

Course Consistency

Academic Year: 2021 – 22,
Cohorts: A 21, B21, C21, D21

Consistency of Program Instructors

As was the past practice cohorts in 2021 - 2022 of approximately 25 students, were taught by the same instructors throughout the three quarters of the program. Specifically, in the 2021 – 2022 principal licensure cohort, two instructors per cohort were teamed based on diversity, experience and knowledge of a specific portion of the program, such as Improvement Science.

2021- 2022 Program Instructor Overview

	Cohort: A21	Cohort: B21	Cohort: C21	Cohort: D21
Instructors	Ben Keefer & Isaac Cardona	Tania McKey & Kathryn Skimas	Tarehna Wicker & Lisa McCall	Larry Becker & Cass Thonstad
Configuration	Online/Remote	Online/Remote	Online/Remote	Online/Remote
ELP 571 Teaching, Learning and Curriculum, (4 credits)	Ben Keefer	Tania McKey & Kathryn Skimas	Tarehna Wicker	Larry Becker
ELP 573 Seminar: Educational Leadership Project I, (Improvement Science),1 credit	Isaac Cardona	Tania McKey & Kathryn Skimas	Lisa McCall	Cass Thonstad
ELP 509: Practicum: Teaching, Learning, & Curriculum, 3 credits	Ben Keefer/ Cass Thonstad	Tania McKey & Kathryn Skimas	Tarehna Wicker & Lisa McCall	Larry Becker

Seven of the eight instructors were adjuncts who were current administrators in Portland Public School District. One was an experienced adjunct PSU instructor. Interns were paired with a university supervisor who provided mentoring and site facilitation throughout the program.

Consistency of Instruction

Three of the adjunct instructors who had previous extensive experience with the program, prepared a syllabus each term based on a previously designed template that aligned content to standards. That syllabus was used by all the cohorts. Each team required the same texts.

These instructors also prepared lesson plans for each of the class sessions and shared with their colleagues at regular meetings. The class schedule was designed so that all the cohorts met at the same time on the same day of the week throughout the program, allowing opportunity for cohort groups to meet all together for invited guest presentations, cross cohort communication and intern presentations.

At the beginning of the program, all instructors met with the program coordinator to discuss logistics and share the welcome letter. [See Appendices A and B]. Thereafter, throughout the three quarters, instructors met weekly to share ideas, successes, challenges and collaboratively plan lessons.

University supervisors met monthly with the program coordinator and the team to discuss program issues and identify successes and challenges.

Academic Year: 2022 – 23 (Only the courses for spring 2022 in this program have been taught to date)

Cohorts: A 22, B22

Consistency of Program Instructors

Two cohorts of approximately 20 students were taught by the same instructors in the first quarter of the program. The redesigned program started with the spring 2022 term.

The introductory courses in spring 2022 were both taught by currently practicing adjunct administrators who were experienced instructors in the past program. Instructors were chosen based on diversity, experience and knowledge of a specific portion of the program, such as Improvement Science in the ELP 506 introductory course.

2022- 2023 Program Instructor Overview

One of the four adjunct adjuncts was a current administrator in Portland Public School District; one was employed in the Newberg District; one in the Oregon City School District and one in a local educational service district.

Cohorts	Spring 2022 Course	Instructor(s)
Cohort A22	ELP 506 ELP 569S	Tania McKey Kathryn Skimas
Cohort B22	ELP 506 ELP 569	Casey Petrie Paul Coakley

Consistency of Instruction

Each instructor team prepared a syllabus based on the newly redesigned template that aligned content to standards. Each team required the same texts.

The class schedule was designed so that all the cohorts met at the same time on the same day of the week throughout the term, allowing opportunity for the two cohort groups to meet all together for invited guest presentations, cross cohort communication and intern presentations.

At the beginning of the program, all instructors met with the program coordinator to discuss logistics and share the welcome letter.

Interns in the first term of their program did not yet have university supervisors assigned to them.

Appendix A: Sample Welcome Letter



TO: PSU Initial/Preliminary Administrative Licensure Candidates
FROM: Susan Carlile, Principal Licensure Program Coordinator
DATE: August 2021
SUBJECT: WELCOME UPDATE

Dear Future School Leaders!

Information in this letter is designed to help you be prepared for the first day of class in the principal licensure program at PSU. Some of the information here is a repeat from the May Welcome Letter, some of it is new.

ORIENTATION TO PSU

We know that learning any new system is hard. There is so much to learn! A first step would be to 1) forward your pdx.edu email to the email you use daily; and 2) open up your pdx.edu email account and then visit our student orientation website <https://www.pdx.edu/admissions/orientation>

COHORT CONFIGURATION

There are four cohorts planned for the 2021 – 2022 academic year: A21, B21, C21 and D21. Enrollment in each is 25. Given the current pandemic environment, all cohorts will meet with instructors and colleagues fully online. Interns will remain in their current cohort for the entirety of their program, unless discussed with the program coordinator.

COHORT INSTRUCTORS

2021 – 2022 Principal Licensure (IAL) Instructors

August 2021

Cohort Name	Cohort: A21	Cohort: B21	Cohort: C21	Cohort: D21
Instructors	Ben Keefer & Isaac Cardona	Tania McKey & Kathryn Skimas	Tarehna Wicker & Lisa McCall	Larry Becker & Cass Thonstad
Configuration	Online/Remote	Online/Remote	Online/Remote	Online/Remote
ELP 571 Teaching, Learning and Curriculum, (4 credits)	Ben Keefer	Tania McKey & Kathryn Skimas	Tarehna Wicker	Larry Becker
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ELP 509: Practicum: Teaching, Learning, & Curriculum, 3 credits	Ben Keefer/ Cass Thonstad	Tania McKey & Kathryn Skimas	Tarehna Wicker & Lisa McCall	Larry Becker
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FALL COURSES

Students should register for the following courses:

Fall Term 2021:	(8 credit hours)	
ELP 571	Teaching, Learning and Curriculum	4 credits
ELP 509	Practicum: Teaching, Learning, and Curriculum	3 credits
ELP 573	Seminar: Educational Leadership Project I	1 credit

The CRN for each course should align with the cohort name, i.e., if you are in cohort A21, then enroll in ELP 571, 573 and 509 for A21.

MEETING DATES

Fall Term 2021

Four synchronous sessions, Thursdays, 5 - 8 pm: Sept. 30, Oct. 14, Nov. 4, Nov 18.

Three synchronous sessions, Thursdays, 4:00 - 4:50: Oct.7, Oct. 21, Oct. 28,

Required attendance at the COSA Law Conference, December 2, required face-to-face if the conference is available face-to-face. (As of August 2021, the conference is scheduled to be face-to-face.)

Class Sessions

September 30	5 - 8 pm, synchronous
October 7	4 - 4:50 pm, synchronous
October 14	5 - 8 pm, synchronous
October 21	4 - 4:50 pm, synchronous
October 28	4 - 4:50 pm, synchronous
November 4	5 - 8 pm, synchronous
November 18	5 - 8 pm, synchronous
December 2	COSA Law Conference

Please note that we will attend the Confederation of School Administrators Law Conference for a minimum of one day (Thursday, Dec 2, 2021). The conference will be held at the Graduate Eugene Hotel. The link is [here](#)

Student registration is \$149.00. Discuss with your supervisor the possibility to take this day as a professional development day. It may be that your principal can assist you with the registration fee and also pick up the cost of your substitute for the day. In addition, you may want to spend the night in Eugene. Some interns choose to stay for the three-day conference based on district priorities and the situation of the pandemic health crisis. The COSA Law Conference will be a topic of conversation at your first meeting in the fall with your university supervisor and your site supervisor.

UNIVERSITY SUPERVISOR

Throughout the program, your practicum experience will be supported by a university supervisor. This person may be one of your instructors or an experienced administrator who will meet with you and your site supervisor a minimum of three times in the program, once in the fall, winter and spring terms. Your university supervisor will be in touch with you in late September or early October to set up the first meeting. This year all site visits will be held on Zoom. We have not yet assigned university supervisors. You can read about the responsibilities of the site supervisor and the university supervisor in the 2021 – 2022 Principal License Handbook attached to this email.

SUMMER PRACTICUM HOURS

Since June 15, 2021, many interns have begun tracking practicum hours. You may log up to 90 hours this summer in activities that are supervised by your site supervisor (your TSPC licensed supervisor/mentor who will be evaluating your practicum work) and follow the school administrator standards. Keep track of these hours on the log template attached to the May email.

TEXTS FOR THE ENTIRE COHORT PROGRAM

Below are the texts for the 2021 - 2022 academic year. We will be reading portions of each text in each term, so plan to purchase them all.

Course	Text
ELP 571, 572, 570	Culturally Responsive School Leadership Muhammad Khalifa 9781682532072 Harvard Education Press
	Cultivating Genius Gholdy Muhammad 978-1338-594898 Scholastic
	Just Schools: Building Equitable Collaborations with Families and Communities Ann M. Ishimaru and James A. Banks 9780807763193 Teachers College Press
	Instructional Rounds in Education (Note: Cohorts A21, B21, C21 only) Elizabeth City, Richard Elmore 9781934742174 Harvard Education Press
	Crafting the Feedback Teachers Need and Deserve (note: Cohort D2L only) Van Soelen, Thomas M. (2016) 9781138950030 Routledge Press
ASCD Student Subscription: ASCD Student Membership	
ELP 573	Crow, R. Hinnant-Crawford, B.N., Spaulding, D.T. (2019). <i>The educational leader's guide to improvement science: Data, design and cases for reflection</i> . Myers Press: 9781975500955
ELP 574	Peterson D. and Carlile.S. (2021). <i>Improvement science: Promoting equity in schools</i> , Myers Education Press, 9781975500955
ELP 575	

D2L INFORMATION

D2L: Review website about D2L operations.

- Call 503.725.HELP if you need technology help or to get help finding D2L tutorials. Your cohort leaders and adjunct professors provide content help and the D2L help desk at 503.725.HELP provides technology help.
- Upload your photo onto D2L. This should be a professional photo. Be sure your pdx.edu email also has a professional photo. The photo should be of you, not of your dog, your garden, or a mountain. This photo is a way for people to remember who you are by connecting a name and a face.
- When the D2L shell is available, usually in late September, go to “Course News” to read updates.
- Read the syllabus when posted.
- Read all uploaded materials when posted.

Note that you can have D2L notify you when your instructor makes a change on the D2L shell or uploads something. Take an online D2L tutorial to figure this out or call the D2L help desk

Heads Up: In January 2022, PSU is moving from the D2L learning platform to Canvas learning platform.

WHAT TO DO BEFORE FALL CLASSES START

- Set up regular meeting times with your site supervisor
- Continue to engage in leadership activities, especially activities centered around the opening of school
- Log hours (up to 90 before fall term begins)
- Buy texts, sign up for the ASCD student membership
- Begin reading the text, Crow, R. Hinnant-Crawford, B.N., Spaulding, D.T. (2019). *The educational leader's guide to improvement science: Data, design and cases for reflection*

WHOM TO CONTACT WHEN YOU NEED HELP

Program planning, practicum site, supervisor/mentor: program coordinator: Susan Carlile at scarlile@pdx.edu

Registration: Cole Edwards at elpdept@pdx.edu

Licensure Issues: Lisa Todd 503. 725.4758 lrtodd@pdx.edu

General Technology Helpdesk at: help@px.edu or 503 725-HELP (4357)

D2L HELP: Mon-Fri 9 a.m. to 5 p.m. at 503.725.9111

PSU Library Website: <http://library.pdx.edu/>

Admissions & Student Support Specialist: Kris Smith: elpadmit@pdx.edu, (503) 725-4633

For online course access go to: <http://d2l.pdx.edu>

In closing, this year promises great opportunities to learn, grow, take risks, challenge ourselves, and develop lasting relationships. We are committed to creating a professional learning community where each of you will:

- Draw upon the unique experiences and expertise of cohort colleagues and guest administrators
- Experience the risks and rewards of individual, group, and organizational change
- Develop independence and competence as a leader through experiences in the cohort and in your practicum

- Increase understanding about social justice, especially for historically underserved students who experience a system of oppression in our society and also in our school – something *you* will be working to change
- Share deeply held beliefs and values about education and schools, teaching and learning, and leadership in a safe environment.
- Learn together, building enduring friendships and collegial partnerships

Most importantly, our time together will reflect the realities of life in schools and other educational settings. By June 2022, you will be prepared to lead schools or programs that serve all students and address the needs of students and families from diverse backgrounds. We look forward to this journey together and to getting to know you in our classes or at one of the welcome or transition meetings!

Ben, Cass, Isaac, Kathryn, Larry, Susan, Tania, and Tarehna,

Appendix B: Sample Faculty Agenda

Portland State University Principal Licensure Program Instructor Planning Meeting June 23, 2021

Attending: Margaret Berrios-Brown, Isaac Cardona, Susan Carlile, Ben Keefer, Lisa McCall, Tania McKey, Tarehna Wicker

Agenda

Program Overview

Fall Term 2021	(8 credit hours)	
ELP 571	Teaching, Learning and Curriculum	4 credits
ELP 509	Practicum: Teaching, Learning, and Curriculum	3 credits
ELP 573	Seminar: Educational Leadership Project I	1 credit
Winter Term 2022.	(8 credit hours)	
ELP 572	Human Resource Development and Organizational Change	4 credits
ELP 509	Practicum: Human Resource Development and Organizational Change	3 credits
ELP 574	Seminar: Educational Leadership Project II	1 credit
Spring Term 2022	(8 credit hours)	
ELP 570	Human Relations and Education Foundations	4 credits
ELP 509	Practicum: Human Relations and Educational Foundations	3 credits
ELP 575	Seminar: Educational Leadership Project III	1 credit

Four cohorts, each with no more than 25 students.

Three online with synchronous and asynchronous meetings; one hybrid.

2021 – 2022 Course Meeting Dates

Fall

Four online sessions, Thursdays, 5 - 8 pm
Required synchronous sessions every other week from 4:00 - 4:50.

Required attendance for students at the COSA Law Conference, December 2, required face-to-face if the conference is available face-to-face.

September 30,	5 - 8
October 7,	4:00 - 4:50
October 14,	5- 8
October 21,	4:00 - 4:50
October 28,	4:00 - 4:50
November 4,	5 - 8
November 18,	5 - 8
December 2,	COSA Law Conference, face-to-face (required face-to-face if the conference is available face-to-face)

Winter

Four online, Thursdays, 5 - 8, with synchronous sessions (voluntary) as determined by the instructor(s) from 4:00 - 4:50.

January 6, 5 - 8
January 27, 5 -8
February 17, 5 -8

Spring

Four online sessions, Thursdays, 5 - 8, with synchronous sessions (voluntary) as determined by instructors from 4 - 4:50

March 31, 5 - 8
April 14, 5 - 8
May 19, 5 - 8
June 2, 5 - 8

Vision for this Work: PPS and PSU Partnership

Past Syllabii (see attached to email)

Texts

Below are the texts for the 2020 - 2021 academic year. Students read other titles, like the Khalifa book (*Culturally Responsive School Leadership: Race and Education*) as part of their cultural competence book study in the fall.

Course	Text
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