

February 21, 2024

RE: WOU Principal program proposal submission

Dear Commission staff,

Western Oregon University is pleased to submit a Principal program proposal with all supporting documentation including syllabi, assessments, alignment table to required standards, evidence of institutional approval, a partnership letter, and faculty vita. We are excited about adding this new program and have worked diligently to assure that the program will be transformative for candidates and that the educators prepared will be able to work effectively for all Oregon children and families.

This program was developed across the last year in deep collaboration with Salem-Keizer School District. Faculty, staff, and leaders from both agencies met frequently to establish a shared vision and build a program that we believe enacts that vision successfully. The supports and guidelines provided by Commission staff were helpful along the way and we are proud to bring the program forward for review at this time.

A shared folder with all associated documentation can be found at:

<https://drive.google.com/drive/u/0/folders/1qZGIw2EFrRgT59YQbCjk7DxLQFLT6qg8>

Please let me know if there are any challenges in accessing documentation and we look forward to attending subsequent approval meetings to answer questions and describe the partnership work upon which this new program will rest.

Sincerely,

Mark Girod
Dean, College of Education

Marie LeJeune
Associate Dean, College of Education





Western Oregon
UNIVERSITY

NEW PROGRAM PROPOSAL: Principal

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New Program Proposal:

WESTERN OREGON
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This proposal was provided to TSPC on: 2/21/2024

Table of Contents

New Program Description	3
Program Delivery and Variants	3
EdTPA	4
Justification for the New Program	4
Educator Preparation Provider’s Capacity	5
EPP Program Development Committee and Liaison Officer	6
Program Goals and Objectives	7
Program Alignment to State Standards	7
Program Curriculum and Course Syllabi	8
Clinical Practices	9
Key Transitions	10
Assessment & Rubrics/Scoring Guides	11
Program Data Collection Plan	13
Program Implementation	14
Program Recruitment and Retention	14
Partnership Efforts	15
Degree Authorization	16
Addendum (optional)	16

NEW PROGRAM PROPOSAL

Western Oregon University

New Program Description

Program Name and Description

Proposed Program Name: Principal

The program proposal submitted is for:

ADMINISTRATOR AND PERSONNEL SERVICES LICENSE PROGRAMS:

- Teacher Leader License Program
- Principal License Program
- Professional Administrator License Program

General description of the proposed program:

The Western Oregon University Principal program is a graduate-only offering culminating in a Principal endorsement with an optional Master's Degree.

Name of the school or college where the program is proposed to be housed (College of Education, School of Music, School of Social Work): College of Education

Date the new program will be implemented, if approved: 2024

Proposed degree to be awarded on program completion: Optional Master of Science in Education (MSEd) offered with this endorsement program.

Program Delivery and Variants

Standard delivery:

Location: Main campus, Western Oregon University (hybrid delivery)

- Campus-based (traditional in person instruction)
 - Main campus Branch campus Other:
- Online program
- Hybrid program

Courses are offered:

Daytime | Evenings | Weekends

Additional description (*if needed*): This program will be hybrid utilizing synchronous and asynchronous online course delivery. All synchronous meetings will be in the evening given the needs of working adults enrolled.

Delivery variant(s) (*If applicable, describe variation circumstances. Duplicate this section for additional variances:*

N/A (Select if the proposed program does not have any delivery variances.)

Number of credit hours proposed to be required to complete the program: 40

Semester | Quarter

edTPA

Indicate here if edTPA is not required for this proposed area:

Justification for the New Program

Need for new educators in the program area: In 2020, the Education Advisory Board (EAB), a national “best-practices” clearinghouse that advises universities across the country, was commissioned to study the market landscape for an Education Leadership master’s degree program based at Western Oregon University. Though considerable competition was noted in the marketplace, “growing employer demand is anticipated to be favorable” for potential program graduates. EAB also noted the strong, positive reputation for educator preparation at Western Oregon University and viewed this reputation as an asset that would support program success. Despite this, educator faculty at Western Oregon University agreed that, unless invited into this program space by a trusted school district or Education Service District partner, that we would not propose a leadership program at that time.

However, less than three years later, Western Oregon University was invited by Salem-Keizer School District to jointly design a Principal program. After six months of planning and co-designing, the program under review was developed. As with many innovations in educator workforce development, Salem-Keizer School District and Western Oregon University value a collaborative partnership and believe that through joint design of this program, the resulting Principal leaders will be well-prepared for any Oregon school district or appropriate educational setting. To be clear, justification for this program proposal comes in the form of an invitation from the second largest and most diverse Oregon school district.

Educator Preparation Provider's Capacity

List faculty names and attach vita for each faculty member:

Program faculty will be a combination of full-time, tenure track faculty and adjunct faculty serving in a variety of leadership roles in school districts including Salem-Keizer Public Schools. These faculty are listed below and their vita are appended.

- Alicia Wenzel, Professor, Education and Leadership, Western Oregon University
- Kevin Walker, Adjunct Assistant Professor, Western Oregon University and Director of Elementary Education, Salem-Keizer Public Schools
- Lin Wu, Assistant Professor, Education and Leadership, Western Oregon University
- Lizi Aguillar-Nelson, Adjunct Assistant Professor, Western Oregon University and Director of Elementary Education, Salem-Keizer Public Schools
- Matt Biondi, Adjunct Assistant Professor, Western Oregon University and Director of Middle Schools, Salem-Keizer Public Schools
- Olga Cobb, Adjunct Assistant Professor, Western Oregon University and Assistant Superintendent, Salem-Keizer Public Schools
- Sara Leroy, Adjunct Assistant Professor, Western Oregon University and Director of Elementary Education, Salem-Keizer Public Schools
- Steve Nelson, Adjunct Assistant Professor, Western Oregon University

Faculty structure description: The proposed Principal program will join a robust portfolio of educator preparation programs at Western Oregon University and Principal program faculty will become members of the faculty team of the Division of Education and Leadership which includes 23 tenure track faculty, 12 full-time adjunct faculty, and more than 60 part-time adjunct faculty with a variety of expertise and experience pertinent to their various roles and the professional programs in which they are employed. Each educator program in the Division of Education and Leadership is led by a faculty program coordinator who manages the day-to-day, student-facing aspects of program delivery and who reports directly to the Chair of the Division of Education and Leadership. The Chair works closely with the Associate Dean and the Dean who provide support, oversight, and collaborate and coordinate across other aspects of the university to assure program success. The proposed Principal program will be co-coordinated by Adjunct Assistant Professor, Steve Nelson and Professor, Dr. Alicia Wenzel. Mr. Nelson is a retired Human Resources administrator from Salem-Keizer Public Schools and is now employed at Western Oregon University. Dr. Wenzel is a longstanding leader in education settings and will focus on management of assessments and data collection in the program.

Financial resources (include, at a minimum, an analysis of proposed operational costs, resources, and revenues): It is anticipated that the proposed Principal program will require additional 1.00 FTE faculty FTE per year to deliver. Additional costs will be incurred for candidates seeking an associated Master's Degree who will partner with program faculty for supervision of master's theses and project work. It is unknown at this time what percentage of Principal program candidates will need a master's degree option so these additional costs

are not fully understood at this time. Tentatively, revenue is estimated to be 2x costs recouped through regular graduate tuition and fee processes. It is estimated that annual cohorts of between 15-20 students will generate 2x costs. Additional supporting operating costs include the services of the Chair of the Division of Education and Leadership, the Associate Dean for Clinical Practices and Partnerships, the Dean of the College of Education, Admissions personnel, Graduate Studies personnel, Financial Aid personnel, student services personnel, and a Principal Program faculty coordinator. These costs are also accounted in the internal profit/loss analysis and have factored into the 2x expenses-to-revenue calculations.

Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services): The proposed Principal program requires no new facilities or technology as Western Oregon University has the necessary infrastructure. As Western Oregon University has not previously had a Principal program, education faculty are currently working with Library staff to assure access to appropriate periodicals and other professional resources that will be necessary and useful to candidates enrolled in this program. Additional student-facing services are also not anticipated at this time.

Evidence of institutional approval: The proposed Principal program was approved by the Faculty Senate Executive Committee as verified by the President of the Faculty Senate, Dr. Steve Scheck on Saturday, January 27th, 2024. Approval beyond this level is not required as an endorsement is only a collection of courses not a degree program. Students wishing a degree completion option will have available the Master of Science in Education which has already been approved on campus for decades.

Evidence of this approval is appended.

EPP Program Development Committee and Liaison Officer

The program was developed by a team of 15 professionals including each of the following:

- Alicia Wenzel, Professor, Education and Leadership, Western Oregon University
- Cindy Ryan, Chair, Education and Leadership, Western Oregon University
- Dani Lane, Assistant Professor, Education and Leadership, Western Oregon University
- Gweneth Bruey-Finck, Director of Strategic Initiatives, Salem-Keizer Public Schools
- Iton Udosenata, Assistant Superintendent, Salem-Keizer Public Schools
- Jaclyn Caires-Hurley, Associate Professor, Education and Leadership, Western Oregon University
- John Beight, Executive Director, Human Resources, Salem-Keizer Public Schools
- Kevin Walker, Director of Elementary Education, Salem-Keizer Public Schools
- Lin Wu, Assistant Professor, Education and Leadership, Western Oregon University
- Marie LeJeune, Associate Dean, Clinical Practices and Partnerships, College of Education, Western Oregon University
- Mark Girod, Dean, College of Education, Western Oregon University

- Olga Cobb, Assistant Superintendent, Salem-Keizer Public Schools
- Sara Leroy, Director of Elementary Education, Salem-Keizer Public Schools
- Steve Nelson, Adjunct Assistant Professor, Education and Leadership, Western Oregon University
- Suzanne West, Director of Strategic Initiatives, Salem-Keizer Public Schools

Dr. Marie LeJeune serves as the liaison to the Teacher Standards and Practices Commission for all educator programs at Western Oregon University.

Program Goals and Objectives

Program Goals: The proposed Principal program includes three goals:

1. Candidates will effectively apply the content expertise (knowledge, skills, dispositions) of their education profession as codified in Oregon TSPC Principal program standards and in alignment with the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration (NPBEA) and Council for Chief State School Officers (CCSSO).
2. Candidates will use research and evidence to develop environments that support and assess learning and assure the success and inclusion of all.
3. Candidates will use an equity lens to assure inclusion of all and equal opportunities for success for all.

How goals relate to goals of other programs: The constellation of educator programs at Western Oregon University are all tightly aligned to state and national professional standards including those from a variety of Specialized Professional Associations. Tight alignment between program goals, curricula, assessments, values, and vision assure that our educator workforce development programs meet the needs of Oregon’s children, families, and communities through excellence in employment in Oregon classrooms, schools, and districts. Every educator program at Western Oregon University is centered on goals of equity and inclusion, effectiveness, and continuous improvement through ongoing professional development and reflection. This proposed Principal program shares these core values.

Program Alignment to State Standards

The development team took great lengths to understand the professional and state standards that must be addressed by this program and used the template provided by TSPC showing Principal program standards and their alignment to courses, field experiences and assessments. This alignment table is appended.

Program Curriculum & Course Syllabi

Curriculum: The proposed Principal program is a 40-credit (quarter-hour) program designed to be completed in five academic terms (spring to spring, each year).

Course Title	Credits	TSPC OAR 584-420-0060
ELDR 610 Foundations of Educational Leadership	3	2(a), 2(b), 2(d)
ELDR 611 Principal Leadership in Equity, Inclusion and Cultural Responsiveness	3	1(a), 1(b), 2(c), 3(a), 3(b), 3(c), 3(d), 3(e), 7(b)
ELDR 612 Principal Leadership in Instructional Practices	3	4(a), 4(b), 4(c)
ELDR 613 Principal Leadership that Supports All Students	3	1(c), 4(d)
ELDR 614 Principal Leadership Promoting Family and Community Engagement	3	5(a), 5(b), 5(c), 5(d)
EDLR 615 Principal Leadership in School Improvement and Data-Driven Decision-Making	3	1(d), 7(c)
EDLR 616 Principal Leadership in Law, Policies, and Social Justice	3	6(d)
EDLR 617 Principal Leadership in Human Capital and Resource Management	3	2(e), 6(a), 6(b), 6(c), 7(a), 7(d)
EDLR 618 Principal Practicum Experience I	4	8(a), 8(b), 8(c), 8(d)
EDLR 619 Principal Practicum Experience II	4	8(a), 8(b), 8(c), 8(d)
EDLR 620 Principal Practicum Experience III	4	8(a), 8(b), 8(c), 8(d)
EDLR 621 Applied Leadership Project	2	Standards 1 – 7, as appropriate
EDLR 622 Applied Leadership Project II	2	Standards 1 – 7, as appropriate

*Licensure candidates may begin earning practicum hours beginning with the first class. **A minimum** of 300 hours must be documented throughout the program, as required by TSPC and Oregon Administrative Rule. WOU’s program requires 360 hours of clinical practice.

Research-based rationale for the curriculum: Salem-Keizer Public Schools has held a demonstrated commitment to within-district leadership development for a number of years and have participated in several initiatives to strengthen leadership capacity, with a special

emphasis on leadership needed to serve all students via equity-centered curriculum and instructional practices. Recent examples of this commitment include: Being awarded a multi-year competitive grant with the Wallace Foundation to design a leadership development platform; a partnership with the Culturally Responsive School Leadership Institute led by Dr. Muhammad Khalifa that resulted in an equity audit of the district which provided invaluable feedback in areas of strength and opportunities for growth related to reducing the achievement and discipline gaps in the district; and a current two-year commitment with the University of Washington’s Center for Educational Leadership to train all district leaders in order to develop a shared understanding of student-centered instructional practices through their Instructional Leadership Academy.

Most significantly, however, the design team for the proposed Principal program used the publication “Redesigning University Principal Preparation Programs: A Systemic Approach for Change and Sustainability” published by the Rand Corporation in 2022. This publication was the result of a project which sought to study leadership development programs around the country that had been designed and delivered through strong university-district collaborations. Given that a robust collaboration was the goal of the design team, this publication proved to be a useful roadmap for the work. A series of research-based principles and recommendations are made through the Rand report and these are utilized significantly throughout the design process.

Course syllabi: Course syllabi for each course in the proposed Principal program are appended.

Clinical Practices

All program enrollees will be licensed educators prior to admission into the Principal program at Western Oregon University. All will have demonstrated prior competence as educators including appropriate dispositions, knowledge of local, state, and federal laws pertinent to education settings, and have conducted themselves in professional settings demonstrating moral and ethical behavior. Required clinical practices will allow candidates to further demonstrate the skills, knowledge, and dispositions aligned with professional and state standards in this area. Each of the required clinical experiences are described below including the required program assessments completed during each term.

Program Phase	Principal Clinical Practices Expectations
Term 1 – ELDR 618 (4 credits)	<ul style="list-style-type: none"> ● 120 hours of approved clinical practices experiences completed ● 2 Formal Observations completed by Clinical Mentor ● 2 Formal Observations completed by University Supervisor completed ● Formal Evaluation completed by University Supervisor, Clinical Mentor, and Candidate completed (Consensus Meeting)
Term 2 – ELDR 619 (4 credits)	<ul style="list-style-type: none"> ● 120 hours of approved clinical practices experiences completed ● ELDR 621 Applied Leadership Project I completed

	<ul style="list-style-type: none"> • 2 Formal Observations completed by Clinical Mentor • 2 Formal Observations completed by University Supervisor completed • Formal Evaluation completed by University Supervisor, Clinical Mentor, and Candidate completed (Consensus Meeting)
Term 3 – ELDR 620 (4 credits)	<ul style="list-style-type: none"> • 120 hours of approved clinical practices experiences completed • ELDR 622 Applied Leadership Project II completed • 2 Formal Observations completed by Clinical Mentor • 2 Formal Observations completed by University Supervisor completed • Formal Evaluation completed by University Supervisor, Clinical Mentor, and Candidate completed (Consensus Meeting) • Culturally Responsive Administrator Self-Efficacy Scale Post-Test completed • Principal Program Exit Survey completed

Key Transitions

All educator programs at Western Oregon University are carefully aligned to the professional standards and expectations as codified in TSPC rule including core program-level assessments that are also aligned to key professional standards and expectations. Information from these assessments is collected, aggregated and disaggregated, reviewed, analyzed, and monitored for candidate performance, program performance over time, and unit-level continuous improvement. All program assessments are recorded in the unit-level quality assurances system which includes key transitions within programs that articulate performances and/or expectations that must be met before progress can be made to the next program phase. The proposed Principal Program utilizes the following key transitions.

Table Showing Key Transition in Western Oregon University Principal Program

Admission	<ul style="list-style-type: none"> • All candidates must apply and meet criteria including: <ul style="list-style-type: none"> ○ At least two years full-time, successful service as a licensed educator. ○ 2.75 cumulative GPA (or meet requirements for conditional admission to Graduate Studies at Western Oregon University). ○ In admission essay, clearly describe commitment to becoming an equity-driven school leader. ○ In admission essay, clearly describe how to support effective instruction and meaningful student engagement. • Culturally Responsive Administrator Self-Efficacy Survey pre-test
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Entry to Clinical experiences	<ul style="list-style-type: none"> • Successful completion of Principal Program courses • Minimum GPA of 3.0 in all Principal Program courses • Ongoing demonstration of acceptable leadership dispositions and professional practices
Recommendation for licensure	<ul style="list-style-type: none"> • Successful completion of all required courses, clinical experiences, and key program assessments including: (a) three formal Principal Program Evaluations; (b) two Applied Projects with complete scoring rubrics; (c) Culturally Responsive Administrator Self-Efficacy Scale post-test, and; (d) Principal Program Exit Survey.

Assessments & Rubrics/Scoring Guides

Assessment #1: Principal Evaluations (3)

Each candidate will be formally observed and then formally evaluated using this standards-based assessment tool. At the end of each quarter of clinical experiences, the candidate, the University supervisor, and the Clinical mentor will have a “consensus meeting” and rate the candidate’s progress toward proficiency on each Principal program standard. Consensus must be achieved through discussion and negotiation between the three parties so that a single score is identified for each standard. Each Principal candidate will bring evidence to the consensus meeting to support proficiency in each program standard. Finally, each formal evaluation also ends with a formal, consensus rating of the overall professional development of the candidate considering all program standards. Professional goals for growth are also set at each consensus meeting.

As this is a new assessment designed to meet the needs of a new program, this assessment and its use will be studied and will improve over time to assure adequate reliability of ratings across the three participants. Though the consensus aspect of the tool suggests reliability, it will be important to understand how much negotiation occurs between parties prior to identifying a single score for each standard. WOU has experience using consensus scoring in initial licensure preparation and will draw on the professional development and tools for best practices created from the Office of Clinical Practices at WOU to support the initial use of the assessment in the Principal Program. Validity is established through the clear and tight alignment with professional standards.

This assessment will be used to meet CAEP program-review standards after several cycles of use and continuous improvement have been made. This program will not be reviewed by CAEP until 2028 or 2029 so improvements establishing clear validity and reliability will be established in advance of that review.

The Formal Principal Evaluation form is appended.

Assessment #2: Applied Project Rubrics (2)

Across the course of the Principal program, candidates must complete two Applied Projects which will be evaluated using a rubric aligned to Principal program standards and additional program goals. Each of these projects share criteria including:

- A research-based, or evidence-based problem statement
- A systematic analysis of the context or setting that informs the issues
- A proposal for action or intervention to improve outcomes
- An evaluation of the adequacy and success of the action or intervention
- A specific judgment will be made about how the action or intervention supports equity and inclusion goals

The two Applied Projects will be completed in ELDR 621 Applied Leadership Project I and ELDR 622 Applied Leadership Project II and will involve close collaboration between the candidate, the course instructor, the university supervisor, and the clinical mentor. All parties will collaborate on a consensus meeting at which formal ratings are assigned via the project rubrics. These rubrics are aligned to Principal program standards and the university goals of the program.

Reliability will be demonstrated through the consensus negotiations (with required evidence provided by Principal candidates) and validity is demonstrated through strong alignment to professional standards and program outcomes. This assessment will be used to meet CAEP program-review standards after several cycles of use and continuous improvement have been made. This program will not be reviewed by CAEP until 2028 or 2029 so improvements establishing clear validity and reliability will be established in advance of that review.

The Applied Project Rubric is appended.

Assessment #3: Culturally Responsive Administrator Self-Efficacy Scale (pre/post)

In all educator programs at Western Oregon University, candidates complete a pre- and post-assessment using the Culturally Responsive Teacher Self-Efficacy Scale (CRTSES) which is a well-validated instrument seeking to understand candidates' held beliefs about their abilities to teach in ways that support equity, inclusion, and culturally responsive practices. Educator faculty were interested in a comparable tool useful for judging the Principal program's ability to help prepare and support future administrators who also expressed confidence in their abilities to support equity, inclusion, and culturally responsive practices and policies.

Upon searching for a comparable tool, faculty identified the Diversity Responsive Principal Tool (DRPT) which is, again, a well-researched instrument supported by the Southern Poverty

Law Center (SPLC) and the National Association of Secondary School Principals (NASSP). However, the DRPT is an observation protocol and so faculty have worked to modify it into a pre- and post-test so that the effectiveness of the program to help develop confidence in these areas can be investigated.

The originating tools (CRTSES and DRPT) are both well-researched and well-grounded in literature surrounding the concepts and principles explored by the items. These items have not yet been used in the manner program faculty have oriented them here and so faculty will need to investigate reliability and validity aspects after initial use. In other words, this is a new assessment designed to meet a particular outcome, that will need to be studied and evolve over time to become a strong and trustworthy assessment.

This assessment will be used to meet CAEP program-review standards after several cycles of use and continuous improvement have been made. This program will not be reviewed by CAEP until 2028 or 2029 so improvements establishing clear validity and reliability will be established in advance of that review.

The initial version of the Culturally Responsive Administrator Self-Efficacy Scale pre- and post-test is appended for review.

Assessment #4: Principal Program Exit Survey

Upon completion of the Principal program, all candidates will complete an exit survey that is tightly aligned to state standards for principal programs and program delivery items useful for unit-level continuous improvement over time.

The Principal Program Exit Survey maps almost perfectly onto state standards and so some of instrument validity is established through that alignment. After initial administration and review using measures of internal consistency, some item improvement will need to occur as the nature of the standards themselves lead to “double-barreled” questions and other threats to trustworthiness. After initial use, analysis and adjustments will be used to streamline and differentiate items more appropriately. This assessment will be used to meet CAEP program-review standards after several cycles of use and continuous improvement have been made. This program will not be reviewed by CAEP until 2028 or 2029 so improvements establishing clear validity and reliability will be established in advance of that review. This is a new assessment.

The Principal Program Exit Survey is appended for review.

Program Data Collection Plan

How will the unit collect data showing evidence of candidate content knowledge? Candidates will be formally evaluated each term using the Principal Evaluation Form which rates the candidate performance on each standard and an overall rating (for that term) so that both

candidates and the program can track progress toward meeting all standards and show evidence of candidate content knowledge pertinent to the role of Principal.

How will the unit collect data showing the tools for evaluating the clinical practice? Western Oregon University holds regional accreditation with the Northwest Commission on Colleges and Universities (NWCCU) who specifies that practica and internship hours are calculated at a ratio of 30 hours of applied learning experiences for each 1 credit of academic credit. Each Principal program candidate will, therefore, complete three, 4-credit practica experiences totaling 360 hours of clinical experiences pertinent to the standards and outcomes pertinent to the Principal endorsement. These hours will be documented by the candidate using the Principal Program Clinical Log and, each term, the candidate will be observed by both the University Supervisor and the Clinical Mentor using the Principal Program Observation Form. At the end of each term, the candidate will be formally evaluated by both the University Supervisor and the Clinical Mentor using the Principal Evaluation form. All forms will be submitted to the Office of Clinical Practices and Licensure and Western Oregon University and stored as documentation of meeting program and licensure requirements. These supplemental logs and observation protocols are not included as they are formative evaluations not summative, program-level assessments.

How will the unit collect data showing evidence of candidate competency? Each candidate will be observed and evaluated by both the University Supervisor and the Clinical Mentor each term using the Principal Evaluation Form which asks evaluators to rate the candidate performance by each required standard, as well as an overall rating, so that global competence can be regular tracked and documented across the course of the program and in advance of a recommendation for licensure.

How will the unit collect data that shows tools for follow-up with candidates after program completion? All completers at Western Oregon University share permanent contact information with the program which is used for follow-up as necessary and pertinent to program and unit-level continuous improvement.

Program Implementation

Provide a projected timeline for the implementation of the proposed program: It is the intent of Western Oregon University to deliver the first course in the Principal program in 2024 (pending approval by TSPC). Candidates will complete the following spring (2025) or summer (2025) should a master's degree also be required. A new cohort will be launched each spring.

Program Recruitment and Retention

Program recruitment and retention narrative: This partnership program has been carefully designed and will be carefully delivered in collaboration between Western Oregon University and Salem-Keizer Public Schools. There is a strong history of successful collaboration between these two organizations relative to educator workforce development and this

program will simply join the constellation of programming already being delivered in collaboration.

Each fall, Salem-Keizer and Western will host an information night for district employees wishing to learn more about this program. During December 2023, the first information session in anticipation of this program drew 100 interested educators. For the near future, it is not anticipated that this program will struggle for appropriate enrollment. At some point, it may be in the interests of the region to expand service beyond educators in Salem-Keizer Public Schools. At that point, additional recruitment efforts may occur but it is imagined that this program will always run as a partnership between Western and a school district (or a consortia of school districts).

Western Oregon University studies educator program retention very carefully and we take great efforts to understand student experiences relative to navigating recruitment, application, enrollment, matriculation, and completion. In part, in alignment with HB 3375 (2015) that requires the public universities in Oregon to have two-year plans to recruit, retain, and graduate increasing numbers of culturally and linguistically diverse educators, Western maintains a rigorous continuous improvement plan aligned to these goals. This program will benefit from those systems and strategies and we believe high levels of student retention will be achieved.

Partnership Efforts

Collaborative efforts between the EPP and districts or other appropriate partners: The Principal program at Western Oregon University simply would not be possible without the strong partnership with Salem-Keizer Public Schools. As identified in OAR 584-410-0090 describing EPP Partnerships, both Western and Salem-Keizer have jointly designed this program, the key program assessments, the application processes and procedures, and will admit, assess, evaluate, and matriculate candidates in collaboration across the entire program. We hope that this program becomes a model for other EPPs to utilize when helping Oregon school districts, ESDs, regions, or consortia meet educator workforce needs.

These consistent, deep, collaborative efforts between Western Oregon University and Salem-Keizer Public Schools date back almost two decades and, even today, require monthly meetings to steer projects, anticipate and prevent challenges, consider opportunities, and further additional innovations. As has been the case time and time again, this innovation will achieve “proof of concept” within this relationship and then likely expand to serve the region more broadly.

It should be noted that a “steering committee” made up of faculty and staff from Western Oregon University and Salem-Keizer Public Schools will meet quarterly to discuss ongoing delivery, management, evaluation, and continuous improvement efforts associated with the proposed Principal program.

Degree Authorization

The Principal Program at Western Oregon University is embedded in the Master of Science in Education (MSEd) program. Western already has the degree authority in this area and no further degree authority is needed at this time.

Addendum (optional)

Western Oregon University chooses to provide no further information at this time.



Western Oregon UNIVERSITY

Program ALIGNMENT TABLE: Principal

Program Standards (OAR 584-430-0100) <i>This column includes the description of each Principal Program Standard.</i>	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Principal Program		
	Courses	Assessments <i>Be sure to include the specific course assignment / assessments and location with brief description</i> <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
PRINCIPAL: Program Standard 1: Mission, Vision, and Core Values. (a) (MISSION AND VISION) Develop, advocate for, and implement a collaboratively developed, and data-informed mission and vision for the school rooted in the values of equity and (b) (VALUES) Articulate, advocate, model, and cultivate a set of core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; (c) (SUPPORT SYSTEM) Build, maintain, and evaluate a coherent, inclusive system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student; and (d) (IMPROVEMENT) Engage staff and school community to develop, implement and evaluate a	- ELDR 611 Principal Leadership in Equity, Inclusion, and Cultural Responsiveness (1a and 1b). - ELDR 613 Principal Leadership in Instructional Practices (1c). - ELDR 615 Principal Leadership in School Improvement and Data-Driven Decision-Making (1d).	- ELDR 611 assignments include: (a) Administrator interview regarding how mission, vision, and values promote equity; (b) Review of an Equity Action Plan exploring values and equity. - ELDR 613 assignments include: (a) Student interviews regarding student success and student engagement. - ELDR 615 assignments include: (a) Review of local CSIP. Core Program Assessments aligned to this standard include: 1. Principal Exit Survey 2. Principal Program Evaluation 3. Principal Program Applied Project Rubric	- ELDR 621 Applied Leadership Project I (as appropriate) - ELDR 622 Applied Leadership Project II (as appropriate)

DO: Strickland

Classification – 1: Published

Program Standards (OAR 584-430-0100) <i>This column includes the description of each Principal Program Standard.</i>	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Principal Program		
	Courses	Assessments <i>Be sure to include the specific course assignment / assessments and location with brief description</i> <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
comprehensive, continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and address gaps in resources, opportunities, and outcomes for historically marginalized groups.		4. Diversity Responsive Principal Self-Efficacy Scale Bold assessment(s) most strongly aligned to this standard.	
<p>PRINCIPAL: Program Standard 2: Ethics, Professional Norms, and Socio-political Leadership.</p> <p>(a) (PROFESSIONAL NORMS) Enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with other school personnel and students, as provided in 584-020-0035, <i>the Ethical Educator</i>;</p> <p>(b) (DECISION-MAKING) Evaluate the moral and legal consequences of decisions;</p> <p>(c) (VALUES) Model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity;</p> <p>(d) (ETHICAL BEHAVIOR) Model ethical behavior in their actions and relationships with other school personnel and students, as provided in 584-020-0035, <i>the Ethical Educator</i>; and</p> <p>(e) (SOCIOPOLITICAL) Understands, values, and responds to the larger political, social, economic, legal, and cultural context including the state of Oregon's and the local community's cultural, social, intellectual, and political resources to promote student learning and school improvement.</p>	<p>- ELDR 610 Foundations of Educational Leadership (2a, 2b, and 2d).</p> <p>- ELDR 611 Principal Leadership in Equity, Inclusion, and Cultural Responsiveness (2c).</p> <p>- ELDR 617 Principal Leadership in Human Capital and Resource Management (2e).</p>	<p>- ELDR 610 assignments include: (a) Personal leadership inventory; (b) Review of research on leadership styles, and; (c) Interview education leader regarding leadership style and how ethics and values intersect with decision-making and equity.</p> <p>- ELDR 611 assignments include: (a) Analysis of Equity Action Plan for inherent values, bias, and inequities.</p> <p>- ELDR 617 assignments include: (a) Analyze Title and non-Title school budgets and consider equity issues, and; (b) Principal interview to understand auxiliary services and connections to broader community.</p> <p>Core Program Assessments aligned to this standard include:</p> <ol style="list-style-type: none"> 1. Principal Exit Survey 2. Principal Program Evaluation 3. Principal Program Applied Project Rubric 4. Diversity Responsive Principal Self-Efficacy Scale <p>Bold assessment(s) most strongly aligned to this standard.</p>	<p>- ELDR 621 Applied Leadership Project I (as appropriate)</p> <p>- ELDR 622 Applied Leadership Project II (as appropriate)</p>

Program Standards (OAR 584-430-0100) <i>This column includes the description of each Principal Program Standard.</i>	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Principal Program		
	Courses	Assessments <i>Be sure to include the specific course assignment / assessments and location with brief description</i> <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
<p>PRINCIPAL: Program Standard 3: Equity and Cultural Leadership. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for:</p> <p>1) equitable protocols; 2) equitable opportunity and access; 3) culturally responsive practices; 4) an inclusive school community; and 5) promotion of cultural pluralism. Program completers must understand and demonstrate the ability to:</p> <p>(a) (EQUITABLE PROTOCOLS) Develop, implement, train and evaluate equitable guidelines, procedures and decisions that ensure each student and stakeholder is treated fairly, respectfully, and with an understanding of culture and context, including teacher and administrator practices, procedures and decisions related to disciplinary referral, discipline, suspension and expulsion of students and the effects and potential for disproportionality of the discipline practices on marginalized populations; (b) (EQUITABLE OPPORTUNITY AND ACCESS) Ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success; (c) (RESPONSIVE PRACTICE) Develop responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status; (d) (INCLUSIVE SCHOOL COMMUNITY) Build and</p>	<p>- ELDR 611 Principal Leadership in Equity, Inclusion, and Cultural Responsiveness (3a, 3b, 3c, 3d, and 3e).</p>	<p>- ELDR 611 assignments include: (a) Interview an administrator regarding the role of mission, vision, and values in promoting equity and eliminating bias, and; (b) review of Equity Action Plan.</p> <p>Core Program Assessments aligned to this standard include:</p> <ol style="list-style-type: none"> 1. Principal Exit Survey 2. Principal Program Evaluation 3. Principal Program Applied Project Rubric 4. Diversity Responsive Principal Self-Efficacy Scale <p>Bold assessment(s) most strongly aligned to this standard.</p>	<p>- ELDR 621 Applied Leadership Project I (as appropriate)</p> <p>- ELDR 622 Applied Leadership Project II (as appropriate)</p>

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Classification – 1: Published

Program Standards (OAR 584-430-0100) <i>This column includes the description of each Principal Program Standard.</i>	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Principal Program		
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maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases, including the capacity to name and address how power, privilege, whiteness, racism, ableism, sexism, ageism, heterosexism, xenophobia and other forms of "othering" operate to sustain inequities for historically marginalized students and families; and (e) (PLURALISM) Promote the preparation of students to live productively in and contribute to the diverse pluralistic cultural contexts of a global society.			
PRINCIPAL: Program Standard 4: Instructional Leadership. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments and equity lens necessary for inclusive and culturally responsive: 1) learning systems; 2) instructional practices; 3) assessment systems; and 4) learning supports. Program completers must understand and demonstrate the ability to: (a) (LEARNING SYSTEM) Develop, align, and implement coherent and inclusive systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student; (b) (INSTRUCTIONAL PRACTICE) Promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and culturally responsive pedagogy DO: Strickland	- ELDR 612 Principal Leadership in Instructional Practices (4a, 4b, and 4c). - ELDR 613 Principal Leadership that Supports All Students (4d).	- ELDR 612 assignments include: (a) Interview an administrator regarding staff professional development needs including implementation and evaluation plan of PD; (b) Analysis of PLC model(s), and; (c) Review of teacher effectiveness evaluation regarding vision of instructional effectiveness. - ELDR 613 assignments include: (a) Student interviews regarding staff effectiveness and student engagement, and; (b) Analysis of systems for equity and bias including MTSS and SEL. Core Program Assessments aligned to this standard include: 1. Principal Exit Survey 2. Principal Program Evaluation 3. Principal Program Applied Project Rubric 4. Diversity Responsive Principal Self-Efficacy Scale	- ELDR 621 Applied Leadership Project I (as appropriate) - ELDR 622 Applied Leadership Project II (as appropriate)

Program Standards (OAR 584-430-0100) <i>This column includes the description of each Principal Program Standard.</i>	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Principal Program		
	Courses	Assessments <i>Be sure to include the specific course assignment / assessments and location with brief description</i> <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
and practice; (c) (ASSESSMENT SYSTEM) Employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction with a focus on addressing the ways in which the learning and organizational conditions of the school produce disparate outcomes for students based on their race, class, culture and language, gender and sexual orientation, and disability or special status; and (d) (LEARNING SUPPORTS) Employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.		Bold assessment(s) most strongly aligned to this standard.	
PRINCIPAL: Program Standard 5: Community Community and External Leadership Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for meaningful, reciprocal, inclusive, and mutually beneficial: 1) communication; 2) engagement; 3) partnerships, including, but not limited to early childhood and postsecondary education providers; and 4) advocacy. Program completers must understand and demonstrate the ability to: (a) (COMMUNICATION) Maintain effective two-way communication with families and the community; (b) (ENGAGEMENT) Engage and develop a welcoming environment for families, early learning partners, community, and school personnel in strengthening student learning in and out of	- ELDR 614 Principal Leadership Promoting Family and Community Engagement (5a, 5b, 5c, and 5d).	- ELDR 614 assignments include: (a) Conduct a home visit; (b) Review and assess community data including multi-agency support teams considering equity and bias. Core Program Assessments aligned to this standard include: <ol style="list-style-type: none"> 1. Principal Exit Survey 2. Principal Program Evaluation 3. Principal Program Applied Project Rubric 4. Diversity Responsive Principal Self-Efficacy Scale Bold assessment(s) most strongly aligned to this standard.	- ELDR 621 Applied Leadership Project I (as appropriate) - ELDR 622 Applied Leadership Project II (as appropriate)

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school; (c) (PARTNERSHIPS) Build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development; and (d) (ADVOCACY) Identify needs of the school, district, students, families, and the community, with a focus on prioritizing groups whose needs have historically gone unmet due to their race, class, culture and language, gender and sexual orientation, and disability or special status.			
PRINCIPAL: Program Standard 6: Operations and Management Operations and Management. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) management and operation; 2) equitable distribution of resources; 3) communication systems; and 4) legal compliance. Program completers must understand and demonstrate the ability to: (a) (MANAGEMENT AND OPERATION SYSTEMS) Develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs; (b) (EQUITABLE DISTRIBUTION OF RESOURCES) Plan for, seek, acquire, and manage resources, including the planning and responsibility for school budgeting; physical resources; technological resources; data; and other resources to support student learning, collective professional capability and community, and family engagement with attention to equitably distributing resources to students who have been historically marginalized;	- ELDR 617 Principal Leadership in Human Capital and Resource Management (6a, 6b, and 6c). - ELDR 616 Principal Leadership in Law, Policies, and Social Justice (6d).	- ELDR 617 assignments include: (a) Review of pertinent Collective Bargaining Agreements; (b) Participate on a hiring team, and (c) Interview master schedule builders to understand processes including equity and bias issues. - ELDR 616 assignments include: (a) Attend a school board meeting and discuss equity and bias issues. Core Program Assessments aligned to this standard include: 1. Principal Exit Survey 2. Principal Program Evaluation 3. Principal Program Applied Project Rubric 4. Diversity Responsive Principal Self-Efficacy Scale Bold assessment(s) most strongly aligned to this standard.	- ELDR 621 Applied Leadership Project I (as appropriate) - ELDR 622 Applied Leadership Project II (as appropriate)

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(c) (COMMUNICATION SYSTEMS) Develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement; and (d) (LEGAL COMPLIANCE) Comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success, including the principal's responsibility to: (A) Assure proper assignment of licensed teachers, administrators and other licensed school personnel within their school; (B) Supervise the conduct of all school personnel volunteers, who have direct contact with students in their school; (C) Monitor and supervise the utilization of volunteers for school functions; (D) Monitor and supervise the access of non-school personnel and visitors to the school campus; (E) Properly authorize out-of-school suspension and expulsions of the students under their authority; (F) Properly authorize the expenditure of public funds under their authority; and (G) Properly conduct investigations of complaints and employee misconduct to assure the safety of Oregon school children.			
PRINCIPAL: Program Standard 7: Human Resource Leadership Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) human resources; 2) professional culture; 3) workplace conditions; and 4) supervision and evaluation. Program completers must understand and demonstrate the ability to:	- ELDR 617 Principal Leadership in Human Capital and Resource Management (7a and 7d). - ELDR 611 Principal Leadership in Equity, Inclusion, and Cultural Responsiveness (7b).	- ELDR 617 assignments include: (a) Participate on a hiring committee. - ELDR 611 assignments include: (a) Review Equity Action Plan for equity and bias. - ELDR 615 assignments include: (a) Review of local CSIP for equity and bias. Core Program Assessments aligned to this standard include:	- ELDR 621 Applied Leadership Project I (as appropriate) - ELDR 622 Applied Leadership Project II (as appropriate)

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(a) (HUMAN RESOURCE MANAGEMENT) Develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective, culturally responsive, caring, and diverse educational personnel and creates leadership pathways for effective succession; (b) (PROFESSIONAL CULTURE) Develop and sustain a professional culture of engagement, trust, equity, inclusion, and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; (c) (WORKPLACE CONDITIONS) Develop workplace conditions that promote employee leadership, well-being, and professional growth; and (d) (SUPERVISION AND EVALUATION) Implement research-anchored, equity-focused systems of supervision and evaluation, including mentorship and support of newly-assigned educators, that provide actionable feedback about instruction and culturally responsive and other professional practices, promoting collective accountability.	- ELDR 615 Principal Leadership in School Improvement and Data-Driven Decision-Making (7c).	<ol style="list-style-type: none"> 1. Principal Exit Survey 2. Principal Program Evaluation 3. Principal Program Applied Project Rubric 4. Diversity Responsive Principal Self-Efficacy Scale Bold assessment(s) most strongly aligned to this standard.	
PRINCIPAL: Program Standard 8: Clinical Practices Clinical Practice Program completers who successfully complete a Principal preparation program engaged in a substantial and sustained educational leadership clinical practices experience that developed their ability to promote the success and well-being of each student, teacher and leader through clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor. (a) (FIELD EXPERIENCES) Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Principal License Program Standards (1) through (7).	- ELDR 618 Principal Practicum Experience I (8a, 8b, 8c, and 8d). - ELDR 619 Principal Practicum Experience I (8a, 8b, 8c, and 8d). - ELDR 620 Principal Practicum Experience I (8a, 8b, 8c, and 8d).	- ELDR 618 assignments include: (a) formal observation, and; (b) formal evaluation. - ELDR 619 assignments include: (a) formal observation, and; (b) formal evaluation. - ELDR 620 assignments include: (a) formal observation, and; (b) formal evaluation. Core Program Assessments aligned to this standard include: <ol style="list-style-type: none"> 1. Principal Exit Survey 2. Principal Program Evaluation 	- ELDR 618 Principal Practicum Experience I - ELDR 619 Principal Practicum Experience II - ELDR 620 Principal Practicum Experience III

DO: Strickland

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Page 8

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<p>(b) (AUTHENTIC) Candidates are provided a minimum of 2 semester or 3 quarter credits of concentrated (10-15 hours per week) Principal clinical experiences, with a minimum of 300 hours of total clinical practice experiences provided throughout the program. The clinical practice experience must include authentic leadership activities within a building setting and must include experience in both the elementary and secondary levels.</p> <p>(c) (MENTOR) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; is present for a significant portion of the clinical practice; is selected collaboratively by the candidate, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.</p> <p>(d) (OBSERVATIONS AND EVALUATIONS) Candidates are provided a minimum number of observations and evaluations, as provided:</p> <p>(A) <i>Faculty Supervisor:</i> The faculty supervisor must conduct evaluations and observations of the administrator candidate during their clinical practice, including:</p> <p>(i) At least two formal <i>observations</i> of the candidate, which include information on the administrator's performance from the mentor; and</p> <p>(ii) At least one formal <i>evaluation</i> of the candidate.</p> <p>NOTE: The faculty supervisor must meet Commission requirements, as provided in 584-400-0140, Clinical Practices.</p> <p>(B) <i>Mentor:</i> The mentor must conduct evaluations and observations of the administrator candidate during the clinical practice, including:</p> <p>(i) At least two formal <i>observations</i> of the candidate; and</p> <p>(ii) At least one formal <i>evaluation</i> of the candidate.</p>		<p>3. Principal Program Applied Project Rubric</p> <p>4. Diversity Responsive Principal Self-Efficacy Scale</p> <p>Bold assessment(s) most strongly aligned to this standard.</p>	

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Principal Alignment Table Prepared by: Dr. Marie LeJeune Date: January 2024	--	--	--

ELDR 6xx course proposals

Stephen Scheck <schecks@wou.edu>

Sat, Jan 27, 2024 at 4:59 PM

To: Alicia Wenzel <wenzela@wou.edu>, Marie LeJeune <lejeunem@wou.edu>, Mark Girod <girodm@mail.wou.edu>

Hi all,

I was impressed with all the behind-the-scenes work all of you are doing with the S-K School District to generate programming within the degree program options/constraints we have at WOU. This is such a dynamic opportunity to ensure that WOU's COE programming is on the cutting edge of meeting public needs.

I've signed off Senate President approval on all the new course proposals. I believe any implementation issues are not curriculum related, but rather, "management" issues, thus, not in need of "approval" at Faculty Senate.

However, I ask whether your group would be willing to give a brief presentation at the Feb 13 Senate meeting about all of this. I think it would be good for Senators to hear about this directly from you rather than have it translated by me during my president's report. With your proposed curriculum targeting a whole new audience, what you've proposed is almost like offering a whole new degree program. Fortunately, you've got the MS.Ed. shell into which to insert this curriculum.

If you could discuss and confirm with me your thoughts, I'd appreciate it.

Finally, the Feb 13 Faculty Senate meeting will be a Zoom-only meeting due to the Board of Trustees meeting simultaneously.

Cordially,
Steve

--

Stephen Scheck, Ph.D.

Professor of Biology & Department Head
Faculty Senate President, 2022-2024

Western Oregon University

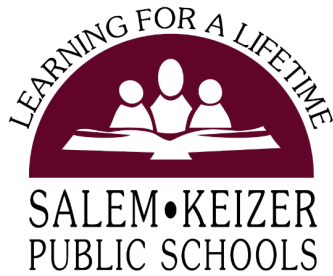
345 N. Monmouth Ave.

Monmouth OR 97361

Office: Natural Science Bldg., Rm. 221

503-838-8277 | www.wou.edu

he/him/his



OLGA COBB
Deputy Superintendent
2450 Lancaster Drive NE • PO Box 12024 • Salem, Oregon 97309-0024
503-399-3002 • Fax 503-375-7817

Andrea Castañeda, Superintendent

November 26, 2023

RE: Support for Educational Leadership Program at Western Oregon University

Dear Reviewers,

During winter 2023, at the request of former Superintendent of Salem-Keizer Public Schools, Christy Perry, Salem-Keizer Human Resources leaders invited faculty from Western Oregon University to consider partnering in a leadership development project culminating in preliminary Principal licensure and a Master's degree in Educational Leadership. This invitation was made to Dr. Mark Girod, Dean, College of Education.

During spring 2023, Dean Girod traveled with a team of leaders from Salem-Keizer to Cypress Fairbanks Independent School District outside Houston, Texas to learn about their comprehensive and nationally lauded leadership development program. Upon returning from this trip, Dean Girod asked faculty in the Division of Education to vote to either accept or reject the invitation from Salem-Keizer to partner to build programming to help the district grow the leaders needed. During late spring 2023, faculty at Western voted unanimously to accept this invitation.

A large team of Salem-Keizer leaders and Western education faculty met several times over summer 2023 to design a leadership program that meets all the professional standards and expectations in the field, meets the needs and interests of Salem-Keizer and the schools and communities that we serve, and also holds the strong values of diversity, equity, inclusion, and advocacy for change that rests at the foundation of all Western educator programs. The result of this work together is the academic program under review here.

Salem-Keizer Public Schools is proud to have such a strong and collaborative partnership with Western Oregon University and we are eagerly waiting for this program to be fully approved so we can begin preparing the next generation of education leaders in our region. We are pleased that the educator faculty accepted our invitation to build this program together and we look forward to delivering it in collaboration helping it grow, evolve, and become increasingly effective over time.

Sincerely,

Olga Cobb
Deputy Superintendent

**Western Oregon University
College of Education**

<p>Course: EDLR 618 Title: PRINCIPAL PRACTICUM EXPERIENCE I Term: Days/Times: IN SCHOOL BASED CLINICAL SITES</p>		<p>Instructor: Office: Phone: Email:</p>
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Required Hours in the Clinical Setting: 10-15 hours/week.

Course Description: EDLR 618 is the first practicum experience in a three term practicum cycle for the principal administrator licensure program. Clinical practice hours will involve authentic administrative experiences within a building setting at the elementary or secondary level. Principal candidates will meet a minimum of 100 hours of practicum experience during the EDLR 618 practicum.

Standards Alignment Table:

Content Knowledge and Leadership Skills Developed (TSPC Standards)	MSEd program goals:
<p>Candidates engage in coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Principal Licensure Program Standards (1) through (7).</p>	<ol style="list-style-type: none"> 1. Content Core Knowledge 2. Applied Skills 3. Disposition and Values

Course requirements:

Attendance and completion of course related assignments are required. Principal candidates will meet a minimum of three times per term with the evaluation team (candidate, university supervisor, district site administrator) to review program observations and evaluations.

Candidate will complete:

- A preterm meeting with the evaluation team
- A midterm meeting with the evaluation team
- 2 observations for the university supervisor
- 2 observations for the district site supervisor
- A final consensus assessment meeting with the evaluation team

Evaluation for Key Assignments: A-F grading for the clinical experience is based upon university supervisor and district site supervisor's determination using the following assignments.

1. Summative Evaluation from Administrative Readiness Tool (ART) (30 points)

At the conclusion of each term of clinical practice, the principal candidate, university supervisor, and district site supervisor will conduct an end of term consensus evaluation where progress toward program goals will be discussed and assessed and goals for future professional growth and development will be established.

2. Administrative Experiences and Observation Log. (50 points)

Across the three terms of clinical practice, candidates will work through the required and recommended administrative activities log. This term, principal candidates will need to complete a minimum of 100 hours of progress towards the administrative experiences and observation log. At the end of the term, the principal candidate, university supervisor and district supervisor will review the experience log and mark the items completed as proficient and set goals for the subsequent practica experiences.

3. Attendance. *Principal candidate attends all scheduled days, completes required hours weekly and arrives on time.*

More than three absences or 15 percent of the required hours will result in a plan for assistance meeting with the Associate Dean of Clinical Practice and the possibility of extending clinical practice. (30 points).

Please note that principal candidates must maintain a GPA of 3.0 or better and earn a grade of B- or above in all ED coursework to continue in the Principal Licensure Program. Candidates whose level of performance in any of the grading criteria or who score less than an 85 percent average will be required to complete an individualized contract to remedy deficiencies and may be counseled to discontinue preparation for an administrative license.

Assessment and grading:

Points will be assigned for each assignment in accordance with the syllabi and grades will be assigned according to the following scale:

A	93% and above
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	59% and below
INC	Most of the course is complete. This grade will require an INC grade contract.

Disability accommodations:

WOU values diversity and inclusion; we are committed to fostering full participation for all students. Please notify your instructor if there are aspects of the instruction or design resulting in barriers to your participation.

Disability related accommodations are determined through the Office of Disability Services (ODS). If you, as a student, believe you may be eligible for disability related accommodations please contact ODS, they would be happy to work with you. ODS notifies students and faculty members of approved academic accommodations and coordinates implementation of accommodations.

Academic Programs Services Center (APSC) 405

503-838-8250 (voice)

<https://wou.edu/disabilityservices/>

ods@wou.edu

Veteran's accommodations:

Western Oregon University is grateful for & supports those who serve in the United States Military. If you are Active Duty, a Reservist, or a National Guardsman and have upcoming mandatory training (drill), special details, or deployments, the Military Absence Policy was created for you. As soon as you learn of your upcoming service you are required to do two things:

- Submit the Student Absence Notification System Form (SANS) as linked through the QR code below as soon as possible, preferably during the first week of the term.
- Email your professors notifying them of the dates you will be absent and begin creating a plan together.

****Orders, drill schedules, or an official letter from command with dates are sufficient forms of evidence.****

Faculty members are required to work with you in making alternative or extended arrangements to complete assignments, exams, and presentations. It is our pleasure to support you in your service to our nation.

Note: The Veterans Resource Center (VRC) is here to advocate and support you with any complications, questions, etc. Many of us served/are serving while attending WOU and we'd love to connect, reach out to us any time at wouveterans@wou.edu or 503-838-9246, or visit them in WUC 108.

Artificial Intelligence Policy:

Students may use AI-resources like ChatGPT in order to generate early or rough drafts of their writing. If students do this, there are several expectations:

1. Clearly indicate that AI was used
2. Explicitly share/link the content AI generated
3. Clearly indicate/demonstrate how students edited, revised, and improved upon the AI-generated content.

AI can help provide some useful starting points, document structures, and/or best practices and guidelines. However, the tone, voice, and specific vocabulary should clearly be yours. Thus it is VITAL that you clearly show what AI results were and what is YOUR content.

If students use AI-generated content but fail to indicate that they have done so for any text longer than 25 words, they will receive a zero for the assignment. A second failure to indicate will result in an automatic F in the class.

To avoid any potential misunderstandings, students are encouraged to contact the Instructor should they have any questions about their use of AI in this course.

Appendix

Administrative Practicum Experience Experiences/Observations for Log

The following experiences are aligned to the Oregon School Leadership Standards, which were taken from the Professional Standards for Educational Leaders (PSEL) and serve as the anchor for school districts' leadership development platform. These experiences are to be included in an administrative practicum experience as indicated. They should be discussed with the staff member, district site supervisor and university supervisor before the experience begins to clarify expectations, during the experience to ensure that all areas are being addressed, and after the administrative practicum to assess the experience and to make suggestions for continued growth and development.

REQUIRED EXPERIENCES: The following experiences are a required component of an administrative practicum experience through WOU. The site supervisor, practicum student and university supervisor (when applicable) should work together to identify opportunities for these experiences to take place during the designated practicum experience.

-Participate in building-level admin meetings and district administrator meetings as appropriate. (1)

-Shadow an administrator for a day. (2)

- Observe opportunities to witness ethical professional behavior. (i.e., discipline conference, post-observation debrief, parent meeting). (2)
- Learn about the risk assessment resources in the district. (3, 5)
- Practice observation & debrief with licensed staff volunteers. (4)
- Attend IEP meetings and debrief the district representative role with the site supervisor. (4)
- Review curriculum and assessment resources, including pacing maps and data collection processes, and engage in conversations with administration and staff as to how these resources are used. (4)
- Participate in management and supervision of student, family, and community events and activities. (5)
- Participate in student behavior support activities. (i.e., 100% committee, advanced tiers committees, MTSS meetings). (5, 10)
- Engage in a conversation with administration regarding the different special populations (i.e., SPED programs, ESOL/DL model, TAG services) in the school and how each is supported. (5)
- Participate in the hiring process as applicable. (6)
- Discuss the staff evaluation plan and purpose with the site supervisor and participate in a LEGENDS evaluation cycle of a classified and licensed staff member with the site supervisor as appropriate/possible. (6, 10)
- Complete a self-reflection activity (university generated or district provided) to better understand specific areas of leadership strength and opportunities for growth. (6)
- Participate, develop, and lead professional development activities for staff and participate in the feedback cycle from the PD delivered. (7)
- Create, schedule, and/or attend family/community engagement events (i.e., Title I meetings, parent nights, open house events, conferences and parent-teacher club, etc.). (8)
- Observe the process of building a master schedule appropriate for the level (i.e. elementary, middle, high school) in which the practicum is taking place. (9)
- Participate in fire, earthquake, and lock down drills. Engage in conversations with the site supervisor regarding the emergency preparedness plan for the school. (9)
- Participate in budget conversations with all available budgets (i.e., general fund, grants, Title I, ASB). (9)
- Conduct a review of school improvement data (i.e., EasyCBM, I-Ready, graduation rates, grades, Panorama, climate survey, etc.) and assess for equitable practices. Discuss with the site supervisor. (1, 3, 10)

RECOMMENDED EXPERIENCES: The following experiences, while not required for an administrative practicum experience, are highly recommended. The site supervisor, practicum student, and university supervisor (when applicable) should discuss these experiences and decide which ones would be most beneficial to the practicum student in helping to prepare them for an administrative position.

- Participate in the development and assessment of mission and/or vision statements for the school, a department, team, etc. (1)
- Attend district level meetings (i.e., school board, budget committee, SIA Committee, community listening sessions). (1)

- Lead a school-based team (i.e., department team, school committee, Title I committee). (1)
- Participate in the development or review of a school-based system. (3)
- Read through student and staff handbooks and discuss the development and updating of these resources with appropriate site administrator(s). (3)
- Participate in a threat assessment (as appropriate). (3, 5)
- Review the testing schedules for the different levels in the district (as possible) and engage in conversations with administration as to factors to consider in the development of these schedules. (4)
- Participate in and observe school-based student groups. (i.e., social groups, student clubs, advocacy groups, student council). (5)
- Participate in student/family support opportunities related to student attendance (i.e., attend a parent conference, work with behavior specialists, run attendance reports). (5)
- (Understanding the roles) Engage with social emotional learning (SEL) supports for students/families. This should include interacting with a variety of supports, i.e., behavior specialists, graduation coaches, counselors, social workers, CSOCs, student support specialists, YSTs. (5)
- Participate in the development of group norms for a school-based committee. (7)
- Observe a specific student-teacher conference. (8)
- Participate in at least one event focused on a marginalized people group from the school community.(8)
- Write a reflection on a school event and share observations with event organizers. (8)
- Attend a neighborhood/community meeting (i.e., neighborhood group, local church, community organization meeting). (8)
- Serve as a school liaison to a local community group.(8)
- Have a conversation with the site supervisor regarding staff duties and supervision scheduling. Conversation should include before/after school responsibilities, passing times at the secondary level, and lunch and recess duties.(9)
- Interview key decision makers/personnel for different systems in place at the school. (9)
- Develop and conduct a project at your school site and share results with the site supervisor. Possible examples could include:
 - Develop an intervention plan for a special population group (i.e., students with poor attendance, students with failing grades, students who speak English as a 2nd language). (8)
 - Compare/contrast two different school improvement plans from different locations. (10)
 - Write a reflection on the school improvement efforts of the school and the effects they have on student achievement. (10)
 - Conduct a data analysis of grading trends. (4)
 - Analyze discipline data to assess for trends and equitable practice. (3)
 - Analyze Panorama data to assess school climate strengths and needs. (5)
 - Analyze the use of technology in the school to assess strengths and opportunities for growth (4)
 - Conduct a review of the school's budget(s) (9)
 - Review the role of parents/families at the school and assess for strengths and opportunities for growth. (8)

The number(s) in parenthesis after each experience signifies the Oregon School Leadership Standard associated with this activity

**Western Oregon University
College of Education**

<p>Course: EDLR 619 Title: PRINCIPAL PRACTICUM EXPERIENCE II Term: Days/Times: IN SCHOOL BASED CLINICAL SITES</p>		<p>Instructor: Office: Phone: Email:</p>
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Required Hours in the Clinical Setting: 10-15 hours/week.

Course Description: EDLR 619 is the second practicum experience in a three term practicum cycle. Clinical practice hours will involve authentic administrative experiences within a building setting at the elementary or secondary level. Principal candidates will meet a minimum of 100 hours of practicum experience during the EDLR 619 practicum.

Standards Alignment Table:

Content Knowledge and Leadership Skills Developed (TSPC Standards)	MSEd program goals:
<p>Candidates engage in coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Principal Licensure Program Standards (1) through (7).</p>	<ol style="list-style-type: none"> 1. Content Core Knowledge 2. Applied Skills 3. Disposition and Values

Course requirements:

Attendance and completion of course related assignments are required. Principal candidates will meet a minimum of three times per term with the evaluation team (candidate, university supervisor, district site administrator) to review program observations and evaluations.

Candidate will complete:

- A preterm meeting with the evaluation team
- A midterm meeting with the evaluation team
- 2 observations for the university supervisor
- 2 observations for the district site supervisor
- A final consensus assessment meeting with the evaluation team

Evaluation for Key Assignments: A-F grading for the clinical experience is based upon university supervisor and district site supervisor's determination using the following assignments.

1. Summative Evaluation from Administrative Readiness Tool (ART) (30 points)

At the conclusion of each term of clinical practice, the principal candidate, university supervisor, and district site supervisor will conduct an end of term consensus evaluation where progress toward program goals will be discussed and assessed and goals for future professional growth and development will be established.

2. Administrative Experiences and Observation Log. (50 points)

Across the three terms of clinical practice, candidates will work through the required and recommended administrative activities log. This term, principal candidates will need to complete a minimum of 100 hours of progress towards the administrative experiences and observation log. At the end of the term, the principal candidate, university supervisor and district supervisor will review the experience log and mark the items completed as proficient and set goals for the subsequent practice experiences.

3. Attendance. *Principal candidate attends all scheduled days, completes required hours weekly and arrives on time.*

More than three absences or 15 percent of the required hours will result in a plan for assistance meeting with the Associate Dean of Clinical Practice and the possibility of extending clinical practice. (30 points).

Please note that principal candidates must maintain a GPA of 3.0 or better and earn a grade of B- or above in all ED coursework to continue in the Principal Licensure Program. Candidates whose level of performance in any of the grading criteria or who score less than an 85 percent average will be required to complete an individualized contract to remedy deficiencies and may be counseled to discontinue preparation for an administrative license.

Assessment and grading:

Points will be assigned for each assignment in accordance with the syllabi and grades will be assigned according to the following scale:

A	93% and above
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	59% and below
INC	Most of the course is complete. This grade will require an INC grade contract.

Disability accommodations:

WOU values diversity and inclusion; we are committed to fostering full participation for all students. Please notify your instructor if there are aspects of the instruction or design resulting in barriers to your participation.

Disability related accommodations are determined through the Office of Disability Services (ODS). If you, as a student, believe you may be eligible for disability related accommodations please contact ODS, they would be happy to work with you. ODS notifies students and faculty members of approved academic accommodations and coordinates implementation of accommodations.

Academic Programs Services Center (APSC) 405
503-838-8250 (voice)
<https://wou.edu/disabilityservices/>
ods@wou.edu

Veteran's accommodations:

Western Oregon University is grateful for & supports those who serve in the United States Military. If you are Active Duty, a Reservist, or a National Guardsman and have upcoming mandatory training (drill), special details, or deployments, the Military Absence Policy was created for you. As soon as you learn of your upcoming service you are required to do two things:

- Submit the Student Absence Notification System Form (SANS) as linked through the QR code below as soon as possible, preferably during the first week of the term.
- Email your professors notifying them of the dates you will be absent and begin creating a plan together.

****Orders, drill schedules, or an official letter from command with dates are sufficient forms of evidence.****

Faculty members are required to work with you in making alternative or extended arrangements to complete assignments, exams, and presentations. It is our pleasure to support you in your service to our nation.

Note: The Veterans Resource Center (VRC) is here to advocate and support you with any complications, questions, etc. Many of us served/are serving while attending WOU and we'd love to connect, reach out to us any time at wouveterans@wou.edu or 503-838-9246, or visit them in WUC 108.

Artificial Intelligence Policy:

Students may use AI-resources like ChatGPT in order to generate early or rough drafts of their writing. If students do this, there are several expectations:

1. Clearly indicate that AI was used
2. Explicitly share/link the content AI generated
3. Clearly indicate/demonstrate how students edited, revised, and improved upon the AI-generated content.

AI can help provide some useful starting points, document structures, and/or best practices and guidelines. However, the tone, voice, and specific vocabulary should clearly be yours. Thus it is VITAL that you clearly show what AI results were and what is YOUR content.

If students use AI-generated content but fail to indicate that they have done so for any text longer than 25 words, they will receive a zero for the assignment. A second failure to indicate will result in an automatic F in the class.

To avoid any potential misunderstandings, students are encouraged to contact the Instructor should they have any questions about their use of AI in this course.

Appendix

Administrative Practicum Experience Experiences/Observations for Log

The following experiences are aligned to the Oregon School Leadership Standards, which were taken from the Professional Standards for Educational Leaders (PSEL) and serve as the anchor for school districts' leadership development platform. These experiences are to be included in an administrative practicum experience as indicated. They should be discussed with the staff member, district site supervisor and university supervisor before the experience begins to clarify expectations, during the experience to ensure that all areas are being addressed, and after the administrative practicum to assess the experience and to make suggestions for continued growth and development.

REQUIRED EXPERIENCES: The following experiences are a required component of an administrative practicum experience through WOU. The site supervisor, practicum student and university supervisor

(when applicable) should work together to identify opportunities for these experiences to take place during the designated practicum experience.

- Participate in building-level admin meetings and district administrator meetings as appropriate. (1)
 - Shadow an administrator for a day. (2)
 - Observe opportunities to witness ethical professional behavior. (i.e., discipline conference, post-observation debrief, parent meeting). (2)
 - Learn about the risk assessment resources in the district. (3, 5)
 - Practice observation & debrief with licensed staff volunteers. (4)
 - Attend IEP meetings and debrief the district representative role with the site supervisor. (4)
 - Review curriculum and assessment resources, including pacing maps and data collection processes, and engage in conversations with administration and staff as to how these resources are used. (4)
 - Participate in management and supervision of student, family, and community events and activities. (5)
 - Participate in student behavior support activities. (i.e., 100% committee, advanced tiers committees, MTSS meetings). (5, 10)
 - Engage in a conversation with administration regarding the different special populations (i.e., SPED programs, ESOL/DL model, TAG services) in the school and how each is supported. (5)
 - Participate in the hiring process as applicable. (6)
 - Discuss the staff evaluation plan and purpose with the site supervisor and participate in a LEGENDS evaluation cycle of a classified and licensed staff member with the site supervisor as appropriate/possible. (6, 10)
 - Complete a self-reflection activity (university generated or district provided) to better understand specific areas of leadership strength and opportunities for growth. (6)
 - Participate, develop, and lead professional development activities for staff and participate in the feedback cycle from the PD delivered. (7)
 - Create, schedule, and/or attend family/community engagement events (i.e., Title I meetings, parent nights, open house events, conferences and parent-teacher club, etc.). (8)
 - Observe the process of building a master schedule appropriate for the level (i.e. elementary, middle, high school) in which the practicum is taking place. (9)
 - Participate in fire, earthquake, and lock down drills. Engage in conversations with the site supervisor regarding the emergency preparedness plan for the school. (9)
 - Participate in budget conversations with all available budgets (i.e., general fund, grants, Title I, ASB). (9)
 - Conduct a review of school improvement data (i.e., EasyCBM, I-Ready, graduation rates, grades, Panorama, climate survey, etc.) and assess for equitable practices. Discuss with the site supervisor. (1, 3, 10)
-

RECOMMENDED EXPERIENCES: The following experiences, while not required for an administrative practicum experience, are highly recommended. The site supervisor, practicum student, and university supervisor (when applicable) should discuss these experiences and decide which ones would be most beneficial to the practicum student in helping to prepare them for an administrative position.

- Participate in the development and assessment of mission and/or vision statements for the school, a department, team, etc. (1)
- Attend district level meetings (i.e., school board, budget committee, SIA Committee, community listening sessions). (1)
- Lead a school-based team (i.e., department team, school committee, Title I committee). (1)
- Participate in the development or review of a school-based system. (3)
- Read through student and staff handbooks and discuss the development and updating of these resources with appropriate site administrator(s). (3)
- Participate in a threat assessment (as appropriate). (3, 5)
- Review the testing schedules for the different levels in the district (as possible) and engage in conversations with administration as to factors to consider in the development of these schedules. (4)
- Participate in and observe school-based student groups. (i.e., social groups, student clubs, advocacy groups, student council). (5)
- Participate in student/family support opportunities related to student attendance (i.e., attend a parent conference, work with behavior specialists, run attendance reports). (5)
- (Understanding the roles) Engage with social emotional learning (SEL) supports for students/families. This should include interacting with a variety of supports, i.e., behavior specialists, graduation coaches, counselors, social workers, CSOCs, student support specialists, YSTs. (5)
- Participate in the development of group norms for a school-based committee. (7)
- Observe a specific student-teacher conference. (8)
- Participate in at least one event focused on a marginalized people group from the school community.(8)
- Write a reflection on a school event and share observations with event organizers. (8)
- Attend a neighborhood/community meeting (i.e., neighborhood group, local church, community organization meeting). (8)
- Serve as a school liaison to a local community group.(8)
- Have a conversation with the site supervisor regarding staff duties and supervision scheduling. Conversation should include before/after school responsibilities, passing times at the secondary level, and lunch and recess duties.(9)
- Interview key decision makers/personnel for different systems in place at the school. (9)
- Develop and conduct a project at your school site and share results with the site supervisor. Possible examples could include:
 - Develop an intervention plan for a special population group (i.e., students with poor attendance, students with failing grades, students who speak English as a 2nd language). (8)

- Compare/contrast two different school improvement plans from different locations. (10)
- Write a reflection on the school improvement efforts of the school and the effects they have on student achievement. (10)
- Conduct a data analysis of grading trends. (4)
- Analyze discipline data to assess for trends and equitable practice. (3)
- Analyze Panorama data to assess school climate strengths and needs. (5)
- Analyze the use of technology in the school to assess strengths and opportunities for growth (4)
- Conduct a review of the school's budget(s) (9)
- Review the role of parents/families at the school and assess for strengths and opportunities for growth. (8)

The number(s) in parenthesis after each experience signifies the Oregon School Leadership Standard associated with this activity

**Western Oregon University
College of Education**

<p>Course: EDLR 620 Title: PRINCIPAL PRACTICUM EXPERIENCE III Term: Days/Times: IN SCHOOL BASED CLINICAL SITES</p>		<p>Instructor: Office: Phone: Email:</p>
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Required Hours in the Clinical Setting: 10-15 hours/week.

Course Description: EDLR 620 is the third practicum experience in a three term practicum cycle. Clinical practice hours will involve authentic administrative experiences within a building setting at the elementary or secondary level. Principal candidates will meet a minimum of 100 hours of practicum experience during the EDLR 620 practicum.

Standards Alignment Table:

Content Knowledge and Leadership Skills Developed (TSPC Standards)	MSEd program goals:
<p>Candidates engage in coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Principal Licensure Program Standards (1) through (7).</p>	<ol style="list-style-type: none"> 1. Content Core Knowledge 2. Applied Skills 3. Disposition and Values

Course requirements:

Attendance and completion of course related assignments are required. Principal candidates will meet a minimum of three times per term with the evaluation team (candidate, university supervisor, district site administrator) to review program observations and evaluations.

Candidate will complete:

- A preterm meeting with the evaluation team
- A midterm meeting with the evaluation team
- 2 observations for the university supervisor
- 2 observations for the district site supervisor
- A final consensus assessment meeting with the evaluation team

Evaluation for Key Assignments: A-F grading for the clinical experience is based upon university supervisor and district site supervisor's determination using the following assignments.

1. Summative Evaluation from Administrative Readiness Tool (ART) (30 points)

At the conclusion of each term of clinical practice, the principal candidate, university supervisor, and district site supervisor will conduct an end of term consensus evaluation where progress toward program goals will be discussed and assessed and goals for future professional growth and development will be established.

2. Administrative Experiences and Observation Log. (50 points)

Across the three terms of clinical practice, candidates will work through the required and recommended administrative activities log. This term, principal candidates will need to complete a minimum of 100 hours of progress towards the administrative experiences and observation log. At the end of the term, the principal candidate, university supervisor and district supervisor will review the experience log and mark the items completed as proficient and set goals for the subsequent practice experiences.

3. Attendance. *Principal candidate attends all scheduled days, completes required hours weekly and arrives on time.*

More than three absences or 15 percent of the required hours will result in a plan for assistance meeting with the Associate Dean of Clinical Practice and the possibility of extending clinical practice. (30 points).

Please note that principal candidates must maintain a GPA of 3.0 or better and earn a grade of B- or above in all ED coursework to continue in the Principal Licensure Program. Candidates whose level of performance in any of the grading criteria or who score less than an 85 percent average will be required to complete an individualized contract to remedy deficiencies and may be counseled to discontinue preparation for an administrative license.

Assessment and grading:

Points will be assigned for each assignment in accordance with the syllabi and grades will be assigned according to the following scale:

A	93% and above
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	59% and below
INC	Most of the course is complete. This grade will require an INC grade contract.

Disability accommodations:

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Disability related accommodations are determined through the Office of Disability Services (ODS). If you, as a student, believe you may be eligible for disability related accommodations please contact ODS, they would be happy to work with you. ODS notifies students and faculty members of approved academic accommodations and coordinates implementation of accommodations.

Academic Programs Services Center (APSC) 405

503-838-8250 (voice)

<https://wou.edu/disabilityservices/>

ods@wou.edu

Veteran's accommodations:

Western Oregon University is grateful for & supports those who serve in the United States Military. If you are Active Duty, a Reservist, or a National Guardsman and have upcoming mandatory training (drill), special details, or deployments, the Military Absence Policy was created for you. As soon as you learn of your upcoming service you are required to do two things:

- Submit the Student Absence Notification System Form (SANS) as linked through the QR code below as soon as possible, preferably during the first week of the term.
- Email your professors notifying them of the dates you will be absent and begin creating a plan together.

****Orders, drill schedules, or an official letter from command with dates are sufficient forms of evidence.****

Faculty members are required to work with you in making alternative or extended arrangements to complete assignments, exams, and presentations. It is our pleasure to support you in your service to our nation.

Note: The Veterans Resource Center (VRC) is here to advocate and support you with any complications, questions, etc. Many of us served/are serving while attending WOU and we'd love to connect, reach out to us any time at wouveterans@wou.edu or 503-838-9246, or visit them in WUC 108.

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1. Clearly indicate that AI was used
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3. Clearly indicate/demonstrate how students edited, revised, and improved upon the AI-generated content.

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Appendix

Administrative Practicum Experience Experiences/Observations for Log

The following experiences are aligned to the Oregon School Leadership Standards, which were taken from the Professional Standards for Educational Leaders (PSEL) and serve as the anchor for school districts' leadership development platform. These experiences are to be included in an administrative practicum experience as indicated. They should be discussed with the staff member, district site supervisor and university supervisor before the experience begins to clarify expectations, during the experience to ensure that all areas are being addressed, and after the administrative practicum to assess the experience and to make suggestions for continued growth and development.

REQUIRED EXPERIENCES: The following experiences are a required component of an administrative practicum experience through WOU. The site supervisor, practicum student and university supervisor

(when applicable) should work together to identify opportunities for these experiences to take place during the designated practicum experience.

- Participate in building-level admin meetings and district administrator meetings as appropriate. (1)
- Shadow an administrator for a day. (2)
- Observe opportunities to witness ethical professional behavior. (i.e., discipline conference, post-observation debrief, parent meeting). (2)
- Learn about the risk assessment resources in the district. (3, 5)
- Practice observation & debrief with licensed staff volunteers. (4)
- Attend IEP meetings and debrief the district representative role with the site supervisor. (4)
- Review curriculum and assessment resources, including pacing maps and data collection processes, and engage in conversations with administration and staff as to how these resources are used. (4)
- Participate in management and supervision of student, family, and community events and activities. (5)
- Participate in student behavior support activities. (i.e., 100% committee, advanced tiers committees, MTSS meetings). (5, 10)
- Engage in a conversation with administration regarding the different special populations (i.e., SPED programs, ESOL/DL model, TAG services) in the school and how each is supported. (5)
- Participate in the hiring process as applicable. (6)
- Discuss the staff evaluation plan and purpose with the site supervisor and participate in a LEGENDS evaluation cycle of a classified and licensed staff member with the site supervisor as appropriate/possible. (6, 10)
- Complete a self-reflection activity (university generated or district provided) to better understand specific areas of leadership strength and opportunities for growth. (6)
- Participate, develop, and lead professional development activities for staff and participate in the feedback cycle from the PD delivered. (7)
- Create, schedule, and/or attend family/community engagement events (i.e., Title I meetings, parent nights, open house events, conferences and parent-teacher club, etc.). (8)
- Observe the process of building a master schedule appropriate for the level (i.e. elementary, middle, high school) in which the practicum is taking place. (9)
- Participate in fire, earthquake, and lock down drills. Engage in conversations with the site supervisor regarding the emergency preparedness plan for the school. (9)
- Participate in budget conversations with all available budgets (i.e., general fund, grants, Title I, ASB). (9)
- Conduct a review of school improvement data (i.e., EasyCBM, I-Ready, graduation rates, grades, Panorama, climate survey, etc.) and assess for equitable practices. Discuss with the site supervisor. (1, 3, 10)

RECOMMENDED EXPERIENCES: The following experiences, while not required for an administrative practicum experience, are highly recommended. The site supervisor, practicum student, and university

supervisor (when applicable) should discuss these experiences and decide which ones would be most beneficial to the practicum student in helping to prepare them for an administrative position.

-Participate in the development and assessment of mission and/or vision statements for the school, a department, team, etc. (1)

-Attend district level meetings (i.e., school board, budget committee, SIA Committee, community listening sessions). (1)

-Lead a school-based team (i.e., department team, school committee, Title I committee). (1)

-Participate in the development or review of a school-based system. (3)

-Read through student and staff handbooks and discuss the development and updating of these resources with appropriate site administrator(s). (3)

-Participate in a threat assessment (as appropriate). (3, 5)

-Review the testing schedules for the different levels in the district (as possible) and engage in conversations with administration as to factors to consider in the development of these schedules. (4)

-Participate in and observe school-based student groups. (i.e., social groups, student clubs, advocacy groups, student council). (5)

-Participate in student/family support opportunities related to student attendance (i.e., attend a parent conference, work with behavior specialists, run attendance reports). (5)

-(Understanding the roles) Engage with social emotional learning (SEL) supports for students/families. This should include interacting with a variety of supports, i.e., behavior specialists, graduation coaches, counselors, social workers, CSOCs, student support specialists, YSTs. (5)

-Participate in the development of group norms for a school-based committee. (7)

-Observe a specific student-teacher conference. (8)

-Participate in at least one event focused on a marginalized people group from the school community.(8)

-Write a reflection on a school event and share observations with event organizers. (8)

-Attend a neighborhood/community meeting (i.e., neighborhood group, local church, community organization meeting). (8)

-Serve as a school liaison to a local community group.(8)

-Have a conversation with the site supervisor regarding staff duties and supervision scheduling. Conversation should include before/after school responsibilities, passing times at the secondary level, and lunch and recess duties.(9)

-Interview key decision makers/personnel for different systems in place at the school. (9)

--Develop and conduct a project at your school site and share results with the site supervisor. Possible examples could include:

- Develop an intervention plan for a special population group (i.e., students with poor attendance, students with failing grades, students who speak English as a 2nd language). (8)
- Compare/contrast two different school improvement plans from different locations. (10)
- Write a reflection on the school improvement efforts of the school and the effects they have on student achievement. (10)
- Conduct a data analysis of grading trends. (4)

- Analyze discipline data to assess for trends and equitable practice. (3)
- Analyze Panorama data to assess school climate strengths and needs. (5)
- Analyze the use of technology in the school to assess strengths and opportunities for growth (4)
- Conduct a review of the school's budget(s) (9)
- Review the role of parents/families at the school and assess for strengths and opportunities for growth. (8)

The number(s) in parenthesis after each experience signifies the Oregon School Leadership Standard associated with this activity

EDLR 621 Applied Leadership Project II

Term:

Credits: 2 cr

Instructor:

Office location and office hours:

Course description:

The applied leadership projects enable candidates to apply licensure program learning to real-life, school-based applications. The design and outcomes of the projects will be decided by the candidate, mentor, and university supervisor. The applied leadership projects may be conducted at any time during the licensure program that best meets the needs of the candidate and the school location where the project is being conducted. The required projects include: (1) Family and community engagement with an equity element, and; (2) Managing change with an equity element; for EDLR 622 candidates will complete their second project.

Note: Salem-Keizer staff who are also involved in district-level leadership professional development (i.e. Aspiring Administrator Cohort; Instructional Leadership Academy) may substitute those experiences for the Applied Leadership Projects through a formal request process with their university site supervisor and mentor. *This formal request must also be approved by the EDLR Coordinator.*

Standards alignment table: Students focus on one project each term. Project focuses cannot be repeated in the subsequent Applied Leadership Project course.

Family and community engagement focus with an equity element alignment table:

Graduate Learning Outcomes	NELP	TSPC
Specialized Knowledge	5.1-3; 3.1-3	1(d); 3(a-e); 5(a-d); 6(b)
Applied and Collaborative Learning	3.1-3; 5.1-3; 6.2	1(d); 5(a-d); 6(b)
Disposition and Values	3.1-3; 5.3	3(c); 5(d)

Managing change focus with an equity element alignment table:

Graduate Learning Outcomes	NELP	TSPC
Specialized Knowledge	1.2, 3.1-3	2(b)(c)(e)
Applied and Collaborative Learning	2.2; 3.1-3; 6.3; 7.2	1(d); 2(e); 6(c)
Disposition and Values	2.2; 3.1-3	2(b)(c), 3(c)

Alignment to MSED program goals:

1. Content Core Knowledge
2. Applied Skills
3. Disposition and Values

Calendar:

Weeks	Students will:	Assessment
1-2	<p>Create an introduction to your Applied Leadership Project that:</p> <ul style="list-style-type: none"> ● identifies focus & topic of the Applied Leadership Project, ● explains: <ul style="list-style-type: none"> ○ the purpose/rationale of the project, ○ how the needs assessment will be completed, ○ anticipated outcomes for the project, ○ context in which project will be completed, ○ stakeholders involved, ○ resources needed, ○ how project effectiveness will be evaluated (what data will be collected), ○ how this project can contribute to, or advance, knowledge related to student and/or school improvement adding to the body of professional knowledge, ○ how this project supports the school's mission, vision and values, ○ how this project can advance the candidate's understanding of school leadership responsibilities. 	Needs-based assessment project introduction (due WK 2)
3-4	Create a brief, focused literature review based on relevant literature (at least 5 sources), research and/or theory connected to the topics in your project.	Literature review (due WK 4)
3-8	<p>Implement the project. Submit project status update including:</p> <ul style="list-style-type: none"> ● steps taken ● initial observations ● lessons learned so far (intended/unintended) ● issues/roadblocks and how these are navigated ● successes ● stakeholders you interacted with and outcomes from interactions ● any changes that were made to project and why ● gains/progress towards outcomes 	<p>Submit project status update.</p> <p>(due WK 6 & 8)</p>
9-10	<p>Finish leadership project.</p> <p>Collect data on project effectiveness, assess/evaluate outcome(s), explain findings from analysis.</p>	Summary of data collection, analysis, and findings. (due WK 10)
Finals Week	<p>Submits a presentation of the project you can share with fellow administrators, your staff, and even your school board including:</p> <ul style="list-style-type: none"> ● key aspects including intended plan and actual plan (including changes to the project that deviated from original plan), ● original outcomes and actual outcomes, ● successes and challenges, ● lessons learned about the focus topic and what is required of a school leader working on needs-based improvement projects, ● findings from data analysis and recommendations based on completing project <p>The report is submitted to the student's university supervisor and administrative mentor.</p>	<p>Applied Leadership Project Synthesis Presentation (10 slides maximum with audio narration on each slide)</p> <p>(due Wed of Finals Week)</p>

Key Assignments: 100 pts

- **Assessment 1: Introduction to the Applied Leadership Project (20pts):** This is a needs assessment-based project that candidates complete focusing on one of three areas and that addresses a need in the candidate's school setting. *See calendar for requirements.*
- **Assessment 2: Literature review draft (20pts):** A brief literature review that discusses the background information that applies to the project. 5 or more sources must be included with 3 of 5 published after 2015.
- **Assessment 3: Project Status Update Reports (20pts 2 reports, 10 pts/ea):** A detailed description of the work completed at various stages of implementation. *See calendar for requirements.*
- **Assessment 4: Summary of data collection, analysis, and findings (20pts):** *See calendar for requirements.*
- **Assessment 5: Final Professional Project Synthesis (20pts):** *See calendar for requirements.* This proposal will be submitted to the instructor of the Applied Leadership class, the student's university supervisor, and building administrative mentor. This project can be extended and serve as a springboard for the candidate's capstone project if seeking a Master's Degree. If this option is taken, the final project will be presented to the candidate's capstone project committee and submitted to the WOU Graduate Office.

Assessment and grading:

Points will be assigned for each assignment in accordance with the syllabi and grades will be assigned according to the following scale:

A	93% and above
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
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F	59% and below
INC	Most of the course is complete. This grade will require an INC grade contract.

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EDLR 622 Applied Leadership Project II

Term:

Credits: 2 cr

Instructor:

Office location and office hours:

Course description:

The applied leadership projects enable candidates to apply licensure program learning to real-life, school-based applications. The design and outcomes of the projects will be decided by the candidate, mentor, and university supervisor. The applied leadership projects may be conducted at any time during the licensure program that best meets the needs of the candidate and the school location where the project is being conducted. The required projects include: (1) Family and community engagement with an equity element, and; (2) Managing change with an equity element; for EDLR 622 candidates will complete their second project.

Note: Salem-Keizer staff who are also involved in district-level leadership professional development (i.e. Aspiring Administrator Cohort; Instructional Leadership Academy) may substitute those experiences for the Applied Leadership Projects through a formal request process with their university site supervisor and mentor. *This formal request must also be approved by the EDLR Coordinator.*

Standards alignment table: Students focus on one project each term. Project focuses cannot be repeated in the subsequent Applied Leadership Project course.

Family and community engagement focus with an equity element alignment table:

Graduate Learning Outcomes	NELP	TSPC
Specialized Knowledge	5.1-3; 3.1-3	1(d); 3(a-e); 5(a-d); 6(b)
Applied and Collaborative Learning	3.1-3; 5.1-3; 6.2	1(d); 5(a-d); 6(b)
Disposition and Values	3.1-3; 5.3	3(c); 5(d)

Managing change focus with an equity element alignment table:

Graduate Learning Outcomes	NELP	TSPC
Specialized Knowledge	1.2, 3.1-3	2(b)(c)(e)
Applied and Collaborative Learning	2.2; 3.1-3; 6.3; 7.2	1(d); 2(e); 6(c)
Disposition and Values	2.2; 3.1-3	2(b)(c), 3(c)

Alignment to MSED program goals:

1. Content Core Knowledge
2. Applied Skills
3. Disposition and Values

Calendar:

Weeks	Students will:	Assessment
1-2	<p>Create an introduction to your Applied Leadership Project that:</p> <ul style="list-style-type: none"> ● identifies focus & topic of the Applied Leadership Project, ● explains: <ul style="list-style-type: none"> ○ the purpose/rationale of the project, ○ how the needs assessment will be completed, ○ anticipated outcomes for the project, ○ context in which project will be completed, ○ stakeholders involved, ○ resources needed, ○ how project effectiveness will be evaluated (what data will be collected), ○ how this project can contribute to, or advance, knowledge related to student and/or school improvement adding to the body of professional knowledge, ○ how this project supports the school's mission, vision and values, ○ how this project can advance the candidate's understanding of school leadership responsibilities. 	Needs-based assessment project introduction (due WK 2)
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	<p>needs-based improvement projects,</p> <ul style="list-style-type: none"> findings from data analysis and recommendations based on completing project <p>The report is submitted to the student's university supervisor and administrative mentor.</p>	(due Wed of Finals Week)
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Key Assignments: 100 pts

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EDLR 610: Foundations of Educational Leadership

Term:
Credits: 3
Instructor:
Office hours:
Course description:

Provides the foundation of knowledge, skills, and helps set expectations for dispositions needed to be an effective culturally responsive educational leader. This class serves as an introductory course and is also available to licensed educators who want to develop and refine their leadership skills. This course investigates school leadership and its impact on school communities; how to set vision, manage and lead through change; and what it means to be a reflective practitioner who understands their strengths and opportunities for growth. A focus of this course is examining equity-based leadership and pushing beyond the typical/traditional administrative methods. Areas of emphasis include: what it means to be reflective, culturally responsive, ethical leader, and effective decision-making practices needed to serve all students and successfully lead a school community.

Standards alignment table:

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Professional norms (i.e. integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being (NELP 2.1)	Ability to engage in reflective practice as a professional norm (NELP 2.1)
Practices that reflect professional norms (NELP 2.1)	Ability to cultivate professional norms among school staff members (NELP 2.1)
Approaches to cultivating professional norms in others (NELP 2.1)	Ability to communicate professional norms to diverse constituencies (NELP 2.1)
Reflective practice (NELP 2.1)	Ability to model and enact professional norms of integrity, competency, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision-making, relationships with other school personnel, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) (NELP 2.1 and OPS 2a)
Research on decision-making (NELP 2.2)	Ability to evaluate ethical dimensions of issues (NELP 2.2)
Decision-making processes (NELP 2.2)	Ability to analyze and evaluate decisions in terms of established ethical frameworks and moral and legal consequences (NELP 2.2 OPS 2b)

Ethical practice (NELP 2.3)	Ability to develop a communication plan to advocate for ethical decisions (NELP 2.2)
Approaches to cultivating ethical behavior in others (NELP 2.3)	Ability to formulate a school-level ethical leadership platform (NELP 2.3)
Research on emerging challenges such as privacy, social media (i.e. cyber-bullying), and safety (NELP 6.3)	Ability to model ethical behavior and practice in actions and relationships with other school personnel and students (NELP 2.3 and OPS 2d)
Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning and well-being (NELP 7.2)	Ability to cultivate ethical behavior in others (NELP 2.3)
Effective communication (NELP 7.2)	Ability to use research to design and cultivate a collaborative professional culture (NELP 7.2)
The role of relationships, trust, and well-being in the development of a healthy and effective professional culture (NELP 7.2)	Ability to model and foster effective communication (NELP 7.2)
Research on educational leadership models (SKPS)	
Personal leadership strengths and opportunities (SKPS)	
The impact of leadership on the school community (SKPS)	
The principle of change and how to manage second order change (SKPS)	

**Explanation of codes used at the end of each Content Knowledge and Leadership Skills
Developed descriptors:**

(NELP X.X): National Educational Leadership Preparation standards used to guide program design, accreditation approval and state program approval. The standards listed in this document relate specifically to Principal Administrative Licensure Programs.

(OPS Xx): Oregon Program Standards identified by the Teachers Standards and Practice Commission (TSPC) to be included in Principal Administrative Licensure Programs in Oregon.

(SKPS): Specific content knowledge and leadership skills identified by Salem-Keizer Public Schools as necessary for principal-level work in the district.

Alignment to MEd program goals:

1. Content Core Knowledge
2. Disposition and Values

Key Focus Areas:

- Understanding and managing change
- Being a reflective leader
- The role of a school/district's mission, vision, and values as they influence and impact school leadership

Calendar:**Week 1: Introduction to Educational Leadership**

- What is Educational Leadership?
- The Visionary Leader
- **What It Means to Be an Effective Principal
- Equity as the Purpose for Vision/Educational Leadership

Week 2: Theories and Models of Educational Leadership

- Theories and Models - An Overview
- Educational Leadership Theories and Their Application

Week 3: The Roles of an Educational Leader

- Being a "Warm Demander"
- Leading People
- Building the Team
- Developing Future Leaders

Week 4: Accountability in Education

- Accountability
- Legal Responsibilities of Leaders
- Ethical and Moral Responsibilities of Leaders
- Accountability Framework
- The Role of Leaders in Managing Resources

Week 5 : Understanding Your Personal Leadership Style

- Leadership Styles
- Produce a Leadership Style of Reflection and Continued Learning Plan

Week 6 : Culturally Responsive School Leadership

- Historical and Community-Based Epistemologies
- The Need for Critical Self-Reflective School Leaders

Week 7 : Supporting Minoritized Youth

- Promoting Inclusive Spaces for Minoritized Youth
- Identity Confluence and the Humanization of Minoritized Youth Identity

Week 8 : Humanizing School Communities of Practice

- Culturally Responsive Leaders in the Shaping of Curriculum and Instruction

Week 9: Promoting Anti-Oppressive Schooling Through Culturally Responsive School Leadership

- The Central Role of Community
- Exploring systems of assimilation and ways to dismantle them
- Building Systems for Equity Based Outcomes

Week 10 -Work on Final Project**Week 11** - Submit Final Project

Main Readings:

- SKSD Mission, Vision, & Values Overview (required-will be provided by SKSD)
- [Khalifa](#) , M. (2018). *Culturally responsive school leadership*. Harvard Education Press.
- [Stronge](#), J. H., & Xu, X. (2021). *Qualities of Effective Principals*, 2nd Edition. ASCD

Additional Readings: (Select 1+ of these books and pull selected chapters):

- Maxwell, J. C. (2011). *The 360 degree leader: Developing your influence from anywhere in the organization*. HarperCollins Leadership.
- Donaldson, G. (200). *How leaders learn: Cultivating capacities for school improvement*. Teachers College Press.
- Santoyo, P. (2018). *Leverage leadership 2.0: A practical guide to building exceptional schools*. Jossey-Bass.
- Newton, S. V. (2018). *Leading from the trenches: What it takes to become an instructional leader*. Rowman & Littlefield Publishers.
- Hurst, J. (2021). *What do principals do? A study of a principal's job and how long it takes to do it*. Information Age Publishing.
- And, articles in (all can be read through the WOU Library for FREE!):
 - *School Administrator Magazine* by School Superintendent Association <https://www.aasa.org/publications/all-publications> (e.g., Jan, June, & Aug 2023 eds).
 - *Leadership and Policy in Schools* by Taylor & Francis. <https://www.tandfonline.com/loi/nlps20>
 - *Principal Leadership Magazine* by NASSP, <https://www.nassp.org/publication/principal-leadership/>
 - *Principal Magazine* by NAESP, <https://www.naesp.org/resources/publications/principal-magazine/>
 - *Educational Leadership* by ASCD, <https://www.ascd.org/el> (e.g., Oct 2023 edition)

Key Assignments:

- Review of research on leadership styles
- Interview 3 leaders (two in Education) and Reflect
- Personal leadership inventory
- Lessons learned from a change initiative
- *Part of the final project: Explain*-How do the mission, vision and values drive your work as a school leader?

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EDLR 611: Principal Leadership in Equity, Inclusion and Cultural Responsiveness

Term:
Credits: 3
Instructor:
Office hours:
Course description:

Examines the principal's leadership role in developing, implementing and maintaining equity, inclusive practices and cultural responsiveness at the forefront of the school's mission, vision and values. Investigation into research on, and practice in: how to build inclusive, positive school cultures; the role and importance of a school mission, vision and values; equitable and inequitable practices in education; and cultural responsiveness is studied so that applied leadership skills in these areas are developed to enable participants to serve as the leader of a equitable, inclusive, and culturally responsive school community.

Standards alignment table:

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Processes for collaboratively developing a mission and vision (NELP 1.1)	Ability to collaboratively design, advocate for, and implement a data-informed school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community (NELP 1.1 and OPS 1a)
Research on the role and importance of school mission and vision (NELP 1.1)	Ability to evaluate existing mission and vision processes and statements (NELP 1.1)
Processes for developing, articulating, advocating, modeling, and cultivating an actionable mission and vision attentive to a set of core values and priorities that define the school's culture and stress the importance of a child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; technology, diversity, digital citizenship, data use, and community (NELP 1.1 and OPS 1b)	Ability to develop a comprehensive plan for communicating the mission and vision (NELP 1.1) ;
Characteristics of well-written mission and vision statements (NELP 1.1)	Ability to evaluate school culture (NELP 3.1)
Dimensions of positive school culture (i.e. safe, healthy, caring, responsive, inclusive, and respectful) (NELP 3.1)	Ability to use research and data to design, maintain, and cultivate a supportive, nurturing, and inclusive school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases, including the capacity to name and address how power, privilege, whiteness, racism, ableism, sexism, ageism, heterosexism, xenophobia and other forms of "othering" operate to sustain inequalities for historically marginalized students and families (NELP 3.1 and OPS 3d)

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Research on inclusive school cultures (NELP 3.1)	Ability to develop and sustain a professional culture of engagement, trust, equity, inclusion, and commitment to shared vision, goals, and objectives pertaining to the education of the whole child (NELP 3.1 and OPS 7b)
Processes for evaluating school culture (NELP 3.1)	Ability to advocate for a supportive and inclusive school culture (NELP 3.1)
Processes for effecting changes to school culture (NELP 3.1)	Ability to evaluate root causes of inequality and bias (NELP 3.3)
Engaging in advocacy (NELP 3.1)	Ability to develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff (NELP 3.3)
Research on the consequences for students of equitable and inequitable use of educational resources and opportunities (NELP 3.2)	Ability to advocate for equitable practice among teachers and staff (NELP 3.3)
Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities (NELP 3.2)	Ability to develop a comprehensive plan for providing school community members with a healthy and positive school building environment (NELP 7.2)
Characteristics and foundations of equitable and inequitable educational practices, especially among teachers and staff (NELP 3.3)	Ability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity (OPS 2c)
Research on implications for students of equitable, culturally responsive, and inclusive practices (NELP 3.3)	Ability to develop, implement, train and evaluate equitable guidelines, procedures and decisions that ensure each student and stakeholder is treated fairly, respectfully, and with an understanding of culture and context, including teacher and administrator practices, procedures and decisions related to disciplinary referrals, discipline, suspension and expulsion of students and the effects and potential for disproportionality of the discipline practices on marginalized populations (OPS 3a)
Broader social and political concern with equity and inequality in schools (NELP 3.3)	Ability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success (OPS 3b)
Research on assessment practices that are culturally responsive and accessible for each student (NELP 4.3)	Ability to develop responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status (OPS 3c)

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services (NELP 4.4)	Ability to promote the preparation of students to live productively in and contribute to the diverse pluralistic cultural contexts of a global society (OPS 3e)
An understanding of implicit and explicit bias, both personal and systemic, and strategies to address personal and systemic bias with self, staff, and community (SKPS)	Ability to positively engage with stakeholders outside of personal cultural background (SKPS)
An understanding of the historical educational system in Oregon and the United States (SKPS)	Ability to operate successfully outside of personal comfort zones and to show vulnerabilities in order to be an inclusive leader (SKPS)
Understanding of the SKPS equity stance and lens (SKPS)	Ability to use the SKPS equity lens in decision-making (SKPS)

Alignment to MSED program goals:

1. Content Core Knowledge
2. Applied Skills
3. Disposition and Values

Key Focus Areas:

- School culture leadership
- Understanding implicit and explicit bias
- The role of a school/district's mission, vision, and values

Calendar:

Week 1: The Challenge and Urgency of Leading for Equity and in Culturally Responsiveness

Week 2: The Ongoing Emotional and Intellectual Work of Equity Leadership

Week 3: Preparing to Learn for Equity: Key Concepts and Guiding Principles

Week 4: Exploring Identities: Race and Disability

Week 5: Exploring Identities: Socioeconomics and Language

Week 6: Exploring Identities: Sex, Gender Identity, Sexual Identity, and Religion

Week 7: Developing Equity Leadership Teams: Essentials for Leading Toward Equity Together

Week 8: Building & Sustaining Equity-Focused Systems: Identifying Needs and Planning Systemic Change (Part 1)

Week 9: Building & Sustaining Equity-Focused Systems: Identifying Needs and Planning Systemic Change (Part 2)

Week 10: Work on Final project

Finals week: Submit Final Project

Main Readings:

- [Jung, L. A., Frey, N., Fisher, D., & Kroener, J. \(2019\). *Your students, my students, our students: Rethinking equitable and inclusive classrooms*. ASCD.](#)
- [Khalifa, M. \(2018\). *Culturally responsive school leadership*. Harvard Education Press.](#)
- [Radd, I. S., Generett, G. G., Gooden, MA., & Theoharis, G. \(2021\). *Five practices for equity-focused school leadership*. ASCD.](#)

Additional Course Readings: (select one or more, and/or select particular chapters)

- Diem S., Welton A. D. (2021). *Anti-racist educational leadership and policy: Addressing racism in public education*. Routledge
- Isola, R. R., & Cummings, J. (2020). *Transforming Sanchez School: Shared Leadership, Equity, and Evidence*. Brookes Publications.
- Also, consider: "Belonging through a culture of dignity" by Cobb/Krownapple; "Schooltalk" by Mica Pollock; "Responding to problem behavior in schools" - Crone/Hawkin/Horner
- And, articles in (all can be read through the WOU Library for FREE!):
 - *School Administrator Magazine* by School Superintendent Association
<https://www.aasa.org/publications/all-publications> (e.g., Jan, June, & Aug 2023 eds).
 - *Leadership and Policy in Schools* by Taylor & Francis.
<https://www.tandfonline.com/loi/nlps20>
 - *Principal Leadership Magazine* by NASSP, <https://www.nassp.org/publication/principal-leadership/>
 - *Principal Magazine* by NAESP, <https://www.naesp.org/resources/publications/principal-magazine/>
 - *Educational Leadership* by ASCD,
<https://www.ascd.org/el> (e.g., Oct 2023 edition)

Key Assignments:

- Ghost walk: record and reflect
- Interview an administrator: Role of mission, vision and values
- Review of an equity action plan
- Analyze a system for inequities and bias
- Data dive: review and reflect
- Personal equity stance/statement
- *Part of the final project: Explain*-How do the mission, vision and values drive your work as a school leader aspiring for equity, inclusion, and cultural responsiveness?

Assessment and grading:

Points will be assigned for each assignment in accordance with the syllabi and grades will be assigned according to the following scale:

A	93% and above
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%

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INC Most of the course is complete. This grade will require an INC grade contract.

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If students use AI-generated content but fail to indicate that they have done so for any text longer than 25 words, they will receive a zero for the assignment. A second failure to indicate will result in an automatic F in the class.

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EDLR 612: Principal Leadership in Instructional Practices

Term:

Credits: 3

Instructor:

Office hours:

Course description:

Principal leadership in the areas of curriculum, instruction and assessment is developed through a comprehensive review of educational research and the application of research to leadership skills. Participants will deepen their knowledge of best instructional practices and systems to serve all students and how different forms of assessment inform instructional decisions. Leadership skills developed include how to use assessment data to inform instruction; how to be an instructional leader of a school who can inspire and motivate staff to improve their instructional practices; and the ability to design, implement and maintain systems to inform and guide the instructional practices of a school.

Standards alignment table:

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Research on the leadership of academic and non-academic programs (NELP 4.1)	Ability to evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems (NELP 4.1)
Evidence-based curricula, use of technology, and other supports for academic and non-academic programs (NELP 4.1)	Ability to propose, design, align, and implement strategies for high-quality, technology-rich, coherent and inclusive curricula, instruction, and assessment and supports for academic and non-academic programs that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student (NELP 4.1 OPS 4a)
Infrastructures for the ongoing support of academic and non-academic programs (NELP 4.1)	Ability to use research to evaluate the quality of formative/summative assessments (NELP 4.3)
Curricula, educational technologies, and other educational resources that support digital literacy among students and adults (NELP 4.2)	Ability to implement formal and informal culturally responsive and accessible assessments of student learning (NELP 4.3)
Educational service providers (NELP 4.2)	Ability to interpret data from formative and summative assessments for use in planning (NELP 4.3)
Research on the effective and ineffective assessment of student learning and well-being (NELP 4.3)	Ability to cultivate teachers' capacity to improve instruction based on analysis of data (NELP 4.3)
Formative and summative measures of student learning and well-being (NELP 4.3)	Ability to engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessments practices (NELP 4.4)

Approaches to coordinating among assessments, instructional improvement, and educational service delivery (NELP 4.3)	Ability to use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessments (NELP 4.4)
Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices (NELP 4.4)	Ability to use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results in order to monitor student progress and improve instruction with a focus on addressing the ways in which the learning and organizational conditions of the school produce disparate outcomes for students based on race, class, culture and language, gender and sexual orientation, and disability or special status (NELP 4.4 and OPS 4c)
CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Research on the coordination (or lack thereof) within and among academic/non-academic services and its impact on student learning and well-being (NELP 4.4)	Ability to observe teaching in a variety of classrooms (NELP 7.4)
Research on best instructional practices to support learning, including how to engage learners, how learners access and interact with content, and strategies to maximize the foundational instructional core (SKPS)	Ability to gather and analyze district policies on instructional expectations (NELP 7.4)
Universal screeners and the role they play in meeting student needs (SKPS)	Ability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and culturally responsive pedagogy (OPS 4b)
Multi-Tiered Systems of Support and whole-child systems for proactive and responsive student instruction (SKPS)	Ability to recognize the conditions needed for instructional improvement to serve the needs of all students (SKPS)
Culturally responsive instruction (SKPS)	Ability to address student instructional needs through the use of universal screeners, different forms of assessment and data teams (SKPS)

Alignment to MSED program goals:

1. Content Core Knowledge
2. Applied Skills
3. Disposition and Values

Key Focus Areas:

- Principal as lead learner
- Effective use of technology as a systems tool
- Uses of formative and summative assessments
- Ethical use of data
- Use of universal screeners
- Engaging faculty in the use of effective instructional strategies and continuous improvement

Calendar:

- Week 1:** Introduction to instructional leadership and intentional continuous improvement
- Week 2:** Factors impacting learning
- Week 3:** Instructional frameworks and high impact strategies for learning and engagement
- Week 4:** Assessments and data to inform instruction
- Week 5:** Differentiated, equitable, and personalized learning
- Week 6:** Culture and diversity as a lever for instructional improvement
- Week 7:** Instructional training, coaching, and feedback
- Week 8:** Instructional teams and PLCs
- Week 9:** Digital era of instructional innovation and Master scheduling and the role of systems on instructional improvement
- Week 10:** Work on Final Project
- Finals week:** Submit Final Project

Main Reading:

- [Mclaurin, J.](#) (2021). *The principal's playbook on instructional leadership: 23 things that matter most for improving student achievement.* Archway.
-

Additional Readings: (select one or more and/or chapters from below): *

- Glickman, C., & Burns, R. W. (2020). *Leadership for learning: How to bring out the best in every teacher* (2nd ed). ASCD.
- DeWitt, P. M. (2020). *Instructional Leadership: Creating Practice Out of Theory.* Corwin.
- Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2018). *Curriculum leadership: Strategies for development and implementation.* Sage Publications.
- Vontz, T., & Goodson, L. (2020). [EDCI 702: Curriculum, Instruction, and Assessment](#). Creative Commons License. (To support understanding of C, I, and A)
- Consider these additional texts: Whatever It Takes (Professional Learning Communities) - Dufour; Visible Learning - Hattie, Coaching for Equity - Aguilar, etc.
- And, articles in (all can be read through the WOU Library for FREE!):
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 - *Principal Leadership Magazine* by NASSP, <https://www.nassp.org/publication/principal-leadership/>
 - *Principal Magazine* by NAESP, <https://www.naesp.org/resources/publications/principal-magazine/>
 - *Educational Leadership* by ASCD, <https://www.ascd.org/el> (e.g., Oct 2023 edition)

Key Assignments:

- Interview an administrator: PD decisions
- Assessment of PD implementation at local level
- Review of PLC implementation at local level
- Mission, vision and values reflected in local instructional decisions
- Review of systems that support instruction

- Identifying effective instructional practices through observation
- *Part of the final project: Explain-*How do the mission, vision and values drive your work as a school leader with regard to continuous improvement for students, teachers, staff, and school?

Assessment and grading:

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EDLR 613: Principal Leadership that Supports All Students

Term:

Credits: 3

Instructor:

Office location and office hours:

Course description:

Candidates develop the content knowledge and leadership skills needed to ensure that all students receive the academic, behavioral, and emotional supports needed for success. Organizational structures and systems to support all students are investigated and analyzed, enabling to design, implement and maintain supports in a school setting. An approach of asset-based responses to student needs will be presented so candidates learn to develop and implement systems of support that honor the whole child (MTSS systems, inclusive universal first instruction, and federal programs such as T1, T3, migrant, etc.).

Standards alignment table:

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Culturally responsive instructional and behavior support practices (NELP 3.3)	Ability to support the use of differentiated, content-based instructional materials and strategies (NELP 3.3)
Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems (NELP 4.1)	Ability to evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems (NELP 4.2)
Evidence-based instructional practices for different student populations (NELP 4.2)	Ability to propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning (NELP 4.2)
How to build, maintain, and evaluate a coherent, inclusive system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each students (OPS 1c)	Ability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student (OPS 4d)
MTSS (Multi-tiered Systems of Support) structure and resources available (SKPS)	Ability to implement and monitor systems (i.e. 100% Teams and Tier II Interventions) to support the needs of all students (SKPS)
Cycles of interventions to meet the needs of all students (SKPS)	Ability to lead a school community in becoming a "champion" for all students and their specific needs and backgrounds, especially those who have been historically underserved and marginalized by the educational system (SKPS)
The role of social-emotional learning on student success (SKPS)	Ability to lead a school staff in the use of data to identify specific areas of growth and need for the school and individual students (SKPS)
Organizational structures for instruction that meets the need of all students (SKPS)	

Research to address the instructional needs of students served by Special Education, bilingual education, migrant education and Title I services (SKPS)	
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Alignment to MEd program goals:

1. Content Core Knowledge
2. Applied Skills
3. Disposition and Values

Key Focus Areas:

- Systems (MTSS, SEL) leadership to promote learning
- Being an asset-oriented leader
- The role of a school/district's mission, vision, and values

Calendar:

Week 1: Intersectionality of Educational Leadership and Multiple Dimensions of Diversity

Week 2: Inclusive Leadership and Varying Abilities/Disabilities

Week 3: Inclusive Leadership and Poverty, Race, and Religion

Week 4: Inclusive Leadership and Multilingual Learners, Gender and LGBTQ+ Students

Week 5: Individual Exploration into an existing or different topic on inclusive leadership

Week 6: Assessing, developing and implementing systems of support that honor the whole child -Part 1

Week 7: Assessing, developing and implementing systems of support that honor the whole child -Part 2

Week 8: Creating the sense of vision/purpose for teacher collaboration and use of data

Week 9: Equity Audit at the Core of Leading

Week 10: Work on Final Project

Finals week: Submit Final Project

Main Reading:

- [Theoharis, G., & Scanlan, M.](#) (Eds). (2020). *Leadership for increasingly diverse schools* (2nd Edition). Routledge.
-

Additional Readings: (select one or more, and/or particular chapters):

- Cuseo, J. B., Thompson, A., Barber, H. M. (2020). *Implementing innovative leadership in an inclusive learning environment*. Kendall Hunt.
- Jung, L. A., Frey, N., Fisher, D., & Kroener, J. (2019). *Your students, my students, our students: Rethinking equitable and inclusive classrooms*. ASCD.
- Khalifa, M. (2018). *Culturally responsive school leadership*. Harvard Education Press.
- McCray, C. R., & Beachum F. D. (2021). *School leadership in a diverse society: Helping schools prepare all students for success (2nd ed)*. Information Age Publishing.
- Obiakor, F. E., et al. (ed) (2017). *Leadership matters in the education of students with special needs in the 21st century*. Information Age Publishing.

- Consider: "Schooltalk" by Mica Pollock; Belonging through a culture of dignity" by Cobb/Krownapple; Books specific to MTSS implementation: "Pyramid Response to Intervention" - Solution Tree
- And, articles in (all can be read through the WOU Library for FREE!):
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 - *Educational Leadership* by ASCD, <https://www.ascd.org/el> (e.g., Oct 2023 edition)

Key assignments:

- Student interviews
- Support staff (counselor, social worker, behavior specialist) interview
- Systems review: MTSS, SEL
- Student characteristics as assets
- How do Mission, vision, and values support the needs of students
- *Part of the final project: Explain*-How do the mission, vision and values support the needs of students?

Assessment and grading:

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A-	90-92%
B+	87-89%
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EDLR 614: Principal Leadership Promoting Family and Community Engagement

Term:

Credits: 3

Instructor:

Office location and office hours:

Course description:

Investigation into family and community engagement models that support inclusive school systems serves as the foundation for this course as candidates develop the knowledge and skills to design and implement engagement strategies built on specific local demographic characteristics and needs. Specific strategies included in this course are ways to identify and engage external stakeholders; cultivating collaboration among staff and stakeholders; and developing two-way communication tools with diverse community members, partners, and other constituencies around shared goals. The course has a dual prong focus-an overview of needs/cultures and tangible learning/application on how to do the work of the school principal.

Standards alignment table:

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Research on the role of families in supporting student learning in and out of school (NELP 5.1)	Ability to gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning (NELP 5.1)
Research on student and family diversity (NELP 5.1)	Ability to cultivate collaboration among staff and families in support of student learning and success (NELP 5.1)
Strategies for understanding and cultivating relationships with families and engaging them in their children's education (NELP 5.1)	Ability to foster two-way communication with families (NELP 5.1 and OPS 5a)
School organizational cultures that promote community engagement (NELP 5.2)	Ability to collaboratively engage with diverse community members, partners, and other constituencies around shared goals to promote school improvement and student development (NELP 5.2 and OPS 5c)
Research on how community members, partners, and other constituencies can support school improvement and student success (NELP 5.2)	Ability to cultivate regular, two-way communication with community members, partners, and other constituencies (NELP 5.2)
Collaboration methods to develop and sustain productive relationships with diverse community partners (NELP 5.2)	Ability to identify and use diverse community resources to benefit school programs and student learning (NELP 5.2)
Practices for accessing and integrating external resources into the school (NELP 5.2)	Ability to develop targeted communication for oral, written, and digital distribution to the school community (NELP 5.3)
Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities (NELP 5.3)	Ability to identify and advocate for the needs of the school, district, students, families and community , with a focus on prioritizing groups whose needs have historically gone unmet due to their race, class, culture and language,

	gender and sexual orientation, and disability or special status (NELP 5.3 OPS 5d)
Why some families do not traditionally engage with the school and strategies to help increase engagement (SKPS)	Ability to engage and develop a welcoming environment for families, early learning partners, community, and school personnel in strengthening student learning in and out of school (OPS 5b)
The role of home visits, including when, why, and how to conduct successful home visits (SKPS)	Ability to provide leadership in assessing levels of parent and community engagement and to create and implement plans for improvement (SKPS)
	Ability to lead staff in an understanding, appreciation and engagement with the local community (SKPS)

Alignment to MSED program goals:

- Content Core Knowledge
- Applied Skills
- Disposition and Values

Key Focus Areas:

- Asset approach to family and community engagement
- The role of a school/district's mission, vision, and values in family and community engagement

Calendar:

Week 1: Policy, Theory, and Research on School, Family, and Community Partnerships

Week 2: A Comprehensive Framework for Partnerships & Using Framework to Reach School Goals

Week 3: Reculturing Schools for School, Family, and Community Partnerships

Week 4: Understanding and Responding to Diverse Family and Community Needs -Part 1

Week 5: Understanding and Responding to Diverse Family and Community Needs -Part 2

Week 6: Engaging Family and Community through an Action Team Approach

Week 7: Strategies and system development to engage stakeholders and address barriers (empathy interviews, community engagement structures/strategies) - Part 1

Week 8: Strategies and system development to engage stakeholders and address barriers (empathy interviews, community engagement structures/strategies) - Part 2

Week 9: Select Materials, Conducting Presentations and Workshops, and Evaluate Partnership Programs

Week 10: Work on Final Project

Finals week: Submit Final Project

Main Readings:

- [Epstein, J. A., et al.](#) (2018). *School, family, and community partnerships: Your handbook for action*. Corwin.

- [Sheldon, S. B., & Sanders, M. G.](#) (2015). *Principals matter: A guide to school, family, and community partnerships*. Skyhorse Publishing.
- And, articles in (all can be read through the WOU Library for FREE!):
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 - *Principal Magazine* by NAESP, <https://www.naesp.org/resources/publications/principal-magazine/>
 - *Educational Leadership* by ASCD,
<https://www.ascd.org/el> (e.g., Oct 2023 edition)

Key assignments:

- Drive the community: report/reflect
- Family interview
- Panorama data review
- Conduct a home visit
- Volunteer at a community organization
- Review of multi-agency support at local level
- *Part of the final project: Explain*-How are mission, vision and values reflected in the roles for parents/community?

Assessment and grading:

Points will be assigned for each assignment in accordance with the syllabi and grades will be assigned according to the following scale:

A	93% and above
A-	90-92%
B+	87-89%
B	83-86%
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EDLR 615: Principal Leadership in School Improvement and Data Driven Decision-Making

Term:

Credits: 3

Instructor:

Office location and office hours:

Course description:

Current research on school improvement models that use effective different data sources to drive educational decisions is presented. Leadership skills developed include the ability to evaluate workplace conditions that support professional learning and collaboration; the ability to evaluate the professional capacity and readiness of staff to implement and use a data-based school improvement cycle; and the ability to evaluate the effectiveness of the improvement process. Leadership development in regard to federal, state, and local accountability measures and the impact they have on school improvement decisions is explored through document study and interactions with current educational leaders.

Standards alignment table:

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Research on school improvement (NELP 1.2)	Ability to evaluate existing improvement processes (NELP 1.2)
Formal processes of iterative, evidence-informed improvement (NELP 1.2)	Ability to use research and data to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation (NELP 1.2)
Data collection, analysis, and use (NELP 1.2)	Ability to develop an implementation plan to support the improvement process (NELP 1.2)
Implementation theory and research (NELP 1.2)	Ability to evaluate school's professional staff capacity needs (NELP 7.1)
Approaches and strategies for supporting faculty collaboration (NELP 4.4)	Ability to evaluate professional staff capacity needs and management practices (NELP 7.3)
Principles of systems management and continuous improvement (NELP 6.1)	Ability to identify leadership capabilities of staff (NELP 7.3)
Research on teacher professional learning (NELP 7.3)	Ability to plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success (NELP 7.3)
Practices for supporting and developing school staff (NELP 7.3)	Ability to develop workplace conditions that promote employee leadership, well-being, and professional growth (NELP 7.3 and OPS 7c)
Practices for cultivating and distributing leadership among staff (NELP 7.3)	Ability to utilize digital technology in ethical and appropriate ways to foster professional learning for self and others (NELP 7.3)
Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success (NELP 7.3)	Ability to engage staff and school community to develop, implement and evaluate a comprehensive, continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and address gaps in

7.3)	resources, opportunities, and outcomes for historically marginalized groups (OPS 1d)
How to use digital technology in ethical and appropriate ways to foster professional learning for self and others (NELP 7.3)	

Alignment to MEd program goals:

1. Content Core Knowledge
2. Applied Skills
3. Disposition and Values

Key Focus Areas:

- Educational research on school improvement systems/cycles
- Understanding and managing data systems
- Systems for distributive leadership
- Use of technology in school improvement systems
- Professional development needs assessments
- Accountability measures and school improvement
- How do the mission, vision and values drive school improvement efforts

Calendar:

Week 1: *Introduction; Context of Student Data in School*

Week 2: *Challenge of Using and Leading with Data*

Week 3: *Establishing the Data (or Project) Team*

Week 4: *Understanding the Data and the Data Collection Methods; Select and Collect Relevant Data*

Week 5: *Display Data in Relevant Format*

Week 6: *Analyzing Data and Identifying Trends; Question the Reason for Trends*

Week 7: *Consider Options for Data-Informed Change and Choose Your Direction; Create an Action Plan*

Week 8: *Make the Change; Evaluate the Impact*

Week 9: Needs Assessment for Professional Development

- Supporting the Development of District and School Needs Assessment (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://oese.ed.gov/files/2020/10/needsassessmentguidebook-508_003.pdf)
- School Improvement Needs Assessment (<https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/school-improvement-needs-assessment/>)
- Needs Assessment for Professional Learning (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IIA/Documents/needs_assessments_for_professional_learning.pdf)

Week 10: Work on Final Project

Finals week: Submit Final Project

Main Course Reading:

- [Fisk](#), S. (2021). *Leading Data-Informed Change in Schools*. Solution Tree.

Additional Readings: (select one or more books, and selected chapters from these options):

- Bernhardt, V. L. (2018). *Data Analysis for Continuous School Improvement* (4th Edition). Routledge.
- Jones, L., & Kennedy, E. (2015). *A guide to data-driven leadership in modern schools*. Information Age Publishing.
- Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin.
- And, articles in (all can be read through the WOU Library for FREE!):
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 - *Educational Leadership* by ASCD,
<https://www.ascd.org/el> (particularly Oct 2023 edition)

Key Assignments:

- Review of local CSIP
- Analysis of local leadership team model
- Data-Decision Matrix
- Leader interview: How do you distribute leadership responsibilities?
- Develop plan for use of technology in school improvement efforts
- *Part of the final project: Explain-How do mission, vision and values drive school improvement*

Assessment and grading:

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B	83-86%
B-	80-82%
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EDLR 616: Principal Leadership in Law, Policies and Social Justice

Term:

Credits: 3

Instructor:

Office location and office hours:

Course description:

The impact of federal, state, and local laws, policies, and collective bargaining agreements in leadership decision-making and social justice initiatives at the school level is presented through a combination of document study and learning from the experiences of practicing educational leaders. Communication and collaboration skills associated with laws, policies, and relationships with labor associations; ability to access district resources and personnel to support decision-making; and reflective evaluation of situations and decisions are key takeaways by candidates in this course and will help ensure they are prepared to lead with equity, inclusion and social justice at the forefront of their practice.

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Guidelines for ethical and legal decision making (NELP 2.2)	Ability to gather information about the policy and district context (NELP 5.3)
Research on the importance and implications of social, cultural, economic, legal, and political contexts (NELP 5.3)	Ability to reflectively evaluate situations and policies with regard to legal, ethical, and equity issues (NELP 6.3)
Educational policy and advocacy (NELP 5.3)	Ability to analyze how law and policy are applied consistently, fairly, equitably, and ethically with in a school (NELP 6.3)
Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults (NELP 6.3)	Ability to communicate policies, laws, regulations, and procedures to appropriate school stakeholders (NELP 6.3)
Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities (NELP 6.3)	Ability to monitor and ensure adherence to laws, rights, policies, and regulations to promote student and adult success, including the principal's responsibility to: (A) Assure proper assignment of licensed teachers, administrators and other licensed school personnel within their school; (B) Supervise the conduct of all school personnel volunteers, who have direct contact with students in their school; (C) Monitor and supervise the utilization of volunteers for school functions; (D) Monitor and supervise the access of non-school personnel and visitors to the school campus; (E) Properly authorize out-of-school suspension and expulsions of the students under their authority; (F) Properly authorize the expenditure of public funds under their authority; and

	(G) Properly conduct investigations of complaints and employee misconduct to assure the safety of Oregon school children. (NELP 6.3 and OPS 6d)
The different Collective Bargaining Agreements (CBAs) the district has with employee groups (SKPS)	Ability to implement the terms of the local CBAs and to work collaboratively with the local employee Associations (SKPS)
The funding process for schools in Oregon and the Salem-Keizer School District (SKPS)	Ability to access district resources and personnel needed to implement and enforce federal, state and local laws, policies, guidelines, and CBAs (SKPS)

Alignment to MSED program goals:

1. Content Core Knowledge
2. Applied Skills
3. Disposition and Values

Key Focus Areas:

- Socio-political contexts for schools
- District resources that support school leaders
- How do the mission, vision and values impact school laws, policies, and social justice efforts/practices?

Calendar:

Week 1: The School and the Legal Environment; Policies, Social Justice, Equity and Inclusion (Hitchya Ch 1, and *Mavrogordato & White, 2020*)

Week 2: Preventative Law and Tort Liability (Hitchya Chs 2-3)

Week 3: Student and Teacher Rights (*Hitchya Chs 4 and 12*)

Week 4: Special Education Services, Law, Policies and Procedures

Week 5: Student Discipline and Sexual Harassment (*Hitchya Chs 6 and 7*)

Week 6: Human Resource and Program Management (*Hitchya Chs 11 and 9*)

Week 7: Technology, Social Media, and Copyright Law (*Hitchya Chs 5 and 10*)

Week 8: Educational Law for Teachers-Priorities for Professional Development (*Hitchya Ch 13*)

Week 9: Unions and Collective Bargaining (*Marianno & Relles, 2020*)

Week 10: Work on Final Project

Finals week: Submit Final Project

Main Readings:

- [Hachiya, R. T.](#) (2022). *The Principal's Quick-Reference Guide to School Law: Reducing Liability, Litigation, and Other Potential Legal Tangles* (4th ed). Corwin.
- [Marianno, B. D., & Relles, S. R.](#) (2023) *Who is the principal here? Understanding the social conditions of collective bargaining agency and implementation in schools*. Leadership and Policy in Schools, DOI: [10.1080/15700763.2023.2259966](https://doi.org/10.1080/15700763.2023.2259966)
- [Mavrogordato, M., & White, R. S.](#) (2020). Leveraging policy implementation for social justice: How school leaders shape educational opportunity when implementing policy for English learners. *Educational Administration Quarterly*, 56(1), 3-45.

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Key Assignments:

- CBA review
- Review of school funding process in Oregon
- Role of the school board
- Specific scenarios: Who would you call?
- Leader interview: Understanding the District Rep role in Special Education services
- *Part of the final project: Explain*-How do the mission, vision and values drive/impact school laws, policies and social justice work for an administrator?

Assessment and grading:

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EDLR 617 Principal Leadership in Human Capital and Resource Management

Term:

Credits: 3

Instructor:

Office location and office hours:

Course description:

Principal Leadership in equitable human capital and resource management is developed through a review of research models and an in-depth exposure to real-time experiences of educational leaders. Management of fiscal resources, personnel, organizational systems, and materials through the lens of culturally responsive, inclusive, and equity-driven leadership models is presented to candidates in order to develop the skills needed to effectively manage overall school operations, budget and staff.

Standards alignment table:

CONTENT KNOWLEDGE OF...	LEADERSHIPS SKILLS DEVELOPED
Equitable allocation of educational resources procedures, and opportunities (i.e. materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships (NELP 3.2)	Ability to evaluate sources of inequality and bias in the allocation of educational resources and opportunities (NELP 3.2)
Approaches to coordinating resources and services in support of the school’s academic and non-academic services (NELP 4.2)	Ability to cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values (NELP 3.2)
Research on school management, operations, use of technologies, communication, and governance systems (NELP 6.1)	Ability to advocate for the equitable access to educational resources, procedures, and opportunities (NELP 3.2)
Processes for developing and implementing management, communication, technology, school-led governance, and operations systems (NELP 6.1)	Ability to develop a plan for identifying and accessing resources (NELP 5.3)
Use of technology to enhance learning and program management (NELP 6.1)	Ability to use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes (NELP 6.1)
Management theories on the effective use of school resources and structures (i.e. school time and schedules) to achieve equitable outcomes for diverse student populations (NELP 6.1)	Ability to use research and evidence to analyze and identify strategic and tactical challengers for the school’s systems (NELP 6.1)
School-based budgeting (NELP 6.2)	Ability to develop, monitor, implement, and evaluate management, communication, assessment, technology, school-level governance, and operation systems to deliver actionable information to address and support each student’s learning needs and the needs of the classroom, school improvement efforts and community engagement (NELP 6.1, OPS 6a and OPS 6c)

Strategies for acquiring resources (NELP 6.2)	Ability to develop a school's master schedule (NELP 6.1)
Processes for gathering, synthesizing, and evaluating data (i.e. data literacy) to develop and implement management, communication, school-led governance, and operation systems (NELP 6.2)	Ability to evaluate resource needs (NELP 6.2)
Strategies for aligning and allocating resources according to school priorities and student needs (NELP 6.2)	Ability to use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school's goals and priorities (NELP 6.2)
CONTENT KNOWLEDGE OF...	LEADERSHIP SKILLS DEVELOPED
Methods and procedures for managing school resources (NELP 6.2)	Ability to advocate for resources in support of needs (NELP 6.2)
Research on teacher recruitment, hiring, and selection (NELP 7.1)	Ability to evaluate applicant materials (NELP 7.1)
Practices for recruiting, selecting, and hiring school staff (NELP 7.1)	Ability to use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body (NELP 7.1)
Strategic staffing based on student, school, and staff needs (NELP 7.1)	Ability to provide teaching staff with actionable feedback to support improvement (NELP 7.4)
Research-based strategies for personnel supervision and evaluation (NELP 7.4)	Ability to develop a system for monitoring whether supervision and evaluation strategies promote improvement (NELP 7.4)
Importance of, and the ability to access, specific personnel evaluation procedures for a given context (NELP 7.4)	Ability to plan for, seek, acquire, and manage resources, including the planning and responsibility for school budgeting; physical resources; technological resources; data; and other resources to support student learning, collective professional capability and community, and family engagement with attention to equitably distributing resources to students who have been historically marginalized (OPS 6b)
Multiple approaches for providing actionable feedback and support systems for teachers (NELP 7.4)	Ability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective, culturally responsive, caring, and diverse educational personnel and creates leadership pathways for effective succession (OPS 7a)
Understands, values, and responds to the larger political, social, economic, legal, and cultural context including the state of Oregon's and the local community's cultural, social, intellectual, and political resources to promote student learning and school improvement (OPS 2e)	Ability to implement research-anchored, equity-focused systems of supervision and evaluation, including mentorship and support of newly-assigned educators, that provide actionable feedback about instruction and culturally responsive and other professional practices, promoting collective accountability (OPS 7d)

Alignment to MSED program goals:

1. Content Core Knowledge
2. Applied Skills
3. Disposition and Values

Key Focus Areas:

- How to be a school-based advocate
- Providing actionable feedback to staff to promote teaching and learning
- Systems development and transparency
- Conducting an equity audit
- Master schedules
- The role of a school/district's mission, vision, and values as they influence and impact leading, and managing human capital and resources in equitable and socially just ways

Calendar:

Weeks 1- 2: Foundations of human development (Davis & Fowler, Section 1)

Week 3: Hiring and retaining teachers (Davis & Fowler, Section 2)

Weeks 4-5: Developing teacher quality (Davis & Fowler, Section 3 and Section 4 Part 10)

Week 6: Principles and historical perspectives on managing school finance and management (Shilling & Tomal, Ch 1)

Week 7: Managing resources for higher performance and productivity (Shilling & Tomal, Ch 2); Master Scheduling (Clay et al, 2020; Hibbeln, 2020)

Week 8: Managing human facilities and auxiliary services (food, resources, transportation, security) (Shilling & Tomal, Ch 5 & 6)

Week 9: Planning Budgets and Allocating Resources (Shilling & Tomal, Ch 3); Accounting and Reporting (Shilling & Tomal, Ch 7)

Week 10: Work on Final Project

Finals week: Submit Final Project

Course Readings:

- [Davis, D. R., & Fowler, D. J.](#) (2020). *Human resources for school leaders: Eleven steps to utilizing HR to improve student learning*. Rowman & Littlefield Publishers.
- [Schilling, C. A., & Tomal, D. R.](#) (2019). *School finance and business management: Optimizing fiscal, facility and human resources* (2nd ed). Rowman & Littlefield Publishers.
- [Hibbeln, C.](#) (2020). *Mastering the master schedule*. ASCD.
- [Clay, A., & et al.](#) (2020). About time: Master scheduling and equity. Center for Public Leadership and Research.
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- *Educational Leadership* by ASCD, <https://www.ascd.org/el> (e.g., Oct 2023 edition)

Additional Readings: (Select 1+ of these books and pull selected chapters):

- Byrd, P. A., Daughtrey, A., Eckert, J., & Nazareno. L. (2023). *Small shifts, meaningful improvement: collective leadership strategies for schools and districts*. ASCD.
- Merenbloom, E. Y., Kalina, B. A. (2017). *The educational leader's guide for school scheduling*. Routledge.
- Willink, J. (2021). *Leadership strategy and tactics: Learn to lead*. MacMillian.
- One of these:
 - Wood, C., Thompson, D. C., & Maiden, J. A. (2023). *Money and schools* (8th Edition) Routledge.
 - Sorenson, R. D., & Goldsmith, L. M. (2017). *The principal's guide to school budgeting* (3rd ed). SAGE Publications.

Key Assignments:

- Conduct an observation cycle
- Build a master schedule
- Compare/contrasts Title and non-Title school budgets
- Participate on an interview team
- Leader interview: Principal's role with auxiliary services
- *Part of the final project: Explain*-How do the mission, vision and values impact equitable and socially just resource allocation, organization and management?

Assessment and grading:

Points will be assigned for each assignment in accordance with the syllabi and grades will be assigned according to the following scale:

A	93% and above
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	59% and below
INC	Most of the course is complete. This grade will require an INC grade contract.

Disability accommodations:

WOU values diversity and inclusion; we are committed to fostering full participation for all students. Please notify your instructor if there are aspects of the instruction or design resulting in barriers to your participation.

Disability related accommodations are determined through the Office of Disability Services (ODS). If you, as a student, believe you may be eligible for disability related accommodations please contact ODS, they would be happy to work with you. ODS notifies students and faculty members of approved academic accommodations and coordinates implementation of accommodations.

Academic Programs Services Center (APSC) 405

503-838-8250 (voice)

<https://wou.edu/disabilityservices/>

ods@wou.edu

Veteran's accommodations:

Western Oregon University is grateful for & supports those who serve in the United States Military. If you are Active Duty, a Reservist, or a National Guardsman and have upcoming mandatory training (drill), special details, or deployments, the Military Absence Policy was created for you. As soon as you learn of your upcoming service you are required to do two things:

- Submit the Student Absence Notification System Form (SANS) as linked through the QR code below as soon as possible, preferably during the first week of the term.
- Email your professors notifying them of the dates you will be absent and begin creating a plan together.

****Orders, drill schedules, or an official letter from command with dates are sufficient forms of evidence.****

Faculty members are required to work with you in making alternative or extended arrangements to complete assignments, exams, and presentations. It is our pleasure to support you in your service to our nation.

Note: The Veterans Resource Center (VRC) is here to advocate and support you with any complications, questions, etc. Many of us served/are serving while attending WOU and we'd love to connect, reach out to us any time at wouveterans@wou.edu or 503-838-9246, or visit them in WUC 108.

Artificial Intelligence Policy:

Students may use AI-resources like ChatGPT in order to generate early or rough drafts of their writing. If students do this, there are several expectations:

1. Clearly indicate that AI was used
2. Explicitly share/link the content AI generated
3. Clearly indicate/demonstrate how students edited, revised, and improved upon the AI-generated content.

AI can help provide some useful starting points, document structures, and/or best practices and guidelines. However, the tone, voice, and specific vocabulary should clearly be yours. Thus it is VITAL that you clearly show what AI results were and what is YOUR content.

If students use AI-generated content but fail to indicate that they have done so for any text longer than 25 words, they will receive a zero for the assignment. A second failure to indicate will result in an automatic F in the class.

To avoid any potential misunderstandings, students are encouraged to contact the Instructor should they have any questions about their use of AI in this course.

Western Oregon University Principal Program Exit Survey

Upon completion of the Principal program, all candidates will complete the following survey. Questions are aligned explicitly to state standards and identified program outcomes. Additional questions are also included to guide the continuous improvement of the program relative to delivery and management.

NOTE: We recognize that replicating the state standards in these exit questions does not follow best-practices for survey construction – especially as it pertains to double or multiple-barreled questions – but we are seeking to cover the full range of the standards and will conduct analyses to determine which questions are most useful and associated with other success-metrics.

Use the following scale unless otherwise specified:

1	2	3	4	5
Strong Disagree	Disagree	Neutral	Agree	Strong Agree

Standard 1: Mission, vision, and core values

In my future role as principal, I am confident in my ability to...

1. Develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for my school rooted in the values of equity and inclusion.
2. Advocate, model, and cultivate a set of core values that define the school's culture and stress the imperativeness of child-centered education including high expectations and student support, equity, inclusiveness, and social justice including openness, caring, and trust.
3. Maintain, and evaluate a coherent, inclusive system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.
4. Engage staff and school community to develop, implement, and evaluate a comprehensive, continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and address gaps in resources, opportunities, and outcomes for historically marginalized groups.

Standard 2: Ethics, professional norms, and sociopolitical leadership

In my future role as principal, I am confident in my ability to...

5. Enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with other school personnel and students.
6. Evaluate the moral and legal consequences of decisions.
7. Model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.
8. Model ethical behavior in my actions and relationships with other school personnel and students.

Standard 3: Equity and cultural leadership

In my future role as principal, I am confident in my ability to...

9. Develop, implement, train and evaluate equitable guidelines, procedures and decisions that ensure each student and stakeholder is treated fairly, respectfully, and with an understanding of culture and context, including teacher and administrator practices, procedures and decisions related to disciplinary referral, discipline, suspension and expulsion of students and the effects and potential for disproportionality of the discipline practices on marginalized populations.

10. Ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.
11. Develop responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
12. Build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases, including the capacity to name and address how power, privilege, whiteness, racism, ableism, sexism, ageism, heterosexism, xenophobia and other forms of “othering” operate to sustain inequities for historically marginalized students and families.
13. Promote the preparation of students to live productively in and contribute to the diverse pluralistic cultural contexts of a global society.

Standard 4: Instructional leadership

In my future role as principal, I am confident in my ability to...

14. Develop, align, and implement coherent and inclusive systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.
15. Promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and culturally responsive pedagogy and practice.
16. Employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction with a focus on addressing the ways in which the learning and organizational conditions of the school produce disparate outcomes for students based on their race, class, culture and language, gender and sexual orientation, and disability or special status.
17. Employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.

Standard 5: Community and external leadership

In my future role as principal, I am confident in my ability to...

18. Maintain effective two-way communication with families and the community.
19. Engage and develop a welcoming environment for families, early learning partners, community, and school personnel in strengthening student learning in and out of school.
20. Build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.
21. Identify needs of the school, district, students, families, and the community, with a focus on prioritizing groups whose needs have historically gone unmet due to their race, class, culture and language, gender and sexual orientation, and disability or special status.

Standard 6: Operations and management

In my future role as principal, I am confident in my ability to...

22. Develop, monitor, and evaluate school management and operation systems to address and support each student’s learning needs.
23. Plan for, seek, acquire, and manage resources, including the planning and responsibility for school budgeting; physical resources; technological resources; data; and other resources to support student learning, collective professional capability and community, and family engagement with attention to equitably distributing resources to students who have been historically marginalized.

24. Develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.
25. Assure proper assignment of licensed teachers, administrators and other licensed school personnel within their school.
26. Supervise the conduct of all school personnel volunteers, who have direct contact with students in their school.
27. Monitor and supervise the utilization of volunteers for school functions.
28. Monitor and supervise the access of non-school personnel and visitors to the school campus.
29. Properly authorize out-of-school suspension and expulsions of the students under their authority.
30. Properly authorize the expenditure of public funds under their authority.
31. Properly conduct investigations of complaints and employee misconduct to assure the safety of Oregon school children.

Standard 7: Human resource leadership.

In my future role as principal, I am confident in my ability to...

32. Develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective, culturally responsive, caring, and diverse educational personnel and creates leadership pathways for effective succession.
33. Develop and sustain a professional culture of engagement, trust, equity, inclusion, and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.
34. Develop workplace conditions that promote employee leadership, well-being, and professional growth.
35. Implement research-anchored, equity-focused systems of supervision and evaluation, including mentorship and support of newly-assigned educators, that provide actionable feedback about instruction and culturally responsive and other professional practices, promoting collective accountability

Standard 8: Clinical practice.

In my principal preparation program, I was provided...

36. Coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities.
37. Clinical practice experience that included authentic leadership activities within a building setting and included experience in both the elementary and secondary levels.
38. Clinical experiences that required at least 300 hours of experiences provided throughout the program.
39. A mentor who demonstrated effectiveness as an educational leader within a building setting, who understands the specific school context, is present for a significant portion of my clinical practice, and seemed to have been provided training by Western Oregon University to provide support and feedback to me effectively.

Program improvement: Items used for program improvement

Please rate your level of agreement (disagreement) with each of the statements below using the following scale:

1	2	3	4	5
Strong disagree	Disagree	Neutral	Agree	Strongly agree

40. Program coursework was useful to my development as a principal.
41. Program coursework was appropriately challenging.
42. Program faculty were well-prepared professionals.
43. Program faculty were excellent teachers.

44. My university supervisor was a helpful mentor.
45. My university supervisor was well-prepared to evaluate me.
46. My clinical mentor was helpful to my professional development.
47. I would recommend this program to others.

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, equity and inclusion, and academic success and well-being of each student.

- (a) Execute the standard for mission, vision, and core values in the context of equity and culturally responsive practices.
- (b) Develop an educational mission for the school to promote the academic success and well-being of each student.
- (c) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- (d) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- (e) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- (f) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.
- (g) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- (h) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

Overall Rating for standard from supervisor:

<p>Level 1 Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Level 2 Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Level 3 Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form</p>	<p>Level 4 Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>
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Supervisor comments:

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

- (a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- (b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- (c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- (d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- (e) Lead with interpersonal and communication skills, social-emotional insights, and understanding of all students’ and staff members’ backgrounds and cultures.
- (f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Overall Rating for standard from supervisor:

<p>Level 1 Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Level 2 Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Level 3 Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form</p>	<p>Level 4 Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>
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Supervisor comments:

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

- (a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- (b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
- (c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- (d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- (e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- (f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- (g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- (h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Overall Rating for standard from supervisor:

<p>Level 1 Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Level 2 Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Level 3 Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form</p>	<p>Level 4 Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>
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Supervisor comments:

Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

- (a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- (b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- (c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- (d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- (e) Promote the effective use of technology in the service of teaching and learning.
- (f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- (g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Overall Rating for standard from supervisor:

<p>Level 1 Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Level 2 Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Level 3 Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form.</p>	<p>Level 4 Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>
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Supervisor comments:

Standard 5: Mission, Vision, and Core Values

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

- (a) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- (b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- (c) Provide coherent systems of academic of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- (d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- (e) Cultivate and reinforce student engagement in school and positive student conduct.
- (f) Infuse the school’s learning environment with the cultures and languages of the school’s community.

Overall Rating for standard from supervisor:

<p>Level 1 Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Level 2 Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Level 3 Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form</p>	<p>Level 4 Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>
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Supervisor comments:

Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

- (a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- (b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- (c) Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- (d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- (e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.
- (f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- (g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- (h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- (i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Overall Rating for standard from supervisor:

Level 1	Level 2	Level 3	Level 4
<p>Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form.</p>	<p>Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>

Supervisor comments:

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

- (a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- (b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- (c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- (d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
- (e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- (f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- (g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- (h) Encourage faculty-initiated improvement of programs and practices.

Overall Rating for standard from supervisor:

<p>Level 1 Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Level 2 Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Level 3 Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form</p>	<p>Level 4 Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>
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Supervisor comments:

Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

- (a) Are approachable, accessible, and welcoming to families and members of the community.
- (b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- (c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- (d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- (e) Create means for the school community to partner with families to support student learning in and out of school.
- (f) Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
- (g) Develop and provide the school as a resource for families and the community.
- (h) Advocate for the school and district, and the importance of education and student needs and priorities to families and the community.
- (i) Advocate publicly for the needs and priorities of students, families, and the community.
- (j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Overall Rating for standard from supervisor:

Level 1	Level 2	Level 3	Level 4
<p>Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form</p>	<p>Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>

Supervisor comments:

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

- (a) Institute, manage, and monitor operations and administrative systems that promote mission and vision of the school.
- (b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
- (c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- (d) Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- (e) Protect teachers’ and other staff members’ work and learning from disruption.
- (f) Employ technology to improve the quality and efficiency of operations and management.
- (g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- (h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- (i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- (j) Develop and manage productive relationships with the central office and school board.
- (k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- (l) Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

Overall Rating for standard from supervisor:

<p>Level 1 Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Level 2 Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Level 3 Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form</p>	<p>Level 4 Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>
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Supervisor comments:

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

- (a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- (b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- (c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- (d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- (e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- (f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- (g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- (h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- (i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- (j) Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.

Overall Rating for standard from supervisor:

<p>Level 1 Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to this standard. Specific deficiencies have been noted in the comments section of this form.</p>	<p>Level 2 Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to standard. Specific areas of needed growth have been noted in the comments section of this form.</p>	<p>Level 3 Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for this standard. Specific areas of growth related to this standard have been noted in the comments section of this form</p>	<p>Level 4 Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to this standard. Specific areas of commendation have been noted in the comments section of this form.</p>
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Supervisor comments:

Overall Summative Rating from Supervisor:

Level 1 Does not meet standard. Candidate has not demonstrated content knowledge or career-ready skills related to the standards.	Level 2 Developing toward standard. Candidate has demonstrated limited content knowledge and career-ready skills related to the standards.	Level 3 Meets standard. Candidate has demonstrated the required content knowledge and career-ready skills needed for the standards.	Level 4 Exceeds standard. Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels related to the standards.
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Supervisor comments:

Supervisor Signature: _____

Date: _____

Candidate Reflection (optional):

Candidate Signature: _____

Date: _____

EDLR 621 and 622 Applied Leadership Project Evaluation

This evaluation form is to be completed by the course instructor with the assistance of the candidate's program site supervisor.

Candidate Name: _____

Project Name/Area of Focus: _____

1. Indicate completion of the required course components:

- Project Needs Assessment
- Project Literature Review
- Project Status Update
- Summary of Data Collection, Analysis, and Findings
- Project Synthesis Presentation

Level 1 Does not meet standard.	<input type="checkbox"/>	Level 2 Developing toward standard.	<input type="checkbox"/>	Level 3 Meets standard.	<input type="checkbox"/>	Level 4 Exceeds standard.	<input type="checkbox"/>
Candidate has not demonstrated content knowledge or career-ready skills needed for this project. Specific deficiencies have been noted below.		Candidate has demonstrated limited content knowledge and career-ready skills needed for this project. Specific areas of needed growth have been noted below.		Candidate has demonstrated the required content knowledge and career-ready skills needed for this project. Specific areas of applied learning/experience related to this project have been noted below.		Candidate has demonstrated content knowledge and career-ready skills that exceed the required levels needed for this project. Specific areas of commendation have been noted below.	

2. Describe the standards-based learning/experience gained by the candidate:

3. Area(s) for standards-based growth or possible further leadership development to pursue for the candidate as a result of this project:

**Western Oregon University Principal Program
Diversity Responsive Principal Tool – Modified**

NOTE: Blending the scaling from the Culturally Responsive Teacher Self-Efficacy (CRTSE) tool in use in each preliminary licensure program at Western Oregon University, the following scale seeks to understand principal candidates’ journey toward becoming diversity responsive building leaders. Efficacy is an essential psychological principle necessary to enact professional change so the survey seeks to blend the CRTSE scaling (from 0 to 100 in “confidence in the ability to...”) with the action-oriented statements from the Diversity Responsive Principal Tool to yield a new, useful tool. Western will pilot use of this instrument and revise and improve upon its use over time.

For each item, use the following scale to assign a number from 0 to 100 rating your confidence in your ability to complete the identified task.

0	20	40	60	80	100
Completely lacking in confidence to complete the identified task.	Having very little confidence.	Having some confidence.	Having substantial confidence.	Having strong confidence.	Completely confident in ability to complete the identified task.

Multiple forms of data are continuously collected and used to monitor possible racial and ethnic differences in student achievement, disciplinary actions, access to learning opportunities and the composition of student learning groups.

1. I can assure that student academic performance data is disaggregated by race, ethnicity, disability, and language facility.
2. I can continuously monitor possible racial and ethnic different in student achievement.
3. I can examine differences in student performance within racial and ethnic groups.
4. I can monitor data for possible racial and ethnic differences in disciplinary actions.
5. I can monitor racial and ethnic differences in access to honor, advanced, or AP courses.
6. I can assure that rigid grouping structures within classrooms (i.e., “ability grouping”) are avoided, and the racial, ethnic, and linguistic compositions of instructional groups are continually considered for equity.
7. I can regularly monitor the number of referrals to special education of students of different racial, ethnic, and linguistic backgrounds.

Teachers’ professional development opportunities include diversity-rich content that is integral to the teaching of academic content and helps teachers establish productive relationships with students.

8. I can assure that professional development includes diversity-rich content that focuses on instruction in a particular subject area.
9. I can assure that professional development that helps teachers understand potential cultural mismatches between them and their students.
10. I can assure that professional development helps teachers investigate and understand how students’ race, ethnicity, social class and language might be related to their learning and behavior.
11. I can assure that teachers understand how the overgeneralization of students’ cultures can result in stereotyping and other unproductive teaching behaviors.
12. I can assure that professional development helps teachers develop strategies to effectively teach students from different racial and ethnic groups.
13. I can assure that professional development helps members of the school staff examine how their own beliefs and dispositions might affect their relationships with diverse students.

14. I can assure that teachers are helped to understand how they react to students' dress, accents, nonverbal communication, dialects and discussion modes and how their reactions affect their interactions with students.
15. I can assure that professional development facilitates open conversations about race.

Students have access to rigorous academic content and the support they need to benefit from that access.

16. I can assure that all students have access to honors, advanced, and AP courses.
17. I can assure that students at all levels of prior performance are challenged with rigorous curriculum.
18. I can assure that English language learners are engaged in challenging and mainstream curricula.
19. I can assure that flexible grouping structures (as opposed to “ability” grouping) are used in classrooms.
20. I can assure that “ability” grouping based on prior achievement is used sparingly and only for a specific purpose.
21. I can assure that struggling students are taught by experienced and qualified teachers.
22. I can assure that programmatic resources are distributed equitably to meet the needs of struggling students.
23. I can assure that school leaders assert and regularly reinforces the importance of ensuring that all students achieve at high levels.

There are well understood processes in place to fairly adjudicate school rules, identify perceived inequities and interpersonal conflict, and ensure that disciplinary policies and actions remove students from learning opportunities only as a last resort.

24. I can assure that fair and transparent processes exist for dealing with perceived inequalities and interpersonal conflict.
25. I can assure that disciplinary policies remove students from the classroom to the least extent possible.
26. I can assure that the school has well publicized explicit and coherent policies that seek to ensure that all students and school staff do not experience discrimination based on ethnicity, race, language or social class.

Family and community engagement strategies are well developed and give particular attention to engaging culturally and linguistically diverse families.

27. I can assure that staff collaborates and builds relationships with community groups to improve school offerings.
28. I can assure that the school has a well-defined plan for engaging and communicating with non-English speaking families.
29. I can assure that teachers collaborate with families to learn with and from them about how best to meet the academic needs of students.
30. I can assure that school leaders respect all members of the school community and make a special effort to engage those who may feel less comfortable or more vulnerable in the school.
31. I can assure that teachers are provided adequate time and resources to establish family and community connections.

The school's curriculum, while adaptive to student experiences and preferences for learning, provides opportunities to learn about different cultures and to interact with students of different races and ethnicities.

32. I can assure that the curriculum helps all students understand the unique historical and contemporary experiences of different racial and ethnic groups.
33. I can assure that teachers use culturally relevant learning resources.
34. I can assure that the prescribed curriculum engages students in learning through interactions with students of different races and ethnicities.
35. I can assure that the school honors and makes use of home languages of students who speak a language other than English.

36. I can assure that multicultural curricula avoid racial and cultural stereotyping.

The school has processes in place to surface, discuss, and address issues related to students' race and ethnicity that may concern discrimination, ineffective practice or interpersonal conflict.

37. I can assure that staff will regularly discuss how racial attitudes and beliefs affect student performance, family engagement, and collaboration.

38. I can assure that there is a school procedure in place to appropriately address and deal with racial tensions.

39. I can assure that staff engage in problem solving to address problems related to racial and ethnic discrimination and inequities.

School policies and practices reflect a commitment to inclusiveness as well as respect for the values and strengths of diverse racial and ethnic groups.

40. I can assure that participation of students from diverse racial, ethnic, and linguistic backgrounds in extracurricular activities is representative of the larger student body.

41. I can assure that participation of students from diverse racial, ethnic, and linguistic backgrounds in leadership positions is representative of the larger student body.

42. I can assure that historic experiences, values, and on-going contributions of diverse groups are evident throughout the school.

43. I can assure that parents, students, and staff exhibit respect for people of different racial, ethnic, or cultural backgrounds.

44. I can assure that staff and students are encouraged and trained to be inter-culturally competent with each other.

45. I can assure that the staff has developed a shared commitment to issues of diversity.

Efforts are made to recruit and retain a racially and ethnically diverse school staff.

46. I can assure that the racial and ethnic composition of the faculty reflects the diversity of the student body.

47. I can assure that attempts are made to recruit staff of color.

48. I can assure that attempts are made to retain staff of color.

Principal Administrator Licensure Practicum Observation Form

Candidate Name: _____

Observer Name: _____

Role: University Supervisor Site-based Supervisor

Date of Observation: _____ Date of Post Observation Discussion (if applicable): _____

Administrative Standard(s) Addressed During Observation:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Standard 1: Mission, Vision, and Core Values |
| <input type="checkbox"/> | Standard 2: Ethics and Professional Norms |
| <input type="checkbox"/> | Standard 3: Equity and Cultural Responsiveness |
| <input type="checkbox"/> | Standard 4: Curriculum, Instruction, and Assessment |
| <input type="checkbox"/> | Standard 5: Community of Care and Supports for Students |
| <input type="checkbox"/> | Standard 6: Professional Capacity of School Personnel |
| <input type="checkbox"/> | Standard 7: Professional Community for Teachers and Staff |
| <input type="checkbox"/> | Standard 8: Meaningful Engagement of Families and Community |
| <input type="checkbox"/> | Standard 9: Operations and Management |
| <input type="checkbox"/> | Standard 10: School Improvement |

Summary of Observation:

Describe How Candidate Demonstrated Growth Toward Proficiency of Standard(s):

Share Opportunities for Growth to Meet Proficiency Related to Observed Standard(s) of this Observation:

Candidate Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

From: [Mark Girod](#)
To: [MONDRAGON Shara * TSPC](#)
Cc: [Marie LeJeune](#); [Alicia Wenzel](#); [Steven Nelson](#); [KROTTIS Richelle * TSPC](#); [RUSH Kristin * TSPC](#); [GOFF Melissa J * TSPC](#)
Subject: Re: Fw: WOU Principal program proposal...
Date: Tuesday, March 5, 2024 10:20:23 AM
Attachments: [SK Literacy Development.pdf](#)
[Principal Administrator Licensure Observation Form - Reformatted.pdf](#)

Hi Shara!

Our Principal program design team (including both Western and Salem-Keizer leaders) had a chance to talk a bit about the early literacy standards and implementation rolling out in Oregon. Salem-Keizer leadership shared that the district has been working with ODE on these standards and programmatic implementation since the summer and so this was not new ground for the group to explore together.

First, I have attached a flyer from Salem-Keizer that captures current thinking guiding literacy development within the district that maps well onto Science of Reading emphases. You will also see in this, clear language around how literacy efforts must be specifically designed, implemented, and supported for English Language Learners. This is an area where educator faculty at Western and Salem-Keizer continue to lean on one another supporting the mission of helping all Salem-Keizer children succeed. For example, we are collaborating on delivery of our Dual Language Specialization and are breaking new ground in content and strategies for supporting children in two-way bilingual programming.

Second, the Principal program design team was able to talk about how and where our new program would support early literacy and we identified two courses that will connect strongly into district initiatives and the new state standards including ELDR 612 Principal Leadership in Instructional Practices and ELDR 613 Principal Leadership that Supports All Students. Both of these courses are tied closely to teaching and learning and both will naturally integrate both the district mission and the explicit early literacy standards that are rolling out now. We imagine new readings, new assignments, and new class discussions focusing around these issues but we imagine immediate integration of these ideas into our program. There will not be changes to courses or program credits, however, at this time.

Our team was pleasantly surprised to see how well these two separate areas of thought and effort aligned and will result in Principal leaders well-prepared to support excellence in early literacy. Thank you for giving us an opportunity to share our thinking in this area.

Finally, I failed to include our Principal Observation form that will be used as a formative assessment each time principal candidates are observed by either their university supervisor or their school district mentor. The assessment was not included with the original package of materials because of its emphasis as a formative tool. The Principal Program Evaluation tool is the summative, consensus-style form used at the end of each term of field experiences where the candidate, the mentor, and the university supervisor talk about progress made toward each standard. It is this tool that we regard as one of the key program assessments... though the Principal Observation form also exists. The difference between the two is probably best understood as formative vs. summative... and the summative tool is the key program assessment. However, that said, we designed the Principal Observation tool in a way that requires connections into standards but places more emphasis on feedback and suggestions for improvements going forward. I have attached the Principal Observation form to this message.

Again, thank you for your help moving our program proposal forward and for the collegial way you have helped us make sure the full package is available and ready for implementation.

Mark Girod

On Mon, Mar 4, 2024 at 10:26 AM MONDRAGON Shara * TSPC <Shara.MONDRAGON@tspc.oregon.gov> wrote:

Dear Mark,

I hope this message finds you well. As of now, we do not have a finalized set of standards, so we are not looking for specific details on how you plan to integrate them. However, we would appreciate a brief statement acknowledging that you are aware of the emerging standards and an *estimate* of how long it would take your team to adjust and meet them once they are adopted.

Additionally, upon reviewing your proposal, we are having trouble locating the link for the observation tool. Could you please provide us with the link or attachment for our records?

Thank you for your attention to this matter.

Best regards,

Shara MonDragon, D.Ed.
Pronouns: She/Her/Hers [learn about gender pronouns](#)
Interim Director of Educator Preparation and Pathways Unit

Oregon Teacher Standards and Practices Commission

250 Division St., NE,
Salem, OR 97301-1012
Mobile: (971) 239-2101
Email: Shara.MonDragon@tspc.oregon.gov

Data Classification Level 2 - Limited

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From: Mark Girod <girodm@mail.wou.edu>
Sent: Friday, March 1, 2024 2:05 PM
To: MONDRAGON Shara * TSPC <Shara.MONDRAGON@tspc.oregon.gov>
Cc: Marie LeJeune <lejeunem@mail.wou.edu>; Alicia Wenzel <wenzela@mail.wou.edu>; Steven Nelson <nelsons@mail.wou.edu>; KROTTS Richelle * TSPC <Richelle.Krotts@tspc.oregon.gov>; RUSH Kristin * TSPC <Kristin.RUSH@tspc.oregon.gov>; GOFF Melissa J * TSPC <Melissa.J.Goff@tspc.oregon.gov>
Subject: Re: Fw: WOU Principal program proposal...

You don't often get email from girodm@mail.wou.edu. [Learn why this is important](#)

Hi Shara!

Indeed, yesterday's event was wonderful. So much good work happening in this area!

As for the new early literacy recommendations... those have taken clarity after the majority of our planning work was complete for the Principal program but, of course, we are very interested in making certain that new building leaders are experts in supporting early literacy work.

What are you asking Western to do regarding this issue? Would it be helpful to have a statement describing how the integration of content and expectations around early literacy leading would be embedded? What do you need from Western?

Mark

On Fri, Mar 1, 2024 at 2:00 PM MONDRAGON Shara * TSPC <Shara.MONDRAGON@tspc.oregon.gov> wrote:

Mark,

Hello! It was great to see you in person yesterday and talk with you about ideas related to pathways to licensure! What a great event!

Additionally, thank you for submitting your proposal for a principal program. We appreciate the effort you have put in to create this proposal. Given the current developments in the Oregon Early Literacy Framework (OELF) and the work around the [Early Literacy Educator Preparation Council](#) (ELEPC), we want to see if you have considered how the ELEPC work may impact your proposed program. We are including a draft of the ELEPC recommendations below (hyperlinked). Although we don't have an implementation schedule yet and are still only working from a draft of the recommendations, it is important to consider how the final recommendations will affect our EPP partner's programs and planning. Did your team talk about these ELEPC recommendations and how you might adjust for them?
https://www.oregon.gov/gov/policies/Documents/01.23.24_%20Draft_Final%20ELEPC%20Recommendations%20to%20Oregon%20TSPC.pdf

Best Regards,

Shara MonDragon, D.Ed.
Pronouns: She/Her/Hers [learn about gender pronouns](#)
Interim Director of Educator Preparation and Pathways Unit

Oregon Teacher Standards and Practices Commission
250 Division St., NE,
Salem, OR 97301-1012
Mobile: (971) 239-2101
Email: Shara.MonDragon@tspc.oregon.gov

Data Classification Level 2 - Limited

This e-mail may contain information that is privileged, confidential, or otherwise exempt from disclosure under applicable law. If you are not the addressee or it appears from the context or otherwise that you have received this e-mail in error, please advise me immediately by reply e-mail, keep the contents confidential, and immediately delete the message and any attachments from your system.

From: KROTTTS Richelle * TSPC <Richelle.KROTTTS@tspc.oregon.gov>
Sent: Friday, March 1, 2024 9:50 AM
To: MONDRAGON Shara * TSPC <Shara.MONDRAGON@tspc.oregon.gov>
Subject: FW: WOU Principal program proposal...

[Richelle Krotts](#) (*she/her*)
Educator Preparation Liaison
Oregon Teacher Standards and Practices Commission

250 Division St. NE,
Salem, OR 97301-1012
Mobile: (503) 931-2376
Email: Richelle.Krotts@tspc.oregon.gov

Data Classification Level 2 – Limited

From: Mark Girod <girodm@mail.wou.edu>
Sent: Wednesday, February 21, 2024 11:16 AM
To: KROTTTS Richelle * TSPC <Richelle.KROTTTS@tspc.oregon.gov>; PLUMEAU Kirsten * TSPC <Kirsten.PLUMEAU@tspc.oregon.gov>
Cc: Marie Lejeune <lejeunem@mail.wou.edu>; Alicia Wenzel <wenzela@mail.wou.edu>; Steven Nelson <nelsons@mail.wou.edu>
Subject: WOU Principal program proposal...

Greetings Commission staff!

Please find below a link to a google folder with all pertinent information associated with a Principal program proposal from Western Oregon University. We have benefitted from Commission staff expertise and suggestions along the way and are proud to present this proposal in collaboration with our partners from Salem-Keizer School District.

The full proposal and all associated documents can be found here:

<https://drive.google.com/drive/folders/1qZGlw2EFrRgT59YQbCjk7DxLQFLT6qg8?usp=sharing>

Please let us know if there are any challenges accessing the materials or if any further information is necessary for this proposal to go through the review and approval processes.

Sincerely,

Mark Girod
Western Oregon University

Mark Girod, Ph.D.
Dean, College of Education
Western Oregon University
Phone: 503.838.8518
<https://wou.edu/education/highlights/>

--

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--

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Salem-Keizer Public Schools | District 24J

Our Vision: All students graduate and are prepared for a successful life.



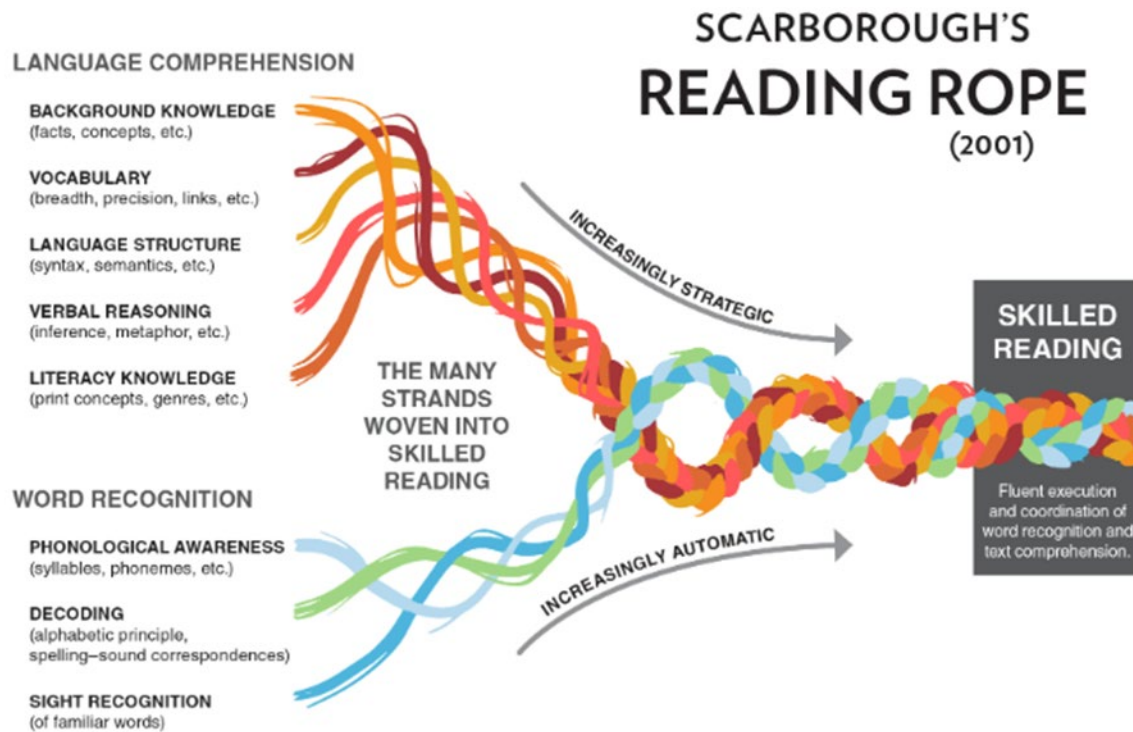
Literacy Development

What is the research on improving literacy skills for elementary students?

The goal of reading is to be able to comprehend text. To do this, children must be fluent readers who can effortlessly recognize printed words and understand the meaning of the words they are decoding.

Schools teach student the mental process that is used to store words for effortless retrieval. Words can be stored with frequent practice of sound-spelling correspondences and phonemic awareness skills otherwise known as phonics instruction. Once students learn the automaticity of reading sounds that make words, they have mastered the primary skill of a good reader.

Reading Comprehension is the product of what we can decode multiplied by that which we can comprehend orally. A student who can recognize words, know the meaning of these words, and who has language comprehension skills will achieve reading comprehension, both skills the word recognition and language comprehension are essential for reading comprehension. This is also illustrated using Scarborough's Reading Rope:



What are important considerations when teaching reading to English Language Learners/Emergent Bilingual students?

When it comes to orthographic mapping and English Language Learners, context matters as *meaning* is what aids in anchoring new concepts and language to existing schema. EL students won't be able to store words for efficient retrieval if they do not know their meaning in the second language. Literacy instruction for multilingual learners is not a matter of *either/or*. It is *yes/and*. Multilingual learners benefit from many of the components of literacy instruction for monolingual learners--like the *Science of Reading* and rigorous grade level content, and **that is not enough**. It is imperative that multilingual learners learn to read and write

through an integrated approach of language, literacy, and content, as these are the language comprehension strands found

in Scarborough's Rope, and they are developing at an emergent or developing level in the second language (English), a notable difference from monolingual English speakers, whose English language Comprehension levels are at higher levels.

Additionally, For ELLs/EBSs, language and literacy learning occur within the context of the presence and development of two (or more) languages. The cross-language implications, the available linguistic resources to draw upon, and the potential of proficient bilingualism and biliteracy must be addressed and incorporated as **essential defining elements of an effective model of literacy instruction** of ELs/EBSs.

Essential Elements of Literacy Instruction include Reading Foundational Skills, Oral Language Development, Vocabulary across content areas, Comprehension and meaning-making, Cross-linguistic connections and metalinguistic development, writing, active engagement with text, as well as English Language Development Instruction. In summary, effective literacy development for ELs/EBSs **embraces a second language development pedagogy and acknowledges the language duality of their brains and cultural backgrounds--this is how it is different from literacy development for monolingual English speakers.**

