



Leaders for *All* Learners: Reforming Leadership Preparation in Oregon

Marc Shelton, Elizabeth Kozleski, &
James McLeskey



**Collaboration for Effective
Educator Development,
Accountability and Reform
(CEEDAR)**

Disclaimer

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

Overview

1. Preparing principals to “support the success and well-being of each student”
2. The Oregon context
3. Developing program content
4. Delivering program content

Preparing Principals

- ✧ “....to support the success and well-being of each student”
- ✧ Core values of “equity, inclusiveness, and social justice”
- ✧ Professional Standards for Educational Leaders (PSEL, 2015)

Preparing Principals(cont.)

- ✧ CCSSO and CEEDAR preparing a document that extends these standards relative to special education and students with disabilities
- ✧ Oregon has long added this emphasis to their leadership standards
 - ✧ 1999 – Redesigned with ISLLC Standards
 - ✧ 2007 – Equity lens for Responsive Practice

Importance of Principals

- ✧ Influence student learning indirectly but significantly
- ✧ “Schools that function inclusively do so for a reason...the principals in these schools were the reason”
(Salisbury, 2006, p. 79)

Importance of Principals pt. 2

1. Building a shared vision and core values that includes all students
2. Cultivating a community of support for students with disabilities
3. Developing a community of professional learning built on collaboration

Importance of Principals pt. 3

4. Providing instructional leadership for all students

- Academic press
- Positive disciplinary climate
- High quality instruction

The Oregon Context

- ✧ Collaboration among Programs
 - ✧ 7 universities (2 public / 5 private)
 - ✧ Includes OR Principal's Association
- ✧ ORPEA's seat at OR Policy Table
- ✧ Principal Preparation Refresh
 - ✧ Goal for new rules in 2017-18
 - ✧ Integrate PELS and NELP standards

The Oregon Timeline

- ✧ OR joins CEEDAR's 2015 Cohort
 - ✧ Intensive Technical Assistance
 - ✧ Administrator License Redesign
- ✧ Sep/Oct 2015
 - ✧ Focused Leadership/Clinical Practice
 - ✧ New courses for Preliminary Admin
- ✧ Dec 2015/Jan 2016 (ESSA signed)
 - ✧ Shift to embedded modules - hybrid

The Oregon Plan

- ✧ Pilot module development SU17
 - ✧ Portland St-GFU / COSA-UOregon
- ✧ Use foundational CEEDAR tools
 - ✧ *Course Enhancement Module (CEM)*
 - ✧ *Innovation Configuration* model
- ✧ Implement modules PreAL FA17
 - ✧ Behavior / Discipline – FAPE
 - ✧ Network / Transition – LRE
- ✧ Evaluate for Professional AL

Developing Program Content



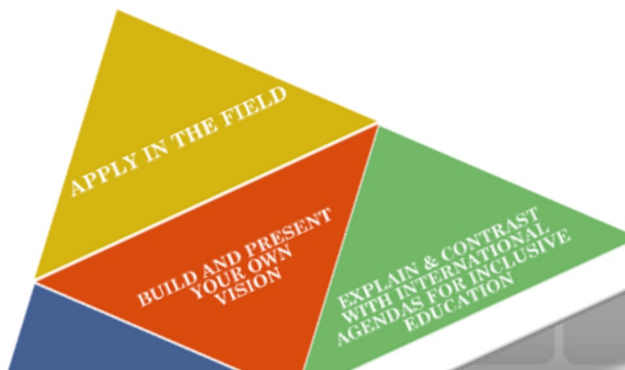
Leadership in Special & Inclusive Education (LSIE)
LSIE Graduate Certificate Program

Overview of Module 4

Module Overview

Imagining the future of LRE, FAPE and inclusive education constitutes understanding contemporary thoughts and trends that pervade the education system at every level. The readings and activities in Module 4 are designed to highlight the multiple ways in which the concepts of LRE, FAPE and inclusive education are being taken up more broadly. Empirically validated theories put forward by [Disability Studies in Education](#) are introduced here. Module 4 requires you to reflect on the future of schooling for students with and without disabilities, and to think about the various strategies and national and international realities that you have learned about in expanding your conceptions of inclusive education. As you reach the end of SPED 758, you are asked to articulate your own Plan of Action for making complex educational systems evermore inclusive.

Course Map



- Four courses
- 8 weeks per course
- 12 credits earned
- Certificate earned in 6-8 months
- Entirely online

Conceptual Framework



Fundamentals

Zero
Reject

FAPE

LRE

Due
Process

Non-
discriminatory
Assessment &
Evaluation

Collaborative
Decision-making
among Families
& Professionals

Leadership Challenges in Schools

- Organization & Governance
- Use of Time
- EDPs
- Decision Making
- Roles
- Outcomes
- Engagement
- Mediating Tools
- Supervision
- Coaching
- Collaboration



- One-on-one coaching and mentoring
- Cutting-edge research
- Project-based team work
- Gaming in simulated "virtual" districts
- Acquiring and applying "equity tools"
- Cultivating new digital literacies
- Create professional web-based portfolios

References

- ✧ Billingsley, B. S., McLeskey, J., & Crockett, J. B. (2014, August). *Principal leadership: Moving toward inclusive and high-achieving schools for students with disabilities* (CEEDAR Document No. IC-8). Retrieved from University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center website: [Innovation Configurations](#)
- ✧ Leadership for Students with Disabilities (2016). CEEDAR Course Enhancement Module. Retrieved from University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/cems/>
- ✧ Kozleski, E. B. & Huber, J. J. (2012). System-wide leadership for culturally responsive education. In J. Crockett, B. Billingsley, & M. L. Boscardin (Eds). *Handbook of leadership and administration for special education* (pp. 155-169). London: Routledge.
- ✧ National Policy Board for Educational Administration. (2016). *Draft National Educational Leadership Preparation Standards*. Alexandria, VA: Author. Retrieved from the NPBEA website: <http://www.npbea.org>
- ✧ National Policy Board for Educational Administration. (2015). *Professional Standards for Educational Leaders*. Alexandria, VA: Author. Retrieved from the CCSSO: [Professional Standards for Educational Leaders](#)

Contact Information

- ✧ Marc Shelton, George Fox U.
mshelton@georgefox.edu
- ✧ Elizabeth Kozleski, U. of Kansas
elizabeth.kozleski@ku.edu
- ✧ James McLeskey, U. of Florida,
mcleskey@coe.ufl.edu