



Never before has the demand for school leadership been so high. We seek visionary and innovative new leaders dedicated to building strong school systems so that every teacher and student can thrive and succeed.

THE PROGRAM

Based on best practices and supported by research, the program is designed to strengthen school leadership in Oregon and give aspiring leaders the opportunity to learn first-hand how to run a school. This unique pilot integrates a paid internship with instruction and offers candidates increased resources. With instructional leadership at its core, the program is customized to each candidate in partnership with district leaders and program providers.

Candidates must have a minimum of five years of highly effective teaching experience, including at least two years in teacher leadership roles. Candidates:

- Are guaranteed a half-time paid internship (.5 FTE): either a full-time release from their teaching duties for a half-year, a half-time release for a full year, or a flexible equivalent based upon the needs and interests of the candidate, the partnering district, and the program provider.
- Work with site supervisors for sustained training, preparation, and high-quality support.
- Receive assigned mentors at the beginning of employment as a new administrator with support for up to two years.
- Are encouraged to seek an administrative position in Oregon in areas of high need, such as rural or remote schools, hard to staff positions, or schools identified as focus or priority.
- Are recommended for TSPC Preliminary Administrative License (formerly Initial Administrative License) and offered an interview for an administrative position in Oregon upon program completion.

REQUIREMENTS

- Oregon teaching license
- Five years of teaching (minimum), including two years in teacher leadership roles as documented through a resume and recommendations
- A master's degree with a 3.0 GPA or higher

Candidates will be selected based upon their potential for instructional leadership for equity, emotional intelligence, adaptive leadership, team building and interpersonal skills, personal statements, references, and strength of application.



Great school leaders keep a laser-like focus on teaching, learning, and equity.

PREPARING THE NEXT GENERATION OF SCHOOL LEADER

The Oregon Department of Education, in partnership with Chalkboard Project, COSA Leads, and Portland State University (PSU), are launching a pilot program to rethink preparation for the preliminary administrative license to:

- Strengthen the pipeline for new Oregon principals using an innovative pre-service training model.
- Improve outcomes for all students and close achievement and opportunity gaps in schools.
- Increase and retain people of color, women, and individuals from historically underrepresented groups employed as Oregon school principals and district administrators.
- Demonstrate the importance of principal preparation as a lever for systemic improvement.

DISTRICT BENEFITS

Districts acquire high caliber, equity-focused, instructional leaders with proven skills to build a high-performing culture of academic success for all students.

Candidates will:

- Bring focused instructional leadership practices to prioritize improvement of teaching and learning.
- Model adaptive leadership and emotional intelligence to tackle tough challenges and embrace change.

PROGRAM PROVIDER



LEADERSHIP, LICENSURE & DEGREE PROGRAMS

The **COSA-CUC Educational Leadership Licensure Program** develops administrators who will use their expertise to improve student learning and achievement by working to build the professional skills of colleagues, strengthen the culture of the school through professional learning communities, and improve the quality of instruction through data-based decision making.

PROGRAM DELIVERY

Five online content courses and a hybrid internship model. Delivery includes face-to-face meetings with the candidate and the district mentor, and online seminars during the yearlong job-embedded internship.

Interns are supported by two experienced, Oregon-licensed administrator: (1) an on-site mentor, the building principal, who will coach the intern during the field experience and (2) the university supervisor.

PROGRAM DURATION

Candidates will complete a 16-month preliminary administrative license program. The program begins May 2, 2016.

APPLICATION*

- For more information and assistance with applications email trina@cosa.k12.or.us
- Complete online application at: <https://www.CUChicago.edu/ApplyNow>

CONTACT



COSA Office: 503-581-3141

Cheryl K. Brown,
Education Leadership Specialist
cheryl@cosa.k12.or.us

Colin Cameron, Deputy Director
colin@cosa.k12.or.us

*** All application materials, including application to CU Chicago, are submitted to COSA Leads directly, and are due by April 1, 2016.** Please submit to the following address:

COSA
707 13th Street SE, Suite 100
Salem, Oregon 97301-4035

DISTRICT RESPONSIBILITIES

- Guarantee a half-time paid internship (.5 FTE) for each candidate based on mutually acceptable terms.
- Offer additional financial support or tuition cost reductions, if available and applicable.
- Offer release and substitute time for professional development opportunities that are required by the programs.

PROGRAM PROVIDER



Portland State
UNIVERSITY

PSU's Initial Administrative Licensure program integrates equity into all aspects of its programming, including instructional improvement, change leadership, community engagement, ethics, finance,

management, and school law. Our interns use recent research and student data to inform their equity-focused, adaptive leadership practices. PSU's professors are experienced administrators who have been acknowledged for their equity leadership in Oregon schools, and our graduates are regularly recognized for their ability to reduce educational disparities in schools.

PROGRAM DELIVERY

PSU offers a dynamic, equity-focused cohort in a variety of settings: online, hybrid, and face-to-face with two courses offered fully online in spring 2016. On August 19, 2016, join us for a one-day leadership institute in downtown Portland. Interns will begin the hybrid cohort program with a face-to-face session on October 1, 2016 and complete the program on June 17, 2017.

The 2016–17 job-embedded internship experience will be integrated into the fall, winter, and spring terms of the program.

Three experienced, Oregon-licensed administrators support the interns: (1) an onsite mentor, who will coach the intern during the internship and beyond; (2) the cohort leader; and (3) one additional university supervisor.

PROGRAM DURATION

May 2, 2016–June 17, 2017

APPLICATION*

- Admissions materials are available at <http://www.pdx.edu/elp/initial-administrator-license-ial> David Bikman, admissions specialist is available at elpadmit@pdx.edu to assist with applications.
- The application includes references from three school administrators and a personal statement.

CONTACT



***All applications are due April 1, 2016 at midnight.**

Susan Carlile, MA, Associate Professor, scarlile@pdx.edu

Deborah Peterson, EdD, Assistant Professor, dpeterso@pdx.edu

FREQUENTLY ASKED QUESTIONS

Q: How will the internship be funded?

A: Funds for the internship will be provided by the State of Oregon and coordinated through Chalkboard Project.

Q: Are all program costs covered through the grant funding?

A: Leading for Learning covers the cost of the half-time paid internship and professional mentorship services after program completion. Program tuition cost is not included and is the responsibility of the candidate; however, scholarships toward tuition cost are available through private grant funding. Candidates are encouraged to consult with the program and their district for any additional financial support or tuition reductions that may be available or applicable.

Q: How rigorous is the coursework?

A: The academic coursework must satisfy the program and new TSPC requirements necessary for completion of the preliminary administrative license. The coursework integrates the Oregon administrative licensure standards with an emphasis on (1) equity, (2) preK-12 instructional leadership including English language acquisition, early childhood, and special education, (3) adaptive leadership, and (4) emotional intelligence.

Q: Who are the post-program mentors?

A: The post-program mentors are a cadre of highly qualified and experienced district leaders who have completed a parallel Leading for Learning program for current administrators through the Center for Educational Leadership from the University of Washington.

Q: Which program should I apply for?

A: Leading for Learning wants to ensure that every candidate has access to the program by offering choice and a variety of formats and delivery options. Candidates are welcome to consider both programs and select the best fit based on personal choice.

Q: How many candidates will be accepted?

A: Each program provider can accept up to 16 candidates per year.

Q: Who should I contact for more information about Leading for Learning: Aspiring Leaders?

A: For more information, contact Chalkboard Project at 503-542-4325.

Coursework should be delivered in the context of the leader's real work, well grounded in standards, and with a focus on instructional, adaptive, and transformational leadership.

Implementing meaningful internship and mentorship programs can ensure that beginning principals get the support they need to positively impact student outcomes.