation of the new legislation. Building on these indicators of success, the Center will provide:

- Continued active participation if not leadership in CPS and state level policy arenas addressing school leadership preparation and development in Illinois—these arenas include task forces and advisory bodies created by CPS, ISBE, IBHE, the Large Unit District Association, the State Legislature, and others.
- The Center will at least twice annually provide new data analyses for Chicago Public Schools and the State of Illinois with the explicit intent of informing policy decision-making and implementation. These analyses will be formally presented to local and state audiences and/or published on the Center website - <http://urbanedleadership.org/> - whenever possible. The most recent such analysis, posted on the Center website, received considerable coverage from National Public Radio in Chicago and downstate, and was central to a recent convening of the Chicago school reform and research community hosted by Spencer and Joyce Foundations.
- The Center will at least twice annually share with Chicago Public Schools and the State of Illinois protocols, instruments, and videos developed at UIC to support exemplary

program performance in principal preparation and development. The Center website as well as CPS and State school leadership agencies will be the primary vehicle for dissemination. Currently, one vehicle for this work is that Center faculty are responsible for the Professional Development of the CPS Network Chiefs who supervise all of Chicago's school principals.

- The Center will continue to secure sufficient philanthropic and government funding to support these activities.

Goal (3) Nationally disseminated research, policy and implementation support that enables UIC to elevate its performance as a sought-after resource to other states and national agencies. Measurable contributions of the Center during its six years of temporary status include UIC responsiveness to demands from national organizations, state educational agencies, and district-university partnerships in at least twelve different states from California to New York, Washington State to North Carolina, and Minnesota to Mississippi. Due in significant part to the work of the Center, innovative Illinois school leadership policy has been recognized as a model by the National Council for State Legislatures, the National Governor's Council, the Wallace Foundation, and the University Council for Educational Administration (UCEA), among others. The Carnegie Foundation for the Advancement of Teaching has invited us to feature our work at a national convening in Spring 2018. Center researchers and affiliate academic faculty in the EDPS Department have published numerous peer-reviewed journal articles and chapters, as well as presenting papers to prestigious national scholarly organizations such as American Education Research Association and UCEA, on principal preparation and development. Building on these indicators of success, the Center will provide:

- Continued support for Center researchers and the College to publish at least five scholarly articles and/or book chapters annually, addressing preparation and development of leaders who can improve school organizational capacity and outcomes.
- Continued support for Center staff, affiliate faculty, and graduates/students to provide at least six national presentations annually on our research and practice.
- Annual documentation for annual engagement with at least five other states and/or school leadership programs in other states in an effort to build Networked Improvement Communities of programs and states seeking to improve preparation and development of school leaders at scale.
- The Center will continue to secure sufficient philanthropic and government funding to support these activities.

2. Need

Explain how the unit will meet regional and state needs and priorities. What is the demand for the unit's services? What clients or population will the unit serve?

(Note: Typically, in this section, proposals address one or more of the IBHE Public Agenda Goals. Illinois Administrative Code: 1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois. Each program does not have to contribute to every goal, but it must contribute to at least one.

Goal 1. EDUCATIONAL ATTAINMENT. – Increase educational attainment to match the best-performing states.

Goal 2. COLLEGE AFFORDABILITY. – Ensure college affordability for students, families, and taxpayers.

Goal 3. *HIGH QUALITY CREDENTIALS TO MEET ECONOMIC DEMAND.* - Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

Goal 4. *INTEGRATION OF EDUCATIONAL, RESEARCH, & INNOVATION ASSETS.* – Better integrate Illinois’ educational, research, and innovation assets to meet economic needs of the state and its regions.

Of the four Illinois Public Agenda goals above, the proposed UIC Center for Urban Education Leadership is most directly relevant to Goals 1, 3, and 4. Research is clear that improving school leadership can improve educational attainment PreK-12 and into post-secondary success. Moreover, the Center has been successful in Chicago and statewide in increasing the number of high-quality post-secondary school leaders endorsed under the new Illinois P-12 Principal Preparation law. And finally, the Center will continue its efforts to meet the state need to integrate its assets in education, research, and innovation to meet economic needs. As Belfield and Levin have demonstrated, school failure is economically costly to states and municipalities in lack of productivity but also in terms of higher rates of social service supports and engagement with the criminal justice system for those who fail in our schools. In November 2017, CUEL was awarded a state IL-Empower approval to receive federal ESSA funds for school improvement initiatives in Chicago, where some of the highest-need schools in Illinois are showing dramatic improvements.

For the purposes of this proposal, however, we focus on Goal 1, “EDUCATIONAL ATTAINMENT – Increase educational attainment to match the best-performing states.” In doing so, we borrow from the text of the *Illinois School Leader Advisory Council Final Report* (ISLAC, 2016). The material below is adapted from a section of the report authored by Center Director and ISLAC co-chair Steve Tozer.

Demand and clientele: The purpose of the Center is to improve student learning outcomes in Illinois by improving school leadership in every school in the state. The Center achieves these goals by supporting the development of an innovative, nationally recognized principal preparation program that focuses on improving learning outcomes in schools, and then disseminating the results of those efforts. As the following discussion demonstrates, student achievement in Illinois is not sufficient to support educational attainment that is on a par with leading states, so demand for strong school leaders is high. In the state overall, the annual vacancy rate for principals in the state’s 4000 schools is around 10%, or 400 schools. It is incumbent on the state to find ways to fill 400 vacancies per year with high quality school leaders, and this is precisely what the last five years of the temporary Center for Urban Education Leadership has demonstrated how to do. Demand for admission to our affiliated EdD program is high: we admit approximately one out of 2.5 applicants. Demand for our program completers is similarly high: for the past 12 years, their placement rate in principal and assistant principal positions has been 98%, largely in Chicago but also in nearby suburbs. **But the primary clientele for the UIC program,** a concept that we have also built into state discourse, is not the candidate seeking the principalship, but rather the children and youth in the school systems that our principals serve.

As is true nationally, the work of the Center for Urban Education Leadership and Illinois’ school leadership reform initiatives have been fueled by concerns about inequities in student learning outcomes. In April 2016 the Center presented to Illinois stakeholders and state agency leaders a report, *Taking Stock: Achievement in Illinois Under No Child Left Behind*, written by three Center researchers, presenting data to support each of the following observations:

- Except for Chicago Public Schools and a few northern districts, since 2001 achievement on NAEP, ISAT and ACT in most areas of Illinois has flattened or declined in comparison with state and national norms.

- While overall statewide achievement has increased modestly in recent years, achievement among White and African American students has flattened or declined in comparison with statewide norms.
- For the most part, these trends have been driven by achievement declines outside of Chicago.
- For example, while 8th-grade NAEP reading scores outside of Chicago have declined statewide from 2003 to 2015, the 8th grade reading scores in Chicago have increased a substantial 9 points in that same period. The overall 8th grade Illinois gain of five points in mathematics for 8th grade NAEP scores from 2003 to 2015 are more than accounted for by Chicago's increase of 21 points for that period—without which, the state as a whole would be flat or in decline.
- Across regions, flattening and declining achievement is closely associated with rising percentages of students who come from low-income households.
- Schools have the ability to increase instructional effectiveness at scale despite demographic factors that typically predict lower achievement. For example, low-income enrollments in Chicago have remained at around 85% for more than a decade while achievement scores have increased significantly. Each of Illinois' three major population groups—White, African American, and Latino—has made substantial gains in Chicago and is now achieving raw scores that exceed the rest of the state in mathematics and reading at all tested grade levels. This was not true ten years ago. At the high school level, for example, Chicago's ACT gains in reading are three times the state's gains, and Chicago's gains in mathematics are five times the state's gains.
- Although Chicago Public Schools are leading the state in reading and mathematics gains, Chicago students continue to lag behind the rest of the state in overall achievement because not enough schools are effectively addressing students' educational needs. This is a situation that effective school leadership is now addressing.
- Regional factors intersect with social class. The farther south one travels in Illinois, the more likely it is that student achievement is declining compared with state and national averages on standardized tests.

In late fall 2015, new Illinois PARCC (Partnership for Assessment of Readiness for College and Careers) scores were released for the first time. It is premature to analyze those here, but the news simply is not new. The problem of student achievement in Illinois is not primarily located in a limited population of high-poverty students of color—nor is low student achievement located centrally in Chicago or in other high-poverty, urban areas of the state. In fact, data from the National Assessment of Educational Progress (NAEP), ACT, and ISAT reveal complex patterns of student achievement in Illinois. As *Taking Stock* shows in considerable detail, Illinois white third-graders outside Chicago, by far the largest of the state's third-grade population groups, declined on the ISAT reading scores between the time of the Illinois Leader Task Force Report in 2008 and 2014, the most recent scores available. This was more true for white students eligible for free and reduced lunch than those not eligible, but it was true for both. Meanwhile, the population of white students eligible for free and reduced lunch in Illinois is currently growing substantially.

Third-grade reading scores are but one example of the state's achievement decline, but they are particularly telling for the purposes of this report, for at least three reasons: (1) those students will be in Illinois schools for another 9 years after their reading levels are measured; (2) third-grade reading scores are a powerful predictor of 8th grade reading scores and in turn, high-school graduation rates, putting us on notice that we have to respond better to these students' learning needs and (3) we are reminded that one key purpose of the PK-12 principal endorsement in Illinois was to prepare principals who are better able to address the learning needs of third graders

in that critical PK-3 period that produced the reading results that we now see. Statewide, Illinois public schools will need to improve their ability to adjust to rising expectations and a changing environment if they are to do justice to our students' learning potential. Some Illinois schools are already showing the way.

The purpose of publishing *Taking Stock: Achievement Growth in Illinois Under NCLB*, was twofold: first, to demonstrate that as a whole, Illinois continues to languish on measures of standardized achievement statewide. Despite the many millions of taxpayer dollars devoted to school improvement in Illinois over the last decade, evidence of improvement on standardized measures of student learning is largely absent, and even in decline over large regions of the state. Overwhelmingly, most school leaders do not disrupt the effects of socioeconomic standing that remain the primary predictors of student learning.

A second major message of *Taking Stock*, however, is that some schools and districts in the state have shown marked improvement. As a significant sample of such improvement, Chicago Public Schools have shown remarkable gains in the past decade on the ISAT, the ACT, and the NAEP. This is particularly salient for the purposes of the UIC Center for Urban Education Leadership, as Chicago has for the past 14 years invested substantially in school leadership development as a primary lever for improving schools. While the research remains to be done on the causal connections between new principals and Chicago's significant gains in standardized reading and mathematics scores for all major demographic groups, the correlation between Chicago's rise in achievement and the hiring of over 300 full-year-residency trained principals over the past decade is a promising one. In the recent report, *Chicago's Fight to Keep Top Principals*, the Chicago Public Education Fund estimates that in the past two years alone, the number of highly effective principals in Chicago has increased from 150 to over 200—a trend that is now more than a decade old—and is aiming for 350 such effective principals by 2018.

Growing awareness of the influence of school leaders has led to 15 years of effort among Illinois educators, policy makers, professional organizations, and funders to improve the preparation and development of our state's principals. Illinois is not alone in these efforts. By the mid-2000s, a number of states and districts had begun to establish next-generation school leadership preparation programs characterized by high admissions standards, extensive school-based learning in residencies, and program/district partnerships to achieve measurable outcomes in student learning. Despite these efforts, the field has still not fully scaled these transformational practices, nor achieved a statewide collaborative practice that engages stakeholders across sectors. In this historical moment we are using our research and most promising practices to invent the next generation of principal preparation programs. This year, the National Governors Association stated it well in a report that charged states with taking action in its title, *Improving Educational Outcomes: How State Policy Can Support School Principals as Instructional Leaders*:

Indeed, the success of efforts to raise educational attainment school-wide hinges on school principals. Principals who are well prepared and empowered by their districts to lead can, through their roles as instructional leaders and human capital managers, ensure that all the teachers and students in their schools benefit from new educational standards. In that way, principals can be viewed as multipliers of good practice—when principals are effective in leading implementation, they influence every person in the school. Governors and other state policymakers can achieve deeper, wide-scale improvement in the effectiveness of teachers by investing in the knowledge and skills of principals.

As our expectations for schools rise, our expectations for school leaders have risen; if we expect more from school leaders, then our expectations for the programs that prepare and develop them must rise as well. It turns out, however, that it is not easy to prepare principals who have the dispositions, knowledge and skills to disrupt entrenched patterns of school culture and practice that today continue to reproduce inequitable educational outcomes.

The impetus for this work in Illinois came from national scrutiny into how principals were being prepared. An influential report by Arthur Levine concluded in 2005 that many university-based school leadership programs were engaged in a “race to the bottom,” attempting to attract students by lowering standards, requiring less demanding coursework, and awarding degrees in less time and with fewer requirements. This and other related studies led to an examination of principal training in Illinois, and the UIC Center for Urban Education Leadership has played a leadership role in that effort.

This proposal for a permanent Center addresses Goal #1 of the Illinois Public Agenda because research is increasingly clear that strong school leadership is an essential element in improving educational outcomes. The Center is demonstrating through practice, research, and policy influence how the state of Illinois can improve the quality of its school leaders. In fact, at the recent convening of the Chicago school reform and research community hosted by Spencer Foundation, the chief explanation given by CPS leadership for the district’s extraordinary achievement gains over the past decade was the CPS unprecedented investment in developing strong school principals.

3. Organization

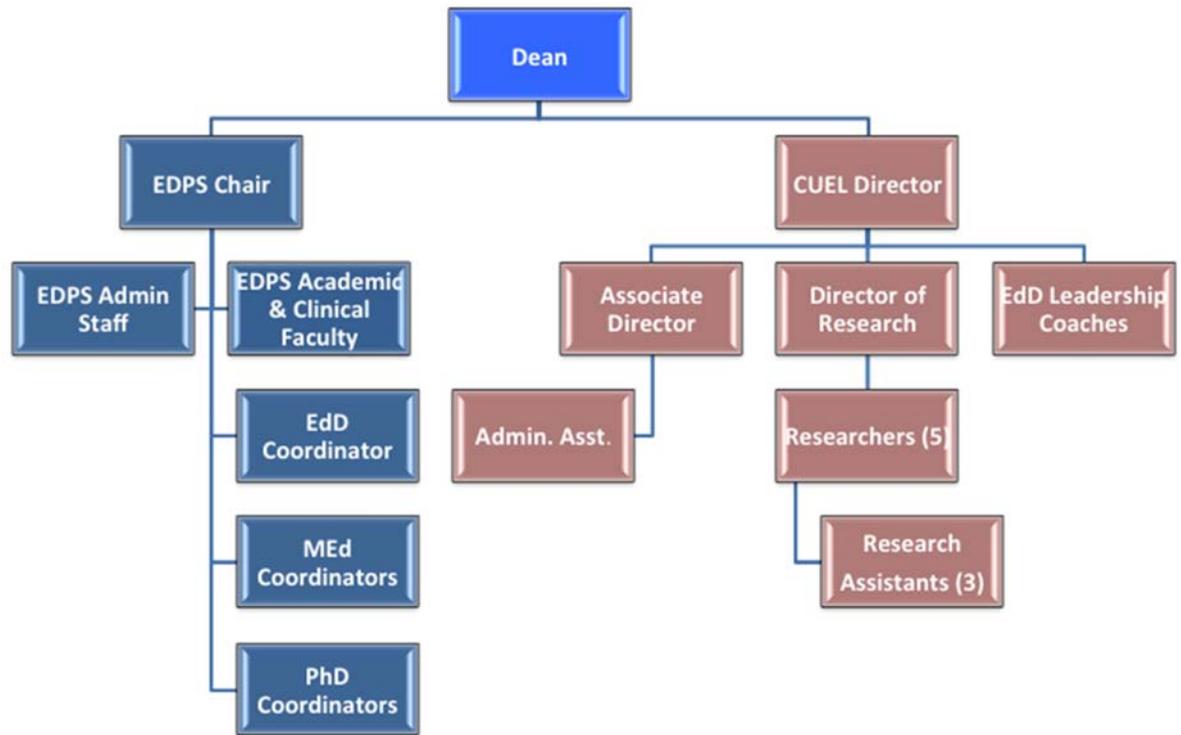
Describe the proposed unit’s organizational structure. Explain how the unit is organized to meet its stated objectives.

Center Operations & Research

In our first four years of operation, the Center developed a solid organizational structure that enabled us to meet and surpass the goals we set in our application for temporary status. Currently, the Center employs twelve (12) full-time employees. We propose to maintain this level of staffing, as external funding allows. A full-time **Center Director** will report to the Dean of the College of Education or his designee. The Director will also be expected to collaborate closely with the Chair of the Educational Policy Studies Department, the Coordinator of the Ed.D. Program that the Center supports, and academic faculty from throughout the College. The Director will have no required teaching or research responsibilities (though s/he may have such responsibilities as a consequence of an academic appointment) but will coordinate the research agenda and resources of the Center with the EDPS Department and College of Education. The Center Director will lead grant-writing efforts and will serve as manager and reporting officer for externally-funded projects that are secured through the Center. The Director will maintain direct oversight of the Associate Director, the Director of Research, and the Leadership Coaches. A full-time **Associate Director** will bear responsibility for management of the day-to-day operations of the Center. A team of five full-time, externally funded **Research Specialists**, under the leadership of the full-time **Director of Research**, comprises the research-oriented Center’s largest group of employees. The Center will employ four grant-funded **Leadership Coaches** to support aspiring principals in their efforts to obtain school leadership positions and succeed as novice principals in their first 1-3 years of service.

The chart below depicts the organization of Center staff.

Figure 1: Center for Urban Education Leadership Organization Chart



Center Advisory Board

An external advisory board of local, state, and national leaders in educational leadership and policy will advise the Director. This advisory board will provide “critical friends” advice to the Center on: a) supporting a program of continuous improvement in school leadership development practice and research, and b) improving the Center’s impact on school leader development policy and practice in local, state, and national contexts. Board membership consists of leaders from academic, policy, non-profit, and funding backgrounds whose areas of expertise complement each other in providing critical perspectives on the work of the Center and its wider impact on the field of school leader development. Board members will serve renewable 1-3 year terms, depending on availability, staggered to provide continuity from one year to the next.

The Advisory Board will twice annually receive a written State of the Center brief providing key data on: a) the UIC Ed.D. program’s funding streams, implementation, and measured impact on school performance, and b) Center progress in influencing local, state, and national dialogue on principal development through policy work, presentations, and publications. After receipt of each brief, the Board will then be asked to participate in a 90-minute virtual meeting. In that meeting, Board members will raise critical questions about next edges of growth for the center in its efforts to improve school leader development policies and practices in local, state, and national contexts. As an option for those Board members who are available, the Center will host one of these meetings as an annual on-site meeting in Chicago for more extended dialogue.

Figure 2: CUEL Advisory Board Membership

Invitations have been accepted by the following list of proposed Advisory Board Members, all of whom were vetted with Center Staff and EDPS Center Affiliate colleagues.

Member	Affiliation
LOCAL/STATE CONTEXT	
Dr. Alfred Tatum	Dean, UIC College of Education
Dr. William Teale	UIC Center for Literacy, President, Int’l Literacy Assoc.
Dr. Jose Torres	President, IL Math-Science Academy
Dr. Elaine Allensworth	UC Consortium on Chicago School Research
Bradford White	Illinois Education Research Council
Dr. Diane Rutledge	Director, Illinois Large Unit District Association (LUDA)
HIGHER ED, NATIONAL	
Dr. Michelle Young	University of Virginia and Executive Director, University Council for Educational Administration
Dr. Bonnie Fusarelli	North Carolina State University
Dr. Kristy Kauerz	Director, National Center for P-3 Education, UW Seattle
Dr. Terry Orr	Bank Street College Columbia U,
Dr. Paul Manna	William and Mary
Dr. Charles Payne	University of Chicago
Dr. Louis Gomez	UCLA
NON-PROFITS/FUNDERS	
Dr. Irma Zardoya	NYC Leadership Academy
Kelly Pollitt	National Association Elementary School Principals
Sara Slaughter	President, Stone Family Foundation.
Eva Chiang, Deputy Program	Bush Institute/Alliance to Reform Education Leadership

4. Unit Outcomes

What targets have been set to assess the proposed unit’s success in achieving objectives? Among others, specific performance measures might include: expected research and/or public service products; ratio of external to internal funding for unit; impact of this unit on national, state, regional, and local area organizations, businesses, or communities; and collaborative research product that promotes the Illinois economy.

In Section 1 (“Unit Objectives and Contributions”) we advanced three primary goals corresponding broadly to the proposed Center’s agenda for impact at the local/regional, state, and national levels. We also formulated several lead contributions for each goal in which progress could be measured and evaluated over time. In this section we discuss seven critical unit outcomes that bear upon the accomplishment of all three objectives and that will comprise the focus of the CUEL’s agenda for organizational capacity building over the next five years should it be granted permanent status.

1. Publication Rates: *Increase and sustain an ambitious rate of publication in peer-reviewed academic journals, edited volumes, and other high-quality non-academic publications in the allied fields of school improvement and school leader development.* CUEL aspires to become a premier research source and thought leader in the field of school leader development and preparation. During its first two-three years as a temporary center, CUEL focused particularly on

building a cutting-edge data infrastructure, accelerating the re-design of key elements within the nationally recognized UIC EdD school leadership program, and building collaborative partnerships locally, regionally and nationally – all vital ground-work for effective research and dissemination. Since 2013 we have begun to increase our visibility through presentations to regional and national research conferences and publication in peer-reviewed journals and edited volumes. Our recent publications are listed in the Appendix “CUEL CV”; our performance targets over the next five years include:

- Attain and sustain support for an **annual rate of at least 5 manuscripts produced by Center researchers and affiliate faculty** accepted for publication in peer-reviewed journals or edited volumes in the allied fields of school improvement and school leader preparation.

2. Proportional Funding Goal: *Attain a high proportion of private and public grant support in relation to state Center funding.* CUEL views the acquisition of funding both as a process for building operational resources and as a strategy for expanding its network of impact and influence. Since 2011 CUEL has been notably successful in acquiring funds from local and national foundations and federal grant programs, for a total of over \$5M in external revenue. Reflecting our commitment to maintain a robust funding profile in relation to annual state funding levels, our performance targets over the next five years include:

- Annually submit no fewer than 5 private and public grant applications totaling \$1M in requested funds
- Annually maintain a ratio of at least 2:1 private and public grant dollars for every dollar of direct state support.

3. Increase Data Analysis Power: *Increase and deepen the content and sophistication of CUEL’s relational data infrastructure to break new ground in school leader development research.* Since 2011, and largely with private support, the Center has built a relational database (using the Filemaker platform) to facilitate in-depth tracking of the leadership development of UIC’s EdD leader candidates as well as the progress of the CPS schools that they are leading. For example, currently 150 of our certification program completers are serving as school or district leaders, over 100 of them in Chicago Public Schools as principals, assistant principals, or district leaders (including the current Chief Ed Officer). Tracking their career trajectories and impact on student learning outcomes is a significant challenge. To our knowledge no comparable database is under development in any other university-based principal preparation program or associated center in the United States. These data will put the CUEL at a distinct advantage for addressing formerly impenetrable questions in areas such as selectivity of candidates, the prediction of school progress from candidate characteristics, and the retention of capable school leaders. The database also has potential to become a proprietary asset that could be sold or licensed to other university-based leadership development programs. Our performance targets in this area over the next five years include:

- By January 2018 complete fully functioning relational database linking deep information about UIC leadership candidates (“Student Table”) with extensive information about CPS schools to which they are assigned (“Schools Table”)
- By March 2018, annually produce 6 program data reports on important features of the UIC principal preparation program (and comparative data from Chicago Public Schools) of interest to local, regional, and national audiences.

4. Build out the Performance Assessment System for Tracking Candidate Development and Impact: *Complete and utilize a system of connected assessments by which principal preparation*

programs can track the emergence of knowledge, skills, and dispositions critical to school leader impact. To accelerate the development of capable school leaders, it is vital to assess where they are in their development of critical knowledge, skills, and dispositions at key junctures in the leader preparation program. There is currently a lack of well validated assessment instruments for this purpose in the school leader development field – and an opportunity for CUEL to fill that void, and market such a system to other principal preparation programs. So far CUEL has built out one prototype for such an assessment that now is being field tested within the residency phase of the UIC program. Our performance targets in this area over the next five years include:

- Develop and field test one developmental assessment per year over the first five years of the permanent Center
- By Fall 2021, complete a comprehensive system of developmental assessments that accurately evaluates candidate readiness to lead high needs urban schools at each juncture of the UIC principal preparation program.

5. Elevate Program Selectivity. *Increasing the pool of promising school leader candidates through early identification and recruitment is a fundamental problem facing urban school districts and school leadership development programs, locally and nationally.* The Chicago Public Schools, as one example, currently lack a coordinated strategy for recruiting promising teachers into a robust development process for the principalship. Beginning in 2010, the UIC CUEL was a driving force behind the establishment of the Chicago Leadership Collaborative (CLC), a partnership between CPS and several principal preparation programs to create a coordinated strategy for recruiting promising teachers into a robust principal development process. And since 2013, with federal support, the UIC CUEL has been experimenting with strategies to expand the pool of promising teacher leaders ready and willing to begin principal training. Our performance targets in this area over the next five years include:

- Expand the rate of application of practicing teacher-leaders assigned to schools led by UIC-trained school leaders by 10% annually
- By Fall 2019, publish a major report addressing the ways in which urban principal preparation programs can actively partner with school districts to expand the teacher recruitment pipeline.

6. Study School Leader Preparation and Impacts. *Elevate and Study the Impacts of UIC-trained Principals on School Improvement in Chicago as well as the preparation strategies that yield those impacts.* Over the past decade, university-based principal preparation programs have been roundly criticized for failing to produce school leaders with the knowledge, skills, and dispositions necessary to overcome chronic achievement gaps. Indeed, the UIC EdD Program in Urban Education Leadership has gained national recognition as an exception to this indictment largely on the basis of statistical and qualitative studies carried out by the UIC CUEL. In addition, the UIC CUEL is known nationally for pioneering the use of school improvement and program performance metrics to guide the re-design of UIC’s principal preparation program. Thus in a real sense, the UIC EdD program comprises an exceptional laboratory for studying the development of high-impact school leaders. And we now have an opportunity to model and share methods for data-informed program re-design linked to school impact data for the national field of principal preparation if we continue to build CUEL’s capacity for innovative and cutting-edge school impact and program re-design studies. Our performance targets in this area over the next five years include:

- Through on-going re-design, improved selectivity, and assessment development, increase the school-level impacts of UIC-trained CPS school principals by 3-5% annually against

- key performance metrics in comparison with demographically similar CPS comparison schools
- Establish an annual series of at least 3 “practice excellence” case studies linking preparation strategies to the leadership practices of high impact UIC-trained school leaders.

7. Increase Potent Inter-institutional Collaborations and documented Policy Impact: The goal of the Center is to improve school leadership preparation and development at scale: locally, in Illinois, and nationally. At UIC we cannot produce enough outstanding principals to address the need for good principals at scale in any of those contexts. However, the Center can use program innovation disciplined analysis of the results to a) produce research, b) influence policy, and c) create collaborations and Networked Improvement Communities (Bryk, et al. 2015) to influence principal preparation policy and practice at scale in each of these three contexts—local, state, and national. In fact, due largely to Center activity, UIC has become widely known for precisely that. We are deeply embedded in Chicago Public Schools school leader policy reform, State leadership policy reform, and national networking with other states and universities to improve school leader policy and practice. For example, in Fall, 2016 we were asked to provide expert testimony or presentations to research and professional associations or to state legislatures in five different states: Washington, Minnesota, North Carolina, Pennsylvania, and Connecticut, as well as being filmed by Wallace Foundation for a national broadcast on school leader preparation policy at local and state levels. Our performance targets in this area over the next five years include:

- Increase and sustain collaborative partnerships with power to generate funding and pooled resources sufficient to tackle critical problems of practice in school leader development and support at local, state and national levels.
- Document the evidence of impact on policy in other states and national policy, as well as documenting evidence of key changes in the field of school leadership preparation more broadly. We intend to develop ways to document not simply the activities of collaboration and presentation, but also document those states, districts, and IHEs that have changed their policies and practices in concert with (not necessarily as a result of) our efforts.

5. Quality Assurance Processes

Briefly describe the processes that will yield evidence to demonstrate the quality of the unit. Address the following elements: evidence that the unit supports the university’s mission and statewide goals; evidence that the unit’s product or outcomes achieve stated objectives; determination of organizational effectiveness; faculty and staff qualifications and reward structures; determination of adequate support staff, equipment, and other resources; and use of results from evaluations to improve the unit’s effectiveness.

Since its establishment in 2011 as a temporary center, a core commitment of the CUEL has been to apply a continuous improvement framework to developing the Center’s capacity to achieve its objectives. In part, this commitment reflects our staff’s strong desire to “walk our own talk.” Both an ethos and methodology of continuous improvement are central concerns of our research and development work with urban principals and principal preparation programs locally and nationally, including in the award-winning Ed.D. in Urban School Leadership program that we support here at UIC. Thus, we aspire to nothing less ourselves. In the last five years our staff has made considerable progress toward creating specific tools and strategies that contribute to objectives achievement. Among these are developing a data infrastructure and an annual organizational cycle of inquiry to ensure the quality of our work, engagement with key stakeholders, and identification of priorities for professional and operational improvement. The

quality assurance assets and processes initiated since 2011 currently maturing within Center to enable attainment of these objectives include:

- A sophisticated relational database that stores key information about students in the UIC EdD program in Urban Education Leadership as well as the CPS and non-CPS schools to which they are assigned as leaders. This database facilitates detailed assessment of the progress of our aspiring residents and novice school leaders and their eventual impact on Chicago schools as a basis for inquiry into the improvement of the UIC preparation program;
- A cycle of annual surveys to key stakeholders such as leadership coaches and EdD students which gauges their satisfaction with Center initiatives and solicits input into new directions for research and policy inquiry;
- Development of a Center website with the capability to solicit public input into the quality of Center products and communications;
- Development of an internal project management tracking protocol that engages all project staff in regular progress reporting on funded projects and Center initiatives;
- Regular interactions with our private and government funders to assure that all grant objectives are met with high fidelity;
- Regular outreach to leadership and collaborators in the Chicago Public Schools, UIC College of Education, and UIC central administration to assure that the Center is meeting its commitments in all partnerships and collaborative ventures.

As a permanent university center, CUEL would continue to mature these quality assurance processes and assets with particular reference to the following considerations:

Evidence that CUEL supports the University's mission and state-wide goals. According to its public mission statement, the University of Illinois seeks to "...transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale and with excellence." Of particular importance to the University's vision for achieving its mission is to accrue tangible benefits to the citizens of Illinois, the nation, and the world, and to do so inclusively. It is difficult to imagine a more fundamental condition for the University to achieve its mission than the success and vitality of the state's PreK-through-12 education systems. In turn, the proposed CUEL grounds its mission on a strong evidence base that developing highly effective leaders for the state's public schools is the single most high-leverage and cost-effective means for closing historical achievement gaps and preparing all students for post-secondary success. Compelling evidence for alignment with the University's mission would include:

- Regular reporting of statistical and qualitative evidence linking improvements in university-based school leader preparation to commensurate improvements in school functioning and student outcomes, particularly in Chicago and the State of Illinois;
- Growth in both the number and kinds of collaborations and partnerships between the Center and school districts, state lead education agencies, and other policy bodies with a stake in improving school leadership, in ways that accentuate CUEL identity as a UIC Center.

Evidence that CUEL's products and outcomes achieve its stated objectives. Earlier we reviewed a set of primary outcomes and associated metrics for the proposed Center's three primary goals. Processes to produce evidence documenting high quality and fidelity to these goals will include:

- Expanding and disseminating regular statistical and qualitative analyses of links between improvements in principal preparation programs, and hypothesized impacts on a) the organizational capacity of CPS schools to improve their functioning, and b) impacts on

- the academic achievement and post-secondary readiness of CPS students, particularly those from under-served communities, using relevant and sophisticated comparisons to schools not led by UIC-trained leaders;
- Posting CUEL products to the Center website and tracking reads and downloads of these products to determine levels of public interest and ratings of product value;
 - Querying key stakeholders in the arenas of local, state, and national school leader development regarding the quality of CUEL products and the utility and utilization of those products.

Evidence of organizational effectiveness. Three indices of capacity are central to the proposed permanent Center’s organizational effectiveness, each requiring quality assessment processes:

- Capacity to generate relevant and timely research and analysis to address critical issues in school leader preparation and development: 1) the Center will conduct periodic reviews of literature and consult with its Advisory Board to validate priority issues of research study; 2) the Center will continue to mature its internal project management system to assure high levels of efficiency and quality in carrying through priority research projects;
- Capacity to disseminate research and development products: 1) The Center will post research reports and other products (such as measurement instruments, leadership practice protocols) to its website and track downloads and characteristics of those accessing products; 2) The Center will document its success in publishing research reports or policy briefs in various categories of journals and periodicals impacting the national school leadership discussion;
- Capacity to influence local, state, and national discussions of school leadership issues: 1) the Center will document presentations and appearances of Center personnel across a range of conferences and medial on an annual basis; 2) The Center will survey stakeholders (at least annually) to assess the degree to which Center products are utilized by local, state, and national constituents within the school leadership field.

Evidence regarding faculty and staff qualifications and reward structures. Since 2011 the Center has assembled a team of researchers and expert school leader practitioner/coaches with impressive educational and professional credentials. Our two most senior researchers, for example, did their Ph.D. work at Northwestern and were full-time researchers at the University of Chicago before coming to UIC. Reporting to them are two full-time researchers with PhDs from UIUC and Loyola University. Similarly, our leadership coaches and clinical faculty were among the most experienced and prominent principals in Chicago Public Schools, and three of them were supervisors of CPS principals before coming to UIC.

Our fund-raising strategy has aimed to assure that these professionals are competitively compensated and incentivized toward retention when warranted. As part of the Center’s annual report we will: 1) work with the College of Education’s Human Resource Department to document these credentials and pay structures publically; 2) compare these credentials and compensation levels with those published by comparable University-based centers, particularly in the fields broadly concerned with school leadership preparation. The Center will continue to conduct a thorough review of staff performance, following University and College guidelines, to assure high levels of staff productivity and identify adjustments to staff workload.

Determination of adequate support staff, equipment, and other resources. Like many University centers, CUEL currently determines staffing and resource acquisition based upon careful and prudent internal review of funding streams (combining private and government awards and state funding) aligned to work streams, deliverables, and other Center needs. Our review process regularly convenes project managers with the Center Director, Associate Director,

and Research Director to assure adequate staffing and resource allocation. So far our Center's track record for completing grant commitments in a timely and high quality manner provides evidence that this resource tracking process is working well. Going forward we will continue to hone this process, and integrate information from our annual performance review and broader surveys to our Center community to assure that staffing and resources are commensurate with the Center's ambitious research and development agenda.

Generation of data to improve CUEL's organizational effectiveness. Since 2011 the Center has developed an internal project management system to assure that work streams are adequately planned, timelines are realistically projected and tracked, and products are vetted for high levels of quality. We will continue to routinize and institutionalize this system and develop meaningful metrics regarding the Center's operational success in meeting targets on multiple work streams. Moving forward, we are currently developing an organizational assessment tool (with development funding from the US Department of Education's School Leadership Program) that will feed an annual "dashboard" of quality indicators pertaining both to the Center and our closely allied EdD program in Urban Education Leadership, sourced from a combination of self-evaluation surveys and targeted interviews to key stakeholders. Based upon principles of improvement and implementation science, an important dimension of the work of our research and development staff is to interact with practitioners such as leadership coaches in order to identify next steps in program improvement and develop data sources to inform iterative cycles of design improvements. Our emerging iterative design and development methodology has yielded promising results, for example, in improving the EdD program's annual candidate selection processes.

6. Resources

Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable. Provide a narrative budget statement to explain the data in the attached Budget Table.

In our first five years of operation, we leveraged resources provided by the college to secure an average of \$1.3 in external resources each year to support the generation of leading-edge research into transformational school leadership. As we make budget projections, we will engage College of Education faculty affiliates and our External Advisory Board as thought partners to ensure that our planning supports strong cycles of inquiry and fuels continuing improvement over time. Furthermore, we will continue to partner with each of the College's remaining three academic programs: Curriculum and Instruction, Special Education, and Educational Psychology.

In Table 1, we represent projected expenditures and revenue for the next four fiscal years.

Table 1: Estimated Costs and Sources of Funds for Proposed Unit					
Illinois Higher Education					
		Year of Operation			
		1 st Year (FY2017)	2 nd Year (FY2018)	3 rd Year (FY2019)	4 th Year (FY2020)
Expenditures					
Personnel		1,171,573	1,171,573	1,171,573	1,171,573
Faculty	# of FTE	0	0	0	0
	Costs in \$	0	0	0	0
Other Personnel Costs in \$		0	0	0	0
Supplies, Services Equipment in \$		279,460	160,000	160,000	160,000
Facilities in \$		0			
	TOTAL	1,451,033	1,331,573	1,331,573	1,331,573
Resources					
Current Unit		747,062	747,062	747,062	747,062
Other Internal Sources		563,429	563,429	563,429	563,429
Federal Funds		673,663	0	0	0
Fees, Sales, Other Income		0	0	0	0
New State Appropriations		0	0	0	0
	TOTAL	1,984,154	1,310,491	1,310,491	1,310,491

Expenditures

As a research-focused organization, roughly 80% of Center's expenditures are for personnel. We anticipate maintaining our current FY2017 level of full-time staffing with the possible exception of the elimination of one full-time position as we plan for the end of a multi-year federal grant. Beyond personnel, the Center's next highest line item expense is contractual services, followed by supplies, and then stipends. Total expenditures will be adjusted accordingly based on any increase or decrease in external funding.

Resources

The table below demonstrates success the Center has achieved in securing and maintaining external sources of funding to support its operations and projects grant revenue for the upcoming fiscal year. The Center expects to maintain 100% of its current funding with the exception of a three-year federal grant that ends in FY2017 and plans to aggressively pursue additional sources of private and federal funding.

Table 2. CUEL Grant Revenue (FY2012 – FY2018)

		FY12	FY13	FY14	FY15	FY16	FY17	FY18
Title (Sponsor)	Total	7/1/11 - 6/30/12	7/1/12 - 6/30/13	7/1/13 - 6/30/14	7/1/14 - 6/30/15	7/1/15 - 6/30/16	7/1/16 – 6/30/17	7/1/17 – 6/30/18
World Class Education for Our Children (McCormick Foundation)	\$250,000	\$250,000						
Urban Education Leadership Communication Proposal (The OSA Foundation)	\$92,000	\$20,000	\$52,000	\$20,000				
Evaluation of the Ounce of Prevention Fund Prof Development Initiative (USDOE/The Ounce of Prevention Fund)	\$771,132	\$224,942	\$228,842	\$235,972	\$81,376			
Early Childhood Education Fellows Program (W. Clement & Jessie V. Stone Foundation)	\$160,000		\$30,000	\$30,000	\$30,000	\$30,000	\$40,000	\$40,000
UIC Principal Prep Program – CLC (Chicago Public Schools)	\$750,000		\$130,000	\$195,000	\$225,000	\$100,000	\$100,000	\$100,000
Support of The EdD Program in Urban Ed Leadership (Crown Family Philanthropies)	\$400,000			\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Urban Education Leadership (W. Clement & Jessie V. Stone Foundation)	\$425,000		\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000
Cycles of Innovation and Continuous Improvement-SLP (US Department of Education)	\$1,000,330			\$369,609	\$378,442	\$252,279		
Leadership Coaching to the EdD Program (Polk Bros. Foundation)	\$280,000			\$80,000		\$100,000	\$100,000	\$100,000
A Systems Approach to School Leader Pipeline Dev.-TSLP (US Department of Education)	\$1,969,897				\$639,768	\$656,466	\$673,663	
Urban Education (Lloyd A. Fry Foundation)	\$400,000			\$100,000	\$100,000	\$100,000	\$100,000	\$150,000
Gift (Circle of Service Foundation)	\$398,000		\$98,000	\$60,000	\$40,000	\$100,000	\$100,000	\$100,000
Gift (Finnegan Family Foundation)	\$110,000			\$20,000	\$30,000	\$30,000	\$30,000	\$35,000
Gifts to CUEL (Various)	\$31,000	\$7,000			\$21,000	\$3,000		

UIC/CPS initiative for Prof. Development Network (Boeing Foundation)	\$183,960					\$91,980	\$91,980	
New Schools for Chicago								\$45,000
The Wallace Foundation							\$388,000	\$388,000
UIC/CPS initiative for Network Chief Professional Development (Chicago Public Education Fund)	585000						\$585,000	
Totals	\$7,806,319	\$501,942	\$623,842	\$1,295,581	\$1,730,586	\$1,648,725	\$2,393,643	\$993,000

APPENDIX

Curriculum Vitae for the Center for Urban Education Leadership (2015-present)

Recent Refereed Publications (2015-present)

- Cosner S., Walker, L., Swanson, J., & Hebert, M. (under Review). The coaching of aspiring school leaders: Using and shaping learning processes for standards-aligned leadership competency development. *Educational Administration Quarterly*.
- Cosner, S., & Jones, M. F. (in press). Leading school-wide improvement in conditions of accountability: Key actions and considerations. *Journal of Educational Administration*.
- Cosner, S., & Tozer, S. (2015). Cultivating exemplary school leadership preparation at a research intensive university. *Journal of Research on Leadership Education*, 10(1), 11-38.
- Drame, E.R., & Irby, D. (2015). Positionality and racialization in a PAR project: Reflections and insights from a school reform collaboration. *The Qualitative Report*, 20(8), 1164-1181. Retrieved from <http://nsuworks.nova.edu/tqr/vol20/iss8/2>
- Drame, E. and Irby, D. (eds.). (2015). Black participatory research: Power, identity, and the struggle for justice in education. Palgrave-MacMillan: New York, NY.
- Korach, S., & Cosner, S. (accepted for publication). Developing the school leadership pipeline: Comprehensive leadership development (accepted for publication). In M. Young & G. Crow (Eds.), *Handbook of Research on the Education of School Leaders*. (44 pages).
- Slaten, C., Irby, D., Tate, K., and Rivera, R. (2015). Towards a critically conscious approach to social and emotional learning in alternative education: school staff members' perspectives. *Journal for Social Action in Counseling and Psychology*. 7(1), 41-62.
- Swanson, J. & Welton A. (in press). When good intentions only go so far: White principals leading discussions about race. *Urban Education*. (34 pages).
- Swanson, J., Horsley, H., Whalen, S., & Tozer, S. (under review). Navigating contested spaces: Principals leading for social justice in an urban high school. *Urban Education*. (60 pages).

Talbott, E., Mayrowetz, D., Maggin, D. & Tozer, S. (2016). A distributed model of special education leadership for individualized education program (IEP) teams. *Journal of Special Education Leadership*, 29(1), 23-31.

External Funding (2013 – 2017): \$8,427,000

2017 Total: \$1,427,000

Anonymous Donor (July 2017 – June 2018). \$100,000 award to support professional development of CPS Network Chiefs

Chicago Public Schools (July 2017 – June 2018). Up to \$234,000 for preparation and support of EdD students selected to participate in the Chicago Leadership Collaborative funded principal residency.

Crown Family Philanthropies (July 2017 – June 2018). \$100,000 to support the salary of a leadership coach.

Finnegan Family Foundation (July 2017– June 2018). \$35,000 for general operating support to CUEL.

Lloyd A. Fry Foundation (July 2017 – June 2019). \$300,000 over two years to support data development to translate into substantive practices and resources to support the success of principals and teacher leaders in UIC-led and other CPS schools.

New Schools for Chicago (May 2017 – April 2018). \$45,000 to support an intensive summer leadership workshop and academic year coaching for five NSC principals.

Wallace Foundation (October 2017 – September 2018). \$388,000 to provide support to the University of Connecticut and Western Kentucky University in the redesign of their principal preparation programs.

Polk Bros. Foundation (July 2017 – June 2018). \$100,000 to support the salary of a leadership coach.

Jessie and Clement V. Stone Foundation (June 2017 – May 2018). \$40,000 for scholarship support to up to 10 EdD students who are principals of schools with high-performing early childhood education programs.

Jessie and Clement V. Stone Foundation (June 2017 – May 2018). \$85,000 for salary support for one Leadership Coach charged with ensuring implementation fidelity in aspiring principals' transition from the full year residency to two years of post-residency work.

2016 Total: \$1,676,000

Anonymous Donor (July 2016 – June 2018). \$200,000 over two years to support professional development of CPS Network Chiefs.

Boeing Foundation (June 2016 – May 2017). \$90,000 to support ongoing professional development to CPS Network Chiefs to increase their understanding of how to support the varying needs of school principals at different proficiency levels in different kinds of schools.

Chicago Public Education Fund (November 2016 – October 2017). \$585,000 to support the development of in-role principals to improve their professional performance, their impact on student learning outcomes, and their retention as principals and leaders in Chicago Public Schools

Chicago Public Schools (July 2016 – June 2017). Up to \$146,000 for preparation and support of EdD students selected to participate in the Chicago Leadership Collaborative funded principal residency.

Finnegan Family Foundation (July 2016 – June 2017). \$30,000 for general operating support to CUEL.

Wallace Foundation (October 2016 – September 2017). \$400,000 per year for up to three years to provide support to the University of Connecticut and Western Kentucky University in the redesign of their principal preparation programs.

Polk Bros. Foundation (January 2016 – December 2016). \$100,000 used to support the salary of a leadership coach.

Jessie and Clement V. Stone Foundation (June 2016 – May 2017). \$40,000 for scholarship support to up to 10 EdD students who are principals of schools with high-performing early childhood education programs.

Jessie and Clement V. Stone Foundation (June 2016 – May 2017). \$85,000 for salary support for one Leadership Coach charged with ensuring implementation fidelity in aspiring principals' transition from the full year residency to two years of post-residency work.

2015 Total: \$917,000

Boeing Foundation (2015). \$92,000 toward the creation of a doctoral level course for the Professional Development of CPS Network Chiefs in CPS, designed to contribute toward a more systematic approach to the Network Chiefs' ongoing professional development.

Chicago Public Schools (2015). Up to \$200,000 for preparation and support of EdD students selected to participate in the Chicago Leadership Collaborative funded principal residency.

Lloyd A. Fry Foundation (2015). \$200,000 over two years toward the development of CUEL capacity to document and disseminate practices that prepare and support high-performing principals to lead urban schools.

Polk Bros. Foundation (2015). \$80,000 used to support the salary of a leadership coach.

Crown Family Philanthropies (2015). \$200,000 over two years to support the salary of a CUEL Leadership Coach.

Finnegan Family Foundation (2015). \$30,000 for general operating support to CUEL.

Jessie and Clement V. Stone Foundation (2015). \$30,000 for scholarship support to up to 10 EdD students who are principals of schools with high-performing early childhood education programs.

Jessie and Clement V. Stone Foundation (2015). \$85,000 for salary support for one Data Assessment Leadership Coach.

2014 Total: \$2,595,000

Anonymous Donor (2014). \$200,000 over two years to support research and dissemination of findings on the yearlong principal residency experience.

Chicago Public Schools (2014). Up to \$200,000 for preparation and support of EdD students selected to participate in the Chicago Leadership Collaborative funded principal residency.

Finnegan Family Foundation (2014). \$30,000 for general operating support to CUEL.
OSA Foundation. \$20,000 toward the development of CUEL marketing and promotional materials.

Polk Bros. Foundation (2014). \$80,000 used to support the salary of a leadership coach.
Finnegan Family Foundation

Jessie and Clement V. Stone Foundation (2014). \$30,000 for scholarship support to up to 10 EdD students who are principals of schools with high-performing early childhood education programs.

Jessie and Clement V. Stone Foundation (2014). \$85,000 for salary support for one Data Assessment Leadership Coach.

US Department of Education: Turnaround School Leaders Program (2014). \$1,970,000 toward the development of a school leadership pipeline.

2013 Total: \$1,832,000

Chicago Public Schools (2013). Up to \$200,000 for preparation and support of EdD students selected to participate in the Chicago Leadership Collaborative funded principal residency.

Crown Family Philanthropies (2013). \$200,000 over two years to support the salary of a CUEL Leadership Coach.

Finnegan Family Foundation (2013). \$30,000 for general operating support to CUEL.

Lloyd A. Fry Foundation (2013). \$200,000 over two years toward the development of CUEL capacity to document and disseminate practices that prepare and support high-performing principals to lead urban schools.

Polk Bros. Foundation (2013). \$80,000 toward salary support for a leadership coach.

Jessie and Clement V. Stone Foundation (2013). \$30,000 for scholarship support to up to 10 EdD students who are principals of schools with high-performing early childhood education programs.

Jessie and Clement V. Stone Foundation (2013). \$85,000 for salary support for one Data Assessment Leadership Coach.

University Council of Education Administration (2013). \$7,000 Exemplary Education Leadership Preparation Program Award.

US Department of Education: School Leadership Program (2013). \$1,000,000 to explore how to improve upon the ways in which higher education can partner with LEAs to prepare and develop effective school leaders.

Recent Web-Posted Videos

Center for Policy Research in Education (January 2016) *K-3 Policymaker's Guide to Action: Learning from the Education Commission of the States*
http://www.cprehub.org/content/k-3-policymakers-guide-action-learning-education-commission-states?video_id=141

Center for Urban Education Leadership. (2016, July 16). *Center for Urban Education Leadership: Preparing Great School Leaders*. Retrieved from <https://youtu.be/DLff4YKc4iE>.

Chicago Bar Association. (2016, Aug. 30). *Educational Inequality in America*. [Video File]. Retrieved from <https://youtu.be/Kvh-EnVp7lc>

The Wallace Foundation. (2016, Oct. 18). *Episode One: The State – Creating a Bold Plan*. [Video File]. Retrieved from <https://youtu.be/a6RujPPI85s>.

The Wallace Foundation. (2016, Oct. 18). *Episode Three: The University of Illinois/Chicago – Rethinking Principal Training II*. [Video File]. Retrieved from <https://youtu.be/ZGUeYtXHO2g>.

The Wallace Foundation. (2016, Oct. 18). *Episode Four: The District – Pulling the Plan Together*. [Video File]. Retrieved from <https://youtu.be/riE8M2Efw2c>.

Refereed Presentations 2015-16

Cosner, S., Walker, L., Swanson, J., Hebert, M., Mayrowetz D., Whalen, S., Hutchinson, A. & Shabaker, M., (2015). *Examining the standards-aligned competency development of aspiring principals: The synergistic nature of exemplary program features*. Paper presented at the annual meeting of the University Council for Educational Administration, San Diego, CA.

Cosner, S. A., Walker, L., Swanson, J., Hebert, M., Mayrowetaz, D., Shakbaer, M. M., Hutchinson, A., Whalen, S. (2016). Learning Mechanisms drawn upon by leadership coaches in the development of aspiring principals. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Cosner, S., Walker, L., Swanson, J., Hebert, M. M., Whalen, S. P. (2016). Examining the architecture of leadership coaching for aspiring principals. Paper presented at the annual meeting of the University Council for Educational Administration, Detroit, MI.

Cosner, S. A., Walker, L., Swanson, J., Hebert, M. M. (2016). The coaching of aspiring principals: Using and shaping learning processes for standards-aligned leadership competency development. Paper presented at the annual meeting of the University Council for Educational Administration, Detroit, MI.

Ginsberg, M. B. & Swanson J. (2015). Relating motivation research to urban teacher and leader development schools. Paper presented at the annual meeting of the University Council for Educational Administration, San Diego, CA.

Horsley, H., Whalen, S. P., Pacchiano, D. M., Tozer, S. (2016). Shifting early childhood leader mind-sets through job-embedded professional development: Implications for classroom practice. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

- Irby, D. (2015). Dignity-based Black Male Achievement: What it entails and its relevance for social justice leadership. Presented at 2015 University Council for Educational Administration Convention. San Diego, California.
- Irby, D. (2016). Stuck getting ready: Exploring the emotional underpinnings of a racial - equity school improvement project. Paper presented at the annual convention of the University Council for Educational Administration Convention, Detroit, MI.
- Irby, D. (2016). Making sense of racial discipline disparities in a diversifying suburban high school. Paper presented at the annual convention of the University Council for Educational Administration Convention, Detroit, MI.
- Mayrowetz, D., Hoisington-Hutchinson, A., Shabaker, M., Cosner, S., Whalen, S., Walker, L., Hebert, M. & Swanson, J. (2015). Becoming a principal: Case studies of the evolution of role conception and leader identity development among urban school principals in training. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Mayrowetz, M., Hutchinson, A., & Michelle Shabaker, M., Cosner, S., Whalen, S., Walker, L., Hebert, M., & Swanson, J. (2015). Evolving role conceptions and leader identity: A longitudinal study of early career school leaders. Paper presented at the annual meeting of the University Council for Educational Administration, San Diego, CA.
- Mayrowetz, D., Hutchinson, A., Shabaker, M. M., Cosner, S. A., Walker, L., Whalen, S. P., Hebert, M., Swanson, J. (2016). Critical incidents with mentor principals: Leader identity formation in residency. Paper presented at the annual meeting of the American Educational Research Association, Wash., D.C.
- Swanson, J. & Zavitkovsky, P. (2016). Monitoring and assessing the trajectory of leadership growth during the clinical residency. Paper presented at the annual convention of the University Council for Educational Administration Convention, Detroit, MI.
- Swanson, J., Horsley, H., Tozer, S. E., Whalen, S. P. (2016). Leading for social justice in a “deeply demoralized” urban high school. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Swanson, J., Welton, A. D. (2016). White principals attempting to lead race conscious school improvement. Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C.
- Swanson, J., Olson, J. D., Ginsberg, M. G. (2016). Relating Motivation research to urban teacher and leader development schools. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

- Swanson, J., Horsley, H., Whalen, S., Tozer, S., & Hebert, M. (2015). Navigating contested spaces: Principals leading for social justice in a demoralized urban high school. Paper presented at the annual convention of the University Council for Educational Administration Convention, San Diego, CA.
- Tozer, S. (2015). Wanted: High quality principals in Illinois for the next generation. Paper presented at the 13th Annual Illinois Education Research Council Symposium.
- Welton, A & **Swanson, J.** (2015). The role of the principal in leading race conscious school improvement: A distributed perspective. Paper presented at the annual convention of the University Council for Educational Administration Convention, San Diego, CA.
- Zavitkovsky, P. (2015). Bridging the gaps between ISAT, MAP, PSAE, and PARCC. Paper presented at the 13th Annual Illinois Education Research Council Symposium.

Monographs and Book Chapters

- Cosner, S., Tozer, S., & Zavitkovky, P. (2016). Enacting a cycle of inquiry capstone research project in doctoral-level leadership preparation. In V. Storey and K. Hesbol (Eds.), *Contemporary Approaches to Dissertation Development and Research Methods* (pp. 163-184). Hershey, PA: IGI Global.
- Hoisington-Hutchinson, A. C. (2016). Socializing leaders for student success: An exploration of how and why urban principals develop teachers. (Unpublished doctoral dissertation). University of Illinois-Chicago. Chicago, IL.
- Illinois School Leadership Advisory Council (2016). *ISLAC Final Report*. Center for the Study of Educational Policy, Illinois State University. Tozer, S. and Rutledge, D., Advisory Council Chairs. Normal, IL. <https://news.illinoisstate.edu/2016/03/illinois-school-leadership-advisory-council-islac-final-report-released/>
- Tozer, S.E., Zavitkovsky, P., Whalen, S., & Martinez, P. (2015) Change agency in our own backyards: Meeting the challenges of next generation programs in school leader preparation. In Khalifa, Grant, & Witherspoon Arnold, *Handbook for Urban Educational Leadership*. New York: Rowman & Littlefield, 480-495.
- Zavitkovsky, P., Roarty, D., & Swanson, J. (2016). *Taking stock: Achievement growth in Illinois under No Child Left Behind*. Chicago, IL: Available at urbanedleadership.org

Invited National Presentations (selected)

- Cosner, S., Clifford, M., Shellinger, M., & Dougal, J. (2015). *Developing excellent school principals: Policy into practice*. Expert Panel at the Joint Meeting of National Governor's Association (NGA) and Council of Chief State School Officers (CCSSO). Washington, DC.
- Cosner, S., Barron, C., Pietrini, N., & Riachourdhuri, R., (2015). *Rethinking pedagogy and projects in leadership development*. Invited presentation to the School Leadership Preparation Development Network Annual Convention, Chicago, IL.
- Cosner, S., LaCoste, B., Albani, L., & Green, L. (2015). *Examining leadership coaching for principal preparation: Coaching for competency development*. Invited presentation to the Department of Education School Leadership Preparation Development Network Annual Convention, Chicago, IL.
- Tozer, S. (2015). Leading early childhood education. Address to the National Association of Elementary School Principals, National Press Club, Washington, D.C.
- Tozer, S. (2015). Multiple layers of leadership in early childhood education. Keynote presentation at the National P3 Institute, Seattle WA.
- Tozer, S. (2015). Excellence in the early grades. Keynote presentation at the National Summit on District Leadership of early childhood education, Chicago, IL.
- Tozer, S. (November, 2015). State Policy and Principal Preparation: The View from Higher Education. Wallace Foundation Capitol Hill Briefing, Washington, DC.
- Tozer, S. (July, 2016). Principals as Leaders of Literacy Instruction. Keynote to International Literacy Association Pre Conference Institute, Boston, MA.
- Tozer, S. (October 2016). Principal Performance and School Outcomes. Alliance to Reform Education Leadership, George W. Bush Institute. Dallas, TX
- Tozer, S. (November, 2016). Principal as Pre-K Leader: States, Districts, and Educational Equity. Education Commission of the States National Convening. Denver, CO.

Invited Regional Presentations (selected)

- Cosner, S., Barron, C., Pietrini, N., & Riachourdhuri, R., (2015). *Rethinking pedagogy and projects in leadership development*. Invited presentation to the School Leadership Preparation Development Network Annual Convention, Chicago, IL.

- Cosner, S., LaCoste, B., Albani, L., & Green, L. (2015). *Examining leadership coaching for principal preparation: Coaching for competency development*. Invited presentation to the School Leadership Preparation Development Network Annual Convention, Chicago, IL.
- Hebert, M., Swanson, J., & Whalen, S. P. (2015). *Accelerating leadership development through the triad*. Poster presented at the 13th Annual Illinois Education Research Council Symposium.
- Hebert, M., Swanson, J., Walker, L., and Whalen, S. (2016). The Role and promise of leadership development plans in developing capacity for self-regulated learning in aspiring school principals. Poster presented at the IERC *Focus on Illinois Education Research Symposium*. Bloomington, IL.
- Swanson, J., Horsley, H., Whalen, S., Tozer, S. (2016). *Navigating contested spaces: Principals leading for social justice in an urban high school*. Paper presented at the 14th Annual Illinois Education Research Council Symposium.
- Swanson, J. & Zavitkovsky, P. (2016). Monitor and assessing the leadership trajectory growth during the clinical residency. Paper presented at the 14th Annual Illinois Education Research Council Symposium.
- Tozer, S. (2015). Developing leaders, transforming schools. Keynote presentation for Leadership Greater Chicago, Chicago, IL.
- Tozer, S. (2015). Transformational school leadership. Keynote presentation at the Archdiocesan Schools Leadership Day, Oakbrook, IL.
- Tozer, S. (2015). Quality teachers as a property of the schools. Keynote presented to the University of Illinois Chancellor's Academy, Urbana, IL.
- Tozer, S. (2015). Developing the principals our students deserve. Keynote presentation at the annual Large Urban District Association Conference, Springfield, IL.
- Tozer, S. (2016). Leadership as a style for change. Keynote presentation at the annual Education Pioneers meeting, Chicago, IL.
- Tozer, S. (March, 2016). P-3 Leadership and Educational Equity. Keynote at Washington Education Research Association, Seattle, WA.
- Tozer, S. (February, 2016). School Leader Preparation and Development as a State Priority. Presentation to North Carolina House Select Committee on Education Strategy and Practices.
- Tozer, S. (March, 2016). Key Levers for Educational Change: School Leaders and the PreK-3 Framework. Pennsylvania Department of Education. Harrisburg, PA.

- Tozer, S. (March, 2016). Keynote for University of Connecticut P-3 Conference. Storrs, CT
- Tozer, S. (April, 2016). Equity & Excellence: Leading Pre-K through 3rd Grade Systems. Minneapolis Department of Education. Minneapolis, MN.
- Tozer, S. (March, 2016). Systemic schooling in historical perspective. Keynote presentation at the annual Leadership Greater Chicago meeting, Chicago, IL.
- Tozer, S. (May, 2016). “Your System, Any System, Is Perfectly Designed” . . . Presentation to Ministry of Education of Nuevo Leon and the EDUX Cientificamente Humano, Monterrey, Nuevo Leon, Mexico.
- Tozer, S. (July, 2016). Leadership as a Lever for Change. Education Pioneers. Chicago.
- Walker, L., & Parkinson, K. K. (2015). Characteristics of candidates for principal preparation at the selection point: A principal pipeline perspective. Poster presented at the 13th Annual Illinois Education Research Council Symposium.
- Whalen, S. P. & Parkinson, K.P. (2016). Supporting ambitious principal preparation through accurate placement and retention metrics. Poster presented at the 14th Annual Illinois Education Research Council Symposium.
- Tozer, S. (2015). Wanted: High quality principals in Illinois for the next generation. Paper presented at the 13th Annual Illinois Education Research Council Symposium.
- Zavitkovsky, Paul. (2016). Not Starting from Scratch. Paper and district-specific reports presented at the spring 2016 conference of Illinois' Large Unit District Association (LUDA), Itasca, IL.
- Zavitkovsky, Paul. (2016). The Testing Mess: Why It Won't Go Away. Paper presented to the annual Summer Assessment Institute for Chicago Public Schools Network Chiefs and their data teams, Chicago, IL