



2022 Principal License-only Cohort Course Sequence

updated 3/15/2022 (subject to change)

Application deadline:

Spring term - March 15, 2022 9:00pm PST

To apply, create an account or sign into the [Portland State University Admissions Application](#) system. Select "Start New Application" and then "Graduate Application." When prompted for the program, select "College of Education" and then "Educational Leadership and Policy: Principal License, License Only" as your program of study.

Additional program information: <https://www.pdx.edu/education/principal-license>

Spring 2022 cohort

Synchronous online courses generally meet four times per term (dates tba). Mentoring, coaching and university supervision will be provided at your site. Additional professional development may require travel.

Dept/Course/Title	Credits	Term	Format
ELP 569 Principal Leadership: Introduction	4	Spring 2022 (3/28-6/11)	Synchronous online Dates TBA
ELP 506 Special Topics: Improvement Science for Principals	4	Spring 2022	Synchronous online Dates TBA
ELP 570 Human Relations and Educational Foundations	4	Summer 2022 (6/20-8/14)	Synchronous online Dates TBA
ELP 573 Principal Leadership: Project I	1	Summer 2022	In District/Online
ELP 509 Administrative Practicum I	3	Summer 2022	In District/Online
ELP 571 Teaching, Learning and Curriculum	4	Fall 2022 (9/26-12/10)	Synchronous online Dates TBA
ELP 574 Principal Leadership: Project II	1	Fall 2022	In District/Online
ELP 509 Administrative Practicum II	3	Fall 2022	In District/Online
ELP 572 Human Resource Development and Organizational Change	4	Winter 2023 (1/9-3/25)	Synchronous online Dates TBA
ELP 575 Principal Leadership: Project III	1	Winter 2023	In District/Online
ELP 509 Administrative Practicum III	3	Winter 2023	In District/Online
ELP 585 Linguistically and Culturally Diverse Students and Families	4	Spring 2023 (4/3-6/17)	Synchronous online Dates TBA
ELP 586 High Leverage Practices to Promote Inclusion and Equity	4	Spring 2023	Synchronous online Dates TBA

Description of the Proposed Modifications: Innovation and Major Changes

Beginning in August of 2022, the PSU Principal Licensure Program will be revised to include **40 credits, and 360 clinical hours**. PSU will continue with a cohort model, with the clinical practice at the center of the coursework. Each term's broad course content information can be found below:

Term 1: Improvement Science; Introduction to Anti-racist, Culturally Responsive Leadership

Term 2: Clinical Experience, Anti-racist, Culturally Responsive Leadership Project, Visionary Leadership through Instructional Leadership for Equity

Term 3: Clinical Experience, Anti-racist, Culturally Responsive Leadership Project, Instructional Leadership for Equity through Management and Community Engagement

Term 4: Clinical Experience, Anti-racist, Culturally Responsive Leadership Project, Instructional Leadership for Equity using School and Community Resources and collaborative strategies

Term 5: Anti-racist, Culturally Responsive Leadership for Equity: Culturally and Linguistically Diverse Students, and Students Receiving Special Education Services

Course Descriptions

ELP 569 Principal Leadership: Introduction

Introduces leadership for equity through examining responsibilities and roles of school leaders with an emphasis on culture and equity: professional norms; decision-making; educational values; ethical behavior; socio political awareness; equitable protocols; equitable opportunity and access; culturally responsive practices; an inclusive school community; and promotion of cultural pluralism through programs, policies, and practices that reduce educational disparities and increase wellness and success for all students.

ELP 506 Special Topics (Improvement Science)

In this course, candidates engage in an improvement process using Improvement Science concepts, tools, and processes which reflects TSPC Principal Licensure standards regarding professional capacity of school personnel, professional community for teachers and staff, meaningful engagement of families and community, and curriculum, instruction, and assessment, within an equitable and culturally responsive school.

ELP 570 Human Relations and Educational Foundations

Explores the historical, social, philosophical, and organizational foundations of public education to develop mission, vision, and core values as a principal. Examines the dynamics of school personnel, relationships, leadership, and community building in schools to promote each student's academic success and well-being, with a strong focus on equity and culturally responsive practices.

ELP 573 Principal Leadership: Project I

Focus on a Principal Leadership Project demonstrating knowledge, skills, and dispositions required by the TSPC Principal License Standards. The first part of a three-quarter project is designed with an administrative practicum supervisor to address equity of educational opportunity and culturally responsive practices to promote each intern's academic success and well-being. In collaboration with school personnel, students, families, and/or the community,

candidates identify the challenge area; research the problem context and related peer-review research; and develop an action plan.

ELP 571 Teaching, Learning and Curriculum

Candidates develop intellectually rigorous, culturally responsive, and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Candidates will be mindful of TSPC ethical standards for principals and developing professional practice of school personnel. The course focuses on equity, cultural responsiveness, and high-leverage practices for historically underserved students and those receiving English Learner and Special Education services.

ELP 574 Principal Leadership: Project II

Focus on a Principal Leadership Project demonstrating knowledge, skills, and dispositions required by the TSPC Principal License Standards. The second quarter of a three-quarter project designed with an administrative practicum supervisor to address equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Candidates create a visual display of their theory of action, design an improvement aim, primary drivers, secondary drivers and change ideas. Three Plan, Do, Study Act (PDSA) cycles are completed.

ELP 572 Human Resource Development and Organizational Change

In this course candidates develop the clinical practice skills and dispositions to promote a caring, culturally responsive community of support for students by engaging families and the community meaningfully to support pk-12 student well-being and academic success, managing equitable systems, with emphasis on historically underserved students, resources, school personnel, instructional management, and in creating ethical systems.

ELP 575 Principal Leadership: Project III

Candidates will learn and apply change leadership strategies that demonstrate knowledge, skills, and dispositions required by TSPC Principal License Standards through a Principal Leadership Project. The final quarter of a three-quarter project designed with an administrative supervisor to address equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Candidates analyze the outcome of their year-long project, identify implications for further action, and reflect on leadership challenges and successes.

ELP 585 Linguistically and Culturally Diverse Students and Families

Promoting the success and well-being of each student, teacher/leader through administrative practicum experiences, supported by faculty supervisor and principal mentor. Explore theories, law, and research; ensure equitable protocols, opportunity and access, responsive practices, create an inclusive school community. Concepts relevant to English Language Learners: language acquisition; the nature/role of culture/cultural groups; planning, implementing, managing instruction; assessment; professionalism; advances in ESL field; public policy; technology.

ELP 586 High Leverage Practices to Promote Inclusion and Equity

Examines school administrators' roles and responsibilities in supporting special education services, programs, teachers and staff. Understand special education law and implications for working with students, families and district leadership. Explore school-wide systems, interventions and processes to address the support needs (e.g. academic, behavioral and social/ emotional) of all students, particularly those students with Individualized Education Programs. Includes 30 hours of clinical practice.

ELP 509 Administrative Practicum I, II, III

Engage in substantial and sustained education leadership administrative practicum experience that develops the ability to promote the success and well-being of each student, teacher and leader through administrative practicum within a building setting, monitored and evaluated by a qualified, on-site mentor. Reflects Principal License Standards regarding professional capacity of school personnel, professional community for teachers and staff, meaningful engagement of families and community, and curriculum, instruction, and assessment, within an equitable and culturally responsive school.