Conceptual Framework
DEPARTMENT OF EDUCATIONAL LEADERSHIP

OUTCOMES

• Teaching and learning for equity and high achievement.
• Systems thinking and strategic approaches to developing a learning community
• Building organizational capacity through resource coherence
• Ethical, caring and reflective practice
• Engaging and influencing forces within the larger community

VISION

We will be a school exemplifying the ideals of social justice and democracy, distinguished by excellence in teaching, vibrant programs, and graduates who are powerful forces in their communities

THEME

Preparing leaders committed to social justice and democracy

DEPARTMENT MISSION

To prepare and influence bold, socially responsible leaders who will transform the world of schooling. Our central role is to ignite the leadership capacity needed to create vital, democratic and caring places for powerful teaching and learning.

PHILOSOPHY

• Democratic Collaboration
• Diversity and Equity
• Bold, Socially Responsible Leadership
• Critical Inquiry & Continuous Improvement

KNOWLEDGE BASE NEEDED

*CCTC and ISLIC standard * Leadership theory
• Systems thinking *Reform and school change
• Sociology and psychology of equity and diversity *Powerful teaching, learning and assessment
• Human dynamics and organizational learning *Constructivist & adult learning theories
• Nature of schooling *Core values
• CCTC standards
• Craft knowledge

DELIVERY SYSTEM

• Cohort-based structure with faculty team leadership designed to meet varying needs of students
• Developmental sequence rooted in our mission, goals and beliefs
• Balance between professor and learner centered curriculum
• Balance between theory and practice
• Emphasis on reflective practice
• Use of multiple measures for assessment and evaluation of candidates
• Use of collaborative inquiry and action research
• Supervised field experience
• Use of online technology to enhance course content, dialogue and reflection.

ASSESSMENT SYSTEM / PLAN

• Entry level (Tier I/MS): application, interview, reference checks related to leadership experience, competence, purpose, commitment to diversity and other department values.
• Mid-term: formative and summative assessment of candidate academic and field performance; evaluation of oral & written work; “in-basket”; portfolio or projects; on-going reflection; use of Bold, Socially Responsible Leadership rubric; feedback for candidate-led self-assessment, planning and development.
• Culminating: final presentations, projects and colloquiums.
• Follow-up: graduate and employer surveys; on going discussions with graduates and employers
• Review of conceptual framework, programs & materials by Advisory Committee
• Input by program participants via use of Bold, Socially Responsible Leadership rubric
• Candidate informal and formal evaluations of course instructors & field supervisors.
• Informal follow-up conversations with graduates and their employers
• Cycle of inquiry by Department faculty for continuous program evaluation and improvement

EVALUATION OF THE CONCEPTUAL FRAMEWORK

• Review of conceptual framework, programs & materials by Advisory Committee
• Input by program participants via use of Bold, Socially Responsible Leadership rubric
• Candidate informal and formal evaluations of course instructors & field supervisors.
• Informal follow-up conversations with graduates and their employers
• Cycle of inquiry by Department faculty for continuous program evaluation and improvement