

## Chapter 26

# Creating an EdD Structure, Program, and Process Fulfilling the Needs of Doctoral Candidates and the Communities They Will Serve: Applying Lessons Learned from the Redesign of a Principal Preparation Program

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### ABSTRACT

*This chapter describes the program redesign, development and essential components of Loyola University Chicago's EdD principal preparation program for the Chicago Leadership Collaborative (CLC) providing a pipeline of candidates to be transformational principals within the Chicago Public Schools. This redesigned EdD focuses on creating communities of positive practice comprised of scholar-practitioners who create disciplines of inquiry that positively impact student, faculty, parent, and community outcomes while contributing to the knowledge base of preparing future educational leaders. In its third year of implementation with 30 candidates in the program, lessons learned from this program redesign will be detailed. Using the foundational principles from this new program redesign process, in conjunction with dissertation completion and graduate outcome data from Loyola's traditional EdD program, this article will explore next steps in the EdD program development process within the reality of rising expectations and continuous legislative change within the state of Illinois.*

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## INTRODUCTION

This chapter will describe the program redesign, development and essential components of Loyola University Chicago's EdD principal preparation program for the Chicago Leadership Collaborative (CLC) providing a pipeline of principal candidates ready and able to turn-around Chicago Public Schools (CPS). This redesigned EdD focuses on creating scholar-practitioners skilled in research-based teaching and leadership practices engaging in systems of inquiry that positively impact student, faculty, parent, and community outcomes. In its fourth year of implementation with 30 candidates in the program, this chapter will discuss the literature informing the program faculty's understanding of a "transformative leader" utilized during the program redesign process. Then the processes and lessons learned from this program redesign will be detailed with specifics describing candidate selection, the 3 year coaching model, and the role and responsibilities of the faculty research chair. Finally, this article will explore the next steps in the EdD program redesign process within the reality of rising expectations and continuous legislative change within the state of Illinois.

Loyola University Chicago (LUC) is a private university founded in 1870. Currently it is one of the nation's largest, Jesuit, Catholic Universities in the country and is the only one located in the City of Chicago. The official inception of the School of Education occurred in 1969. For over 45 years, Loyola University Chicago's School of Education's Program in Administration and Supervision has educated over 1,000 candidates to fill the roles of assistant principals, principals, assistant superintendents and superintendents, with over 350 of these candidates earning the doctoral degree (both Ph.D. & EdD). As one of the premier educational leadership institutions in the state of Illinois, Loyola's administration and supervision graduates overwhelming have, and continue to, assume leadership positions in the Chicago City Public Schools and the metro-suburban community. Against this backdrop of candidate success in P-12 educational settings, in 2009, the program faculty made a conscious decision to eliminate the Ph.D. option and redesign the Administration and Supervision doctoral program to be an EdD-only program with the understanding that 99% of the graduates became educational leaders in P-12 public and private schools. These scholar-practitioners engage in a professional practice doctorate designed to intentionally inform their leadership practice in P-12 schools and their continuing professional lives in P-12 institutions.

## TRANSFORMATIVE LEADERSHIP: CONCEPTUAL LENS INFORMING THE REDESIGN PROCESS

Carolyn Shields (2010) writes: "transformative leadership begins with questions of justice and democracy, critiques inequitable practices, and addresses both individual and public good (p. 558). As that the mission of Loyola's School of Education is *Professionalism in the Service of Social Justice*, it was incumbent upon the faculty to redesign the coursework and internship experiences within the doctoral program to intentionally focus on the authentic lives of principals in schools who must advocate for their children, teachers and communities on a daily basis. Christa Boske (2012) reminds us that "Leading for social justice is a highly emotional endeavor requiring courage, integrity, imaginative possibilities and self-awareness" (p. 183). While not necessarily a war per se, the current lives of educational leaders are currently under fire. In today's environment of accountability with ever-shrinking resources, and where education is seen as a commodity and not a necessary right for children to become productive members of a democratic society, it is critical for the aspiring educational leader to morally discern what is at stake

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