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

**PRINCIPLES**
- Understanding the origins and parameters of Special Education Law

**PRACTICES**
- Applying Special Education Law in the field
- What do we need to do?

**REMEDIES**
- Examining and proposing other alternatives to remedy ongoing issues and problems
- How can we improve our practices?

**CRITIQUE**
- Critical analysis and evaluation of interpretations, practices, and outcomes
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


Contact Information

タンク shelton, george fox u.
mshelton@georgefox.edu

タンク elizabeth kozleski, u. of kansa
elizabeth.kozleski@ku.edu

タンク james mcleskey, u. of florida,
mcleskey@coe.ufl.edu