



2019 GaPSC Certification and Program Officials Conference

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Redesigned Tier II Educational Leadership
Program Lessons Learned

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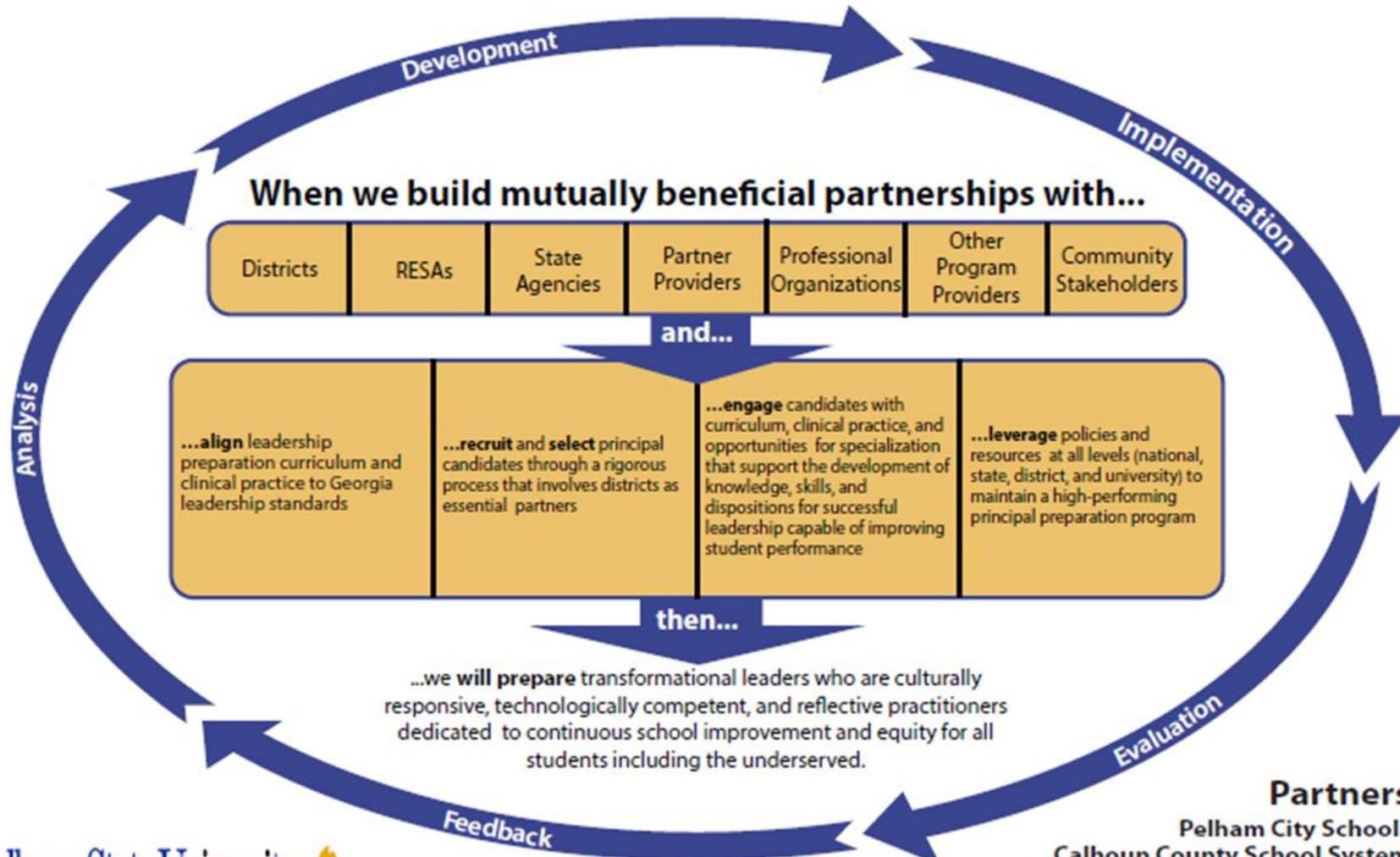
University Program Redesign Overview

Lessons Learned

- Introductions
- Partnerships—Theory of Action (Janis)
- Candidate Selection Process/Program Success (Debbie)
- Faculty/Practitioner Perspective (Chara)
- Closing (Janis)
- Questions

THE UPPI THEORY OF ACTION

Educational Leadership Program



Background

How did your principal preparation and district partnerships begin?

Lessons Learned To-Date from the Albany State University Redesign of the Tier II Education Leadership Program

1. The redesigned candidate admissions process is effective and accurately assesses the readiness and potential of the candidates.
2. Faculty and candidate onboarding—start as early as possible getting faculty and candidates on board. The sooner the faculty are part of the planning and preparation for each semester, the smoother the instruction will be. The sooner the candidates are on board, the more time they have to read and prepare for the start of classes, the less confusion and misunderstandings occur.

Lessons Learned To-Date from the Albany State University Redesign of the Tier II Education Leadership Program

3. The faculty must find the balance point between “homework” and job-embedded work for the candidates. This is not a “homework” program, it is a competency-based program and the major portion of the program is based on clinical practice. For example: courses do not meet every week, candidates take the lead on their learning and completion of the key and critical assessments will demonstrate competency (i.e., specialized certificates).
4. Relevant and timely information and instruction from practitioners are of the utmost importance to the candidates.

Lessons Learned To-Date from the Albany State University Redesign of the Tier II Education Leadership Program

5. It is paramount that faculty are credible practitioners and impact leaders in the field of educational leadership.
6. In order for this performance-based program to be successful, faculty must collaborate as a professional learning community rather than the *singleton approach* that is common in a traditional program (e.g., faculty collaboration and feedback on syllabi—living documents, course content, learning experiences, etc.) is essential so that the courses are integrated as much as possible, vertically and horizontally.

Lessons Learned To-Date from the Albany State University Redesign of the Tier II Education Leadership Program

7. The program's success is also dependent on the Leadership Candidate Support Team (LCST) and their collaboration and candidate support in the field (i.e., clinical director, leadership coach, onsite mentor, & faculty).
8. The best way to change the perception (branding identity) of the program is to increase rigor, implement cutting edge strategies and monitor the program closely.

Lessons Learned To-Date from the Albany State University Redesign of the Tier II Education Leadership Program

9. Feedback on graduate outcomes is an important component of this program and as we prepare for the graduation of Cohort 1, the program must complete the compilation of the graduate outcome data that they will need to inform the program for the future.

10. Continuing to meet with the stakeholder advisory council is the best way for the program to stay abreast of the needs of the districts and the most recent information from the state. To be successful, these monthly meetings must continuously provide input on revisions, updates and implementation of the most current and relevant content, pedagogical practices, and competencies that school leaders must know and be able to do.

Questions