

EDUCATIONAL ADMINISTRATION

Lewis & Clark's Educational Administration programs seek to prepare aspiring and experienced educational leaders to develop knowledge and skills to reflect critically upon, inquire into, and collaboratively improve conditions for minoritized students, families, and communities. Candidates who successfully complete program requirements understand and demonstrate the knowledge and skills necessary to be learners, collaborators, advocates, and leaders for equity. As our license candidates assume positions of responsibility, the school and district organizations they lead create the conditions for learning where *all* children achieve.

Courses are taught by professionally active faculty and are designed as small, intensive seminars. In addition to on-campus courses, Lewis & Clark offers administrative licensure program course work in Central Oregon and Northeastern Oregon.

Applying for Licensure

Candidates must apply for a license directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, and transcripts. Applicants must apply for licensure within three years of completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Accreditation

Lewis & Clark's graduate programs leading to PK-12 degrees, licensure, and endorsements are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Oregon Teacher Standards and Practices Commission (TSPC).

Principal License

This program is designed to equip licensed teachers, personnel service providers (school counselors, school psychologists, and school social workers) and/or others with exceptional educational leadership experience who seek building-level administrative positions with the knowledge, values, skills/tools and courage to improve teaching and learning through an equitable lens.

Students who are interested in earning their Doctor of Education in Leadership alongside their Principal License can apply to the PK-12 Concentration with Principal License (https://graduate.lclark.edu/departments/educational_leadership/doctoral_program/pk-12-with-principal/) program.

Licensure Program Requirements

A minimum of 27 semester hours, distributed as follows:

Required Courses

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| EDAD 501/ EDAD 601 | Educational Leadership for Equity and Social Justice | 3 |
| EDAD 502/ EDAD 602 | Instructional Leadership | 3 |

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| EDAD 503/ EDAD 603 | Achieving Equitable School Change Through Data-Driven Inquiry and Improvement | 2 |
| EDAD 506/ EDAD 606 | Ethics, Policy, and the Law | 3 |
| EDAD 510/ EDAD 610 | Cultivating Human, Organizational and Financial Resources for Equity | 3 |
| EDAD 512/ EDAD 612 | Engaging Families & Community for Inclusive Schools | 3 |
| EDAD 551/ EDAD 651 | Leading for Inclusion and Access: SPED, 504, TAG | 2 |
| EDAD 574/ EDAD 674 | Leading for Inclusion and Access: Supporting Linguistically and Culturally Diverse Students | 2 |
| EDAD 518/ EDAD 618 | Pre-Practicum for School Leadership | 1 |
| EDAD 519/ EDAD 619 | Practicum for School Leadership (students take 1 semester hour every term in which principal coursework is being pursued for a minimum of 3 terms totaling 3 credit hours) | 3 |

Elective Courses

The remaining 2 semester hours will be earned by taking an elective course. Options include:

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| EDAD 589/ EDAD 689 | Professional Studies: Special Topics in School Leadership | 2 |
| EDAD 555/ EDAD 655 | Building Positive Climate: Policy and Practice | 2 |
| EDAD 584/ EDAD 684 | Critical Restorative Justice | 2 |
| EDAD 547/ EDAD 647 | Ethical Leadership and Decision-Making | 2 |
| EDAD 559/ EDAD 659 | Collaborative Leadership and Team-Building | 2 |
| EDAD 533/ EDAD 633 | Leadership for Learning | 2 |
| EDAD 523/ EDAD 623 | Communication Skills for Inclusion and Engagement | 2 |

Licensure

Lewis & Clark recommends for the Oregon Principal License those candidates who have fulfilled all of the requirements specified under the Principal License (p. 1) Program including:

1. Hold a master's degree or higher¹ from an Approved Institution in the United States, or the foreign equivalent of such degree approved by the Oregon Teacher Standards and Practices Commission.
2. Have three full years full years of qualifying licensed experience (<https://secure.sos.state.or.us/oard/viewSingleRule.action/?ruleVrsnRsn=274621>) in a 1.0 FTE assignment or six full years of qualifying licensed experience in a .50 FTE or more assignment. (The years of licensed school experience do not have to be earned consecutively.)
3. Admission to the Lewis & Clark Principal License program.
4. Completion of the Principal License program requirements, including the Practicum Portfolio and TSPC's civil rights test requirements.^{2,3}

Candidates must apply for a license directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, if required, and transcripts. Applicants must apply for licensure within three years

following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

- ¹ Students who are also seeking a Master of Education can apply to the joint MEd and Principal License program (http://graduate.lclark.edu/departments/educational_leadership/educational_leadership/master_of_education/)
- ² Students who hold a current Oregon TSPC-issued regular, non-restricted teaching or personnel services license may waive the *ORELA: Protecting Student and Civil Rights in the Educational Environment* test.
- ³ As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.

Professional Administrator License

Coursework in this license program is offered both on campus and around Oregon, and is open to candidates who hold an Oregon Principal License. The Professional Administrator License program is focused around critical problems of leadership practice. Candidates develop a portfolio of evidence, demonstrating that they meet the advanced standards according to rules set by the Oregon Teacher Standards and Practices Commission (TSPC). The portfolio is exhibited to peers and faculty during Professional Mentorship and Seminar (EDAD 549), which is the final course in the required 18-semester-hour program.

Professional Administrator License Program Licensure Program Requirements

18 semester hours, including four core required classes (11 credits), one required clinical practice course (3 credits), and two electives from the list below (2 credits each).

Required Courses

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|-----------------------|--|---|
| EDAD 520/ EDAD 620 | Organizational Leadership for Equity, Inclusion, and Justice | 3 |
| EDAD 521/ EDAD 621 | Instructional Leadership for Inclusion and Improvement | 3 |
| EDAD 525/ EDAD 625 | Equitable Management of Systems and Resources | 2 |
| EDAD 527/ EDAD 627 | Advocacy, Communication, and Inclusive Leadership for Engaging Community | 3 |
| EDAD 549/ EDAD 649 | Professional Mentorship and Seminar | 3 |

Fall Electives

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|-----------------------|---|---|
| EDAD 523/ EDAD 623 | Communication Skills for Inclusion and Engagement | 2 |
| EDAD 546/ EDAD 646 | Negotiation, Collective Bargaining, and Contract Management | 2 |
| EDAD 551/ EDAD 651 | Leading for Inclusion and Access: SPED, 504, TAG | 2 |
| EDAD 559/ EDAD 659 | Collaborative Leadership and Team-Building | 2 |

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| EDAD 585/ EDAD 685 | Recentering Circles | 2 |
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Spring Electives

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|-----------------------|--|---|
| EDAD 532/ EDAD 632 | Using Supervision and Evaluation to Develop Culturally Responsive Teachers and Leaders | 2 |
| EDAD 555/ EDAD 655 | Building Positive Climate: Policy and Practice | 2 |
| EDAD 577/ EDAD 677 | Special Leadership Topics Seminar | 2 |
| EDAD 642 | Courage to Lead in a Democracy | 2 |

Summer Electives

| | | |
|-----------------------|---|---|
| EDAD 533/ EDAD 633 | Leadership for Learning | 2 |
| EDAD 547/ EDAD 647 | Ethical Leadership and Decision-Making | 2 |
| EDAD 548/ EDAD 648 | Transforming Culture and Inspiring Innovation | 2 |
| EDAD 574/ EDAD 674 | Leading for Inclusion and Access: Supporting Linguistically and Culturally Diverse Students | 2 |
| EDAD 584/ EDAD 684 | Critical Restorative Justice | 2 |

Licensure

Lewis & Clark recommends for the Oregon Professional Administrator License those candidates who have fulfilled the following requirements:

1. Successful completion of the Principal License program at Lewis & Clark or another regionally accredited institution.
2. For students who did not complete their Principal License program at Lewis & Clark, passing scores or waivers for the Oregon Civil Rights testing requirements^{1,2}.
3. Admission to the Lewis & Clark Professional Administrator License program.
4. Hold a master's degree or higher from an Approved Institution in the United States, or the foreign equivalent of such degree approved by the Oregon Teacher Standards and Practices Commission.
5. Have completed three full years of qualifying licensed school administrator experience (<https://secure.sos.state.or.us/oard/viewSingleRule.action/?ruleVrsnRsn=274631>) in a 1.0 FTE assignment or six full years of licensed school administrator experience in a .50 FTE or more assignment. (The years of school administrator experience do not have to be earned consecutively.)
6. Completion of the Professional Administrator License program requirements, including the Mentorship portfolio.

Candidates must apply for a license directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, if required, and transcripts. Applicants must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

- ¹ Students who hold a current Oregon TSPC-issued regular, non-restricted teaching or personnel services license may waive the *ORELA: Protecting Student and Civil Rights in the Educational Environment* test.
- ² As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.

Master of Education in Educational Administration with Principal License

The MEd program combines the requirements for an Oregon Principal License with a master's degree for practicing teachers or other qualified education professionals who have not earned a master's degree and are seeking a route to earn Oregon Principal License.

Degree Requirements

A minimum of 38 semester hours, distributed as follows:

Required Courses

The 27 semester hours required for the Principal License Program (p. 1) plus the following:

| | | |
|-----------|-------------------------|---|
| EDAD 533/ | Leadership for Learning | 2 |
| EDAD 633 | | |
| EDAD 597 | Capstone Project | 1 |

Elective Courses

A minimum of 8 semester hours will be earned as electives from EDAD, EDLL or ED chosen jointly by the advisor and student.

Licensure

Lewis & Clark recommends for the Oregon Principal License those candidates who have fulfilled all of the requirements specified under the Principal License (p. 1) Program. Candidates must apply for a license directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, if required, and transcripts. Applicants must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Educational Specialist in Administration with Principal License

The Educational Specialist degree in administration is intended for students who have earned master's degrees and are seeking a route to Oregon Principal license as well as to begin the work of taking this understanding to the District level. This advanced degree is positioned between a master's and doctoral degree, and allows those holding an Oregon teaching or personnel service license to complete the requirements for the Oregon Principal License and some of the initial coursework for the Professional Administrator License within a five-year period of time. Students are able to complete a unique post-master's degree course of study without earning a doctorate. This course of study will help aspiring and new-to-profession educational leaders grow into seasoned professionals with the knowledge, values, skills, and courage to improve teaching and learning in schools. By addressing issues of

equity and focusing on best practices for effective leadership, students exit the EdS program ready to practice reflectively, think critically, and use data and research to advance learning and achievement for all students at both the building and the district levels. The EdS program is designed to be responsive to the changing nature of schools and the work of educational leaders.

A culminating capstone project, EDAD 576 Integrated Administrative Seminar, will require students to synthesize and integrate their learning over the course of the program into a written report and a public presentation. The capstone may draw upon coursework, action research, or practical projects related to current professional responsibilities. The project must have the approval of the program director and will be designed and completed within one semester. An oral presentation of the report will demonstrate the practical application of the project findings with professional leadership skills.

Degree Requirements

A minimum of 37 semester hours, distributed as follows:

Required Courses

- The 27 semester hours required for the Principal License Program (p. 1)
- The following four courses from the Professional Administrator License Program (p. 2)

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|-----------|--|---|
| EDAD 520/ | Organizational Leadership for Equity, Inclusion, | 3 |
| EDAD 620 | and Justice | |
| EDAD 521/ | Instructional Leadership for Inclusion and | 3 |
| EDAD 521 | Improvement | |
| EDAD 527/ | Advocacy, Communication, and Inclusive | 3 |
| EDAD 527 | Leadership for Engaging Community | |
| EDAD 576/ | Integrated Administrative Seminar | 1 |
| EDAD 676 | | |

Licensure

This degree program includes the requirements for the Oregon Principal License. Lewis & Clark recommends for the Principal License those candidates who have fulfilled the requirements specified in the Principal License (p. 1) section of this catalog. Candidates must apply for a license directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, if required, and transcripts. Applicants must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Educational Specialist in Administration, Legacy Track

The Legacy Track Educational Specialist degree in administration is intended for Lewis & Clark alumni who are seeking to complete the requirements for an Oregon Professional Administrator License after having already earned their Principal License through L&C's 18-credit Principal License program. This advanced degree is positioned between a master's and doctoral degree, and allows those holding an Oregon Principal License that was aligned to the previous standards to complete the requirements for the Professional Administrator License and earn an EdS degree within a five-year period of time. Students are able to complete a unique post-master's degree course of study without earning

a doctorate. This course of study will help educational leaders grow into seasoned professionals with the knowledge, values, skills, and courage to improve teaching and learning in schools. By addressing issues of equity and focusing on best practices for effective leadership, students exit the EdS program ready to practice reflectively, think critically, and use data and research to advance learning and achievement for all students at both the building and the district levels. The EdS program is designed to be responsive to the changing nature of schools and the work of educational leaders.

A culminating capstone project, Integrated Administrative Seminar (EDAD 576 (<https://docs.lclark.edu/search/?P=EDAD-576>)), will require students to synthesize and integrate their learning over the course of the program into a written report and a public presentation. The capstone may draw upon coursework, action research, or practical projects related to current professional responsibilities. The project must have the approval of the program director and will be designed and completed within one semester. An oral presentation of the report will demonstrate the practical application of the project findings with professional leadership skills.

Degree Requirements

A minimum of 37 semester hours, distributed as follows:

Required Courses

- The completion of the entire 18-credit former Principal License Program prior to July 31, 2022.
- The completion of the entire 18-credit Professional Administrator License Program.
- EDAD 576 Integrated Administrative Seminar (1 credit)

Licensure, Legacy Track

This degree program includes the requirements for the Oregon Professional Administrator License. Lewis & Clark recommends for the Professional Administrator License those candidates who have fulfilled the requirements specified in the Professional Administrator License (p. 2) section of this catalog. Candidates must apply for a license directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, if required, and transcripts. Applicants must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Principal License Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number.

EDAD 501 Educational Leadership for Equity and Social Justice

Content: This foundational course is designed to introduce the theories, practices, core responsibilities, and issues associated with leadership and social justice in educational organizations. Aspiring principals and other educational practitioners move toward acquiring and affirming requisites and capacities to engage in social justice praxis (critical reflection and action) towards improving conditions and culture in schools in authentic and collaborative ways. Candidates learn about instructional, organizational, community, ethical, and sociopolitical functions of leadership. Using research and reflection, candidates analyze and clarify internal and external conceptions of and attitudes toward leadership at the intersection of social injustice including but not limited to: systemic racism, whiteness as privilege and power, gender and class biases, ableism, and deficit minded decision-making to guide them in leadership work.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 502 Instructional Leadership

Content: Focus on instructional leadership and how it connects to the complex relationships between teacher growth and development (supervision/evaluation), professional development, and standards-based school improvement. Draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisites: None.

Credits: 1-3 semester hours.

EDAD 503 Achieving Equitable School Change Through Data-Driven Inquiry and Improvement

Content: Overview of foundations and techniques for collecting and using data for inquiry-based school improvement. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access to high standards for all students. The course is designed to prepare the Principal practitioner to conduct high quality improvement cycles aimed at classroom and school environments. Participants will use improvement science practices to collect, analyze, communicate, and use various forms of data in school visioning, collaborative improvement planning, and decision making. Thorough coverage of these topics is designed to equip school leaders with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to personnel, classroom, school, or district levels problems of practice.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 506 Ethics, Policy, and the Law

Content: Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice avocation through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 510 Cultivating Human, Organizational and Financial Resources for Equity

Content: School leaders are charged with developing and managing the resources, processes, and systems that ensure equitable access to opportunities for students and a healthy workplace and professional culture for staff. Equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers and support staff all contribute to an equitable and effective school culture. Students in this course will explore the basic concepts of school finance and operational management at the state and district levels, while also acquiring the skills to lead and collaborate with others in the efficient and equitable allocation of school resources. This will include the skills for developing and implementing equitable processes to recruit, hire and retain culturally responsive, caring, and diverse school building personnel. The course will also examine specific a) systems of supervision and evaluation and b) systems that support and retain newly-assigned educators and BIPoC educators.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 512 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 551 Leading for Inclusion and Access: SPED, 504, TAG

Content: Leaders are responsible for fostering an inclusive school and district culture where each and every child is a valued and fundamental member and participant in classrooms and the community. This course will address how disability is socially constructed, and how assumptions about a student's perceived ability can be reinforced by exclusionary school and district practices. This course will provide opportunities for administrators to use current, relevant research to increase their understanding of leadership practices that foster an inclusive school culture for students with Special Education and TAG designations, as well as developing and supporting students in need of 504 plans. Additionally, students in this class will develop the knowledge and skills to enact high leverage practices in the areas of effective collaboration and communication, assessment and accountability, social, emotional, and behavior supports, instruction, program/service support, and supervision and legal requirements.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 574 Leading for Inclusion and Access: Supporting Linguistically and Culturally Diverse Students

Content: The ever-increasing number of students who are English/dual language learners requires schools and districts to become skilled at designing and implementing inclusive, asset-oriented systems and practices that support English language development, equitable access, and equal opportunity for all students. This course is designed to prepare administrators with the skills and mindsets required to support the cultural, linguistic, and academic needs of English/dual language learners. The course will include an overview of an administrator's legal obligations for English/dual language students, an explanation of cultural competency through the lens of race, culture, and language, and review of best practices and policies for providing culturally responsive instruction and support to students and families who are dual language learners. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 518 Pre-Practicum for School Leadership

Content: Preparation for a supervised, onsite, pre-designed administrative experience, along with campus seminars involving activities, discussions, and presentations. Students explore the content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school settings under the direction of experienced site and campus supervisors.

Prerequisites: None.

Restrictions: Enrollment in another course in the Principal License Program

Credits: 1 semester hour.

EDAD 519 Practicum for School Leadership

Content: Supervised, onsite, pre-designed administrative experience along with campus seminars involving activities, discussions, and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school under the supervision of experienced site and campus supervisors. Total of 3 semester hours required for the program.

Prerequisites: EDAD-518

Restrictions: Admission to the Principal License Program and enrollment in another Principal License Program course.

Credits: 1-2 semester hours.

Professional Administrator License Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off), plus electives, on the Department of Educational Leadership courses (<https://docs.lclark.edu/graduate/educationalleadership/courses/>) page in this catalog.

EDAD 520 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 521 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 525 Equitable Management of Systems and Resources

Content: District level leaders are charged with managing the systems and processes that ensure a healthy and effective district. Leaders need to be prepared to cultivate the equitable use of educational resources through establishing collaborative and inclusive procedures, guidelines, norms, and policies. Part of this work involves the ability to assess district needs and priorities and then equitably allocate opportunities and resources across the district according to these needs. Leaders need to understand that equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers, leaders, and supporting staff all contribute to a healthy and effective district culture. Leaders must be equipped with the skills to use data to evaluate systems for inequities and then work collaboratively to align and improve these systems so that they are coherent, cohesive, and focused on supporting the learning, improvement, and well-being of students and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 527 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through communicating and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused work that supports the achievement and well-being of students and staff. District leaders must focus on understanding how community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within districts, as well as provide representation and advocacy, within and outside of the district, for their district's current and future needs.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 549 Professional Mentorship and Seminar

Content: The Professional Mentorship and Seminar course is one academic year in length (two consecutive terms). Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Students will apply the essential content knowledge, leadership, collaboration, and research skills necessary for district level leadership. As part of this experience, students will complete a capstone project in which they apply concepts and skills learned in previous coursework. This capstone will involve action research, an equity audit, or in-depth research and the creation of an action plan regarding a professional problem of practice. Upon successful completion of the capstone project, the 220 hour practicum, and the compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.

Prerequisites: At least 9 credits of completed Professional Administrative License Coursework

Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken near the end of the Professional Administrator License coursework sequence.

Credits: 1-3 semester hours.

MEd Courses

Note: The following courses are offered on-campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on-campus and off) on the Department of Educational Leadership courses (<https://docs.lclark.edu/graduate/educationalladership/courses/>) page in this catalog.

EDAD 533 Leadership for Learning

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, relational trust, collective efficacy and responsibility, and developing a professional learning environment that supports and sustains culturally responsive practices. This research provides a basis for developing systematic, culturally responsive professional development programs that are sensitive to changing school cultures, that cultivate continuous learning, and promote the well-being of staff and students.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 597 Capstone Project

Content: In a capstone/culminating project of the MEd with Principal License program, students will integrate and apply what they have learned throughout their experience. In consultation with the instructor, students will design a leadership and advocacy project that addresses and seeks to resolve an inequitable dilemma that is unique to their professional context and focused on demonstrating their equity-centered leadership skills. The project will use current research to create an action plan that is aimed at an audience beyond the classroom, with the goal of eventually sharing and applying it in the wider world. Students will present their work in written and oral formats.

Prerequisites: 27 semester hours of coursework from the Principal License Program and EDAD-533 or EDAD-633

Credits: 1 semester hour.

EdS Courses

Note: The following course is offered on-campus only. It has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on-campus and off) on the Department of Educational Leadership courses (<https://docs.clark.edu/graduate/education/leadership/courses/>) page in this catalog.

EDAD 520 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 521 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 527 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through communicating and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused work that supports the achievement and well-being of students and staff. District leaders must focus on understanding how community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within districts, as well as provide representation and advocacy, within and outside of the district, for their district's current and future needs.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 576 Integrated Administrative Seminar

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess their growth as a leader for equity across the Principal and Professional Administrative Licensure standards; demonstrate their ability to enact equity-centered practices that align with the Oregon School Administrator Standards at both the building and district levels; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.

Prerequisites: None.

Restrictions: Admission to EdS program, completion of the Principal License courses, and completion of the three core required Professional Administrator Licensure courses

Credits: 1-4 semester hours.