MEd in Educational Administration, Theory of Action

Program Components

**Year One**
Build conceptual and theoretical knowledge

**Year Two**
Apply conceptual and theoretical knowledge to leading schools

**Capstone**
Improvement Science - Vision for Learning

Outcome Drivers

**Knowing** — science of learning; science of motivation; science of leadership and improvement

**Being** — self-aware, hopeful, optimistic, empathetic, humble, aspirational, joyful, curious, and persistent.

**Doing** — visionary leadership, instructional leadership, organizational leadership, collaborative leadership, ethical leadership, and contextual leadership

Outcomes

**Proximal Outcomes**
Leaders who can solve complex problems, lead sustainable improvement, think critically, and communicate effectively

**Distal Outcomes**
Leaders who are stewards of the profession, fix social problems in their school systems and communities, and ensure youth are prepared for a purposeful life.

Social Footprint

To develop leaders who build communities of human flourishing

New cohort forming on the Tulsa campus in summer or fall 2019. Contact Curt Adams for information Curt.Adams-1@ou.edu
Capstone Experience

We intend for the capstone experience to be an in-depth formation process, occurring over three semesters, in which students practice using disciplined inquiry to lead school organizations. The capstone extends conceptual and theoretical knowledge from coursework through the application of these frameworks to study closely school performance, to design an evidentiary-based theory of action for a desired outcome, and to test how the theory of action works in practice. *Inquiry for Performance Improvement* starts the capstone experience with an overview of the process and development of competencies related to disciplined inquiry. In the *Practicum*, students use conceptual and theoretical frameworks to study the structures, processes, and practices used to organize teaching and learning, and based on these observations, to construct a theory of action for an identified performance problem. In the *Internship*, students test the theory of action through one improvement cycle. The experience concludes with a report of the process and a presentation of the findings.

I Inquiry for Performance Improvement (Summer semester, introduce the capstone and build rudimentary competencies in improvement science)

Course objectives
- Understanding scientific inquiry as a leadership tool
- Be able to construct a theory of action
- Be able to gather and assess evidence on implementation of the theory of action
- Be able to gather and evaluate implementation of the theory of action
- Be able to make claims with research evidence.

II Practicum in Education (Fall Semester, A disciplined study of your school organization)

Course Objectives
1) Use a concept or theory to make observations of structures, processes, and practices used to deliver student learning.
2) Use a concept or theory to make observations of structures, processes, and practices used to support teacher learning.
3) Construct, and support with evidence, a theory of action that addresses a desired outcome related to your observations of student or teacher learning.

*Concepts or Theories:* Deeper learning, Self-determination theory, Leadership Conversation, Teacher flourishing, Situated Cognition, Social-emotional learning, Lewin’s Change Theory, expertise theory, Other.

III Internship (Spring Semester, Study the implementation of your theory of action)

Course Objectives
1) Develop a plan to test the development of your theory of action.
2) Implement and study the initial test of your theory of action.
3) Make modifications to your theory of action.
4) Write-up the final report and develop your poster.