

Initial Administrator Licensure Program

2010-2011

IAL HANDBOOK



Graduate School
of Education

Portland State University
Graduate School of Education

**Initial Administrator License Program
2010-2011 Student Handbook**

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September, 2010

Welcome to the Initial Administrator License Program!

The coming year promises to be exciting, educational, growth-filled, and illuminating for you as students and for the faculty as well. The Initial Administrator License Program has established a reputation as an outstanding course of study, demonstrating national leadership in modeling best practices for administrator preparation. Our program has been recognized with a Congressional Award and the Oregon Department of Education has designated it as an “Oregon Demonstration Preparation Program.” You will experience a spiraling curriculum with carefully integrated content and a practicum unlike others in Oregon. Your instructors are experienced administrators who bring you high quality instruction and keep you on the leading edge in practitioner preparation.

The following faculty members will mentor you in preparation for your career as a school administrator in 2010-2011.

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Portland State University Graduate School of Education


MISSION STATEMENT

THE SCHOOL OF EDUCATION CHALLENGES ITSELF AND OTHERS TO MEET THE LIFELONG EDUCATIONAL NEEDS OF DIVERSE URBAN COMMUNITIES.

Guiding Principles

1. We create and sustain educational environments that serve all students and address diverse needs.
2. We encourage and model exemplary programs and practices across the life span.
3. We build our programs on the human and cultural richness of the University’s urban setting.
4. We develop collaborative efforts that foster our mission.
5. We challenge assumptions about our practice and accept the risks inherent in following our convictions.
6. We develop our programs to promote social justice, especially for groups that have been historically disenfranchised.
7. We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.
8. We model thoughtful inquiry as a basis for sound decision-making.

The Graduate School of Education’s Conceptual Framework: Our program will prepare professionals to meet our diverse communities’ lifelong educational needs in the following ways:

Vision - Preparing professionals to meet our diverse communities’ lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Dispositions for the Graduate School of Education

A disposition is the manner in which an individual approaches learning and participation in civic life. It refers to characteristics that promote personal growth, respect for diversity, positive professional relationships, and community engagement. The Graduate School of Education has identified the following indicators as essential to candidate dispositions:

collaboration, honesty/integrity, respect, commitment to learning, reflection, flexibility, responsibility, advocacy for fairness, professionalism, and dedication and positive focus

The GSE encourages candidates seeking degrees and licensure to develop and demonstrate these dispositions to support professional development and student learning. Such dispositions help candidates build professional relationships with teachers, administrators, school personnel, families, community partners, as well as faculty and cohort colleagues in university classrooms and field placements.

Guidelines that support GSE dispositions:

Disposition	Description of Disposition
1. Collaboration	Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants.
2. Honesty / Integrity	Demonstrate truthfulness to oneself and others. Demonstrates trustworthiness and maintain confidentiality.
3. Respect	Honor, value and demonstrate consideration and regard for diverse patterns and expectations of learning and communication.
4. Commitment to Learning	Demonstrate commitment to ongoing professional learning and a belief that everyone can learn and construct knowledge.
5. Reflection	Review, analyze and evaluate the success of past decisions to make better decisions in the future; Demonstrate responsiveness to feedback.
6. Flexibility	Demonstrate a willingness to listen, accept and adapt to change; Demonstrate tolerance for ambiguity.
7. Responsibility	Act independently, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication.
8. Advocacy for Fairness	Demonstrate the commitment to work for equity and fairness across race, class, ethnicity, language, sexual orientation, religion, and ability levels.
9. Professionalism	Follow codes of professional ethical conduct; Maintain appropriate professional appearance and demeanor.
10. Dedication & Positive Focus	Demonstrate the energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator.

INITIAL ADMINISTRATOR LICENSE PROGRAM OVERVIEW

The Initial Administrator License Program prepares educators for leadership roles and responsibilities in elementary, secondary, district, and agency settings. Through the collaborative efforts of university faculty and staff and administrators in cooperating schools and districts, the Initial Administrator License Program offers prospective administrators an intellectually engaging, highly integrated, research-based set of experiences that are congruent with Oregon’s Teaching Standards and Practices Commission’s (TSPC’s) Requirements for the Initial Administrator License.

The Initial Administrator License program integrates twelve (12) credit hours of academic coursework and twelve (12) credit hours of field practicum. Participants enroll in the program as a cohort—a group of educators who experience the academic coursework and field practicum together, support one another, learn from each other, and grow personally and professionally as individuals and as a community. Cohort enrollments may range from 15-30 individuals.

Participants in the Initial Administrator License cohorts may choose to complete coursework in two different formats:

The *Academic Year Cohort* spans fall, winter, and spring quarters. Participants meet weekly to fulfill academic course requirements (4 credit hours per quarter) and discuss practicum experiences. In addition, students take three credit hours of practicum experience and one credit hour of seminar each quarter (to complete the Educational Leadership Project). Each administrative intern completes 360 hours of a field-based practicum over the three academic year quarters; included within these 360 hours is the expectation that interns will spend a minimum of 40 hours at a level other than their primary placement, and a minimum of 20 hours in community service learning. The practicum requirement is equivalent to working about 120 hours per quarter or 12 hours per week in a building-level or district/agency administrative capacity. (Note: All practicum experiences must be approved by the University Supervisor and may not begin prior to program admission without special arrangements with the Cohort Leader.)

Students should register for the following courses:

Fall Term 2010:	(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 credits
Winter Term 2011:	(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 credits
Spring Term 2011:	(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 credits

The **Summer Cohort** spans two summers. Cohort members complete six (6) credit hours of academic coursework during the first summer and six (6) credit hours during the second summer. During the intervening school year, students earn three credit hours each quarter for the practicum experience and one credit hour for the monthly seminar. They fulfill the 360-hour practicum requirement and convene several times each quarter to discuss practicum experiences and complete the Educational Leadership Project. Included within these 360 hours is the expectation that interns will spend at least 40 hours at a level other than their primary placement, and 20 hours in community service learning. As with the Academic Year Cohort, the practicum requires participants to work about 120 hours per quarter (fall, winter, and spring) or 12 hours per week in a school or district-level administrative capacity. (Note: All practicum experiences must be approved by the University Supervisor and may not begin prior to program admission.)

Students should register for the following courses:

Summer I-2010: Mid-June through Mid-July

ELP 570	Human Relations and Educational Foundations	4 credits
ELP 582	Seminar: Teaching, Learning, and Curriculum I	2 credits

Intervening School Year 2010-2011:

Fall, Winter, and Spring Terms

ELP 509	Administrative Practicum (3 credit hours for each of 3 terms)	
ELP 573, 574, 575	Seminar (1 credit hour for 3 terms) Educational Leadership Project I, II, III	

Summer II-2011: Mid-June through Mid-July

ELP 572	Human Resource Development and Organizational Change	4 credits
ELP 583	Seminar: Teaching, Learning, and Curriculum II	2 credits

GUIDING BELIEFS OF INITIAL ADMINISTRATOR LICENSE PROGRAM

The Initial Administrator License Program (IAL) is grounded in the following beliefs:

- 1. A good school administrator cares about teachers, children, and families in the diverse school community.*
- 2. A school administrator's first responsibility is to collaborate with teachers, families, students, and the community to create a school climate that fosters good teaching and learning for all members of the diverse school community.*
- 3. If school or district conditions are not supportive of good teaching and learning, a good school administrator works to change the conditions so that all children and members of the school community have many and varied opportunities to learn and succeed.*
- 4. The Initial Administrator License Program is primarily a school based, leadership development experience.*

“What the best and wisest parent wants for his child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy.”

John Dewey, The School and Society, 1900.

TSPC PERFORMANCE STANDARDS OF ADMINISTRATIVE COMPETENCY

Oregon Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors (OAR 584-017-0251) with NCATE Narrative Explanation Inserted

Standard 1.0. Visionary Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Narrative Explanation: This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Standard 2.0. Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Narrative Explanation: This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

Standard 3.0. Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Narrative Explanation: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all the students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resources management decisions should give priority to teaching, student achievement, and student development.

Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school and district's accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

Standard 4.0. Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Narrative Explanation: This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Standard 5.0. Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

Narrative Explanation: This standard addresses the educational leaders' roles as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

Standard 6.0. Socio-Political Context: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Narrative Explanation: This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve students' opportunities.

Standard 7.0. Practicum Experience: The practicum provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Narrative Explanation: This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The practicum is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

TSPC PROGRAM STANDARDS BY QUARTER EMPHASIS

The Initial Administrator License Program

P = Primary focus and s = secondary focus

	FALL(571)	WINTER(572)	SPRING(570)
1. VISIONARY LEADERSHIP	s	P	s
1.1 Develop a Vision	s	P	s
1.2 Articulating a Vision	s	P	s
1.3 Implementing a Vision	s	P	s
1.4 Steward of a Vision	P	s	s
1.5 Promote Community Involvement	P	s	s
2. INSTRUCTIONAL IMPROVEMENT	s	s	P
2.1 Promote Positive School Culture	s	P	P
2.2 Provide Effective Instructional Program	s	s	P
2.3 Apply best practices to Student Learn	s	s	P
2.4 Design Comprehensive Prof. Growth	s	P	s
3. EFFECTIVE MANAGEMENT	P	s	s
3.1 Managing the Organization	P	s	s
3.2 Managing Operations	P	s	s
3.3 Managing Resources	P	s	s
4. INCLUSIVE PRACTICE	P	P	P
4.1 Collaborate with families and Comm.	s	P	s
4.2 Respond to Community Interests	s	s	P
4.3 Mobilize Community Resources	P	s	s
5. ETHICAL LEADERSHIP	P	P	P
5.1 Acts with Integrity	s	s	s
5.2 Acts Fairly	s	s	s
5.3 Acts Ethically	s	s	s
6. SOCIO-POLITICAL CONTEXT	P	P	P
6.1 Understands the larger context	s	P	s
6.2 Responds to the larger context	s	s	P
6.3 Influences the larger context	P	s	s
7. PRACTICUM EXPERIENCE	P	P	P
7.1 Substantial	s	s	s
7.2 Sustained	s	s	s
7.3 Standards Based	s	s	s
7.4 Real Settings	s	s	s
7.5 Planned and Guided Cooperatively	s	s	s
7.6 Credit	s	s	s

ADMINISTRATIVE PRACTICUM GUIDELINES

The Initial Administrator License Program

Collaboration among University Supervisors, administrative interns, and Site Supervisors, who are themselves practicing administrators, is essential to meet program and licensure requirements and to prepare dynamic educational leaders of the future. A clear understanding of respective roles, responsibilities, and expectations of each is the first step to developing positive and productive partnerships. PSU faculty offers the following descriptions of roles and responsibilities to enhance coordination of efforts and to bring about a meaningful practicum experience for all partners.

The Administrative Intern Responsibilities

The Initial Administrator License Program cohort members fulfill a broad array of roles and responsibilities in diverse educational settings across the state. Some of you may already be carrying out administrative responsibilities as program coordinators, counselors, community liaisons, deans, student management specialists, and team leaders. Some of you may be teaching in regular education or special education classrooms; some may work in alternative educational settings, private schools, or non-K-12 school settings. Each of you, however, has made a commitment to develop your leadership potential and take the next step in your professional journey as an educator.

As an aspiring school leader and adult learner, you will become deeply involved in assessing your own leadership potential and qualities, articulating the ideas, values and beliefs that comprise your educational philosophy, and exploring your own learning processes and needs. These important dimensions of your professional and personal growth provide the foundation for basic program requirements, which are described below:

- ❖ Based on PSU's quarter system for completing the activities and meeting TSPC Performance Standards, link your practicum activities to the TSPC Performance Standards emphasized each quarter such as:
 - ❖ ***Teaching, Learning and Curriculum (Fall Quarter)***
 - Developing an understanding of the application of state standards and benchmarks in your school and the role of the principal in student success
 - Developing skills in interpretation and communication for explaining the assessment process in your school
 - Participating in special programs such as Title I and II, 504, special education, vocational education, ELL, migrant education and gifted education. Learn the referral processes for each of these and the role of the principal in each.
 - Participating in observation and supervision of certified and non-certified personnel
 - ❖ ***Organizational Change and Human Resource Management (Winter Quarter)***
 - Participating in such management functions as budgeting and financial accounting, hiring personnel, and facilities management as they relate to change
 - Visiting Central Office and interviewing key persons in personnel, curriculum, student services, food services, transportation, and finance
 - Participating in implementing policies and processes related to attendance, records, discipline, student activities, and community services
 - "Substituting" for school principal and managing related activities
 - Attending district leadership team meetings and board meetings

- ❖ ***Educational Foundations and Human Relations (Spring Quarter)***
 - Becoming familiar with the demographics of your district and school
 - Becoming familiar with the school achievement data of your school and district
 - Being involved with activities related to equity and diversity
 - Enhancing school community relations and parent involvement
 - Participating in decision-making groups, including site councils
 - Developing or revising school handbooks, publications, or newsletters
 - Participating in job shadowing of principals at elementary and secondary levels
 - Attending professional development conferences at state/district levels
 - Participating in crisis management and conflict resolution functions
 - Developing or increasing administrative technology skills
- ***Schedule formal quarterly site visits with the intern, University Supervisor, and Site Supervisor.*** The site visit (**Appendix B**) offers your University Supervisor a chance to see you in action, meet with you and your Site Supervisor, review your work (professional development plan, portfolio, practicum log, journal, educational leadership project, etc.), and talk informally about your practicum experience.
 - Prior to the site visit, meet with your Site Supervisor and complete the TSPC Rubric (**Appendix A**) indicating your current level of proficiency in each of the TSPC Standards.
 - To plan for the site visit, you will need to provide your University Supervisor with a map and detailed directions to your school/workplace, your school/work phone number, and a brief agenda/outline of activities.
 - Please note that some school districts have special procedures regarding practicum activities. You are responsible for complying with district policies and procedures.
 - Find ways to volunteer your services to assist the administrative team at your site placement. For example, go in to the building in August when the team does—ahead of the other staff and help with the opening of school. Stay with the team after school closes in June to learn about the closing of a school for the year. You learn—and demonstrate initiative and willingness to extend your learning.
- ***Maintain a detailed log of your administrative practicum activities each quarter.*** The computer generated Excel spread sheet log (**Appendix C**) should include the date, number of hours, location, a brief description of the nature of the activity, your role in the activity and the related TSPC standard and sub-element. For example, if you spend an hour investigating student referrals, you should list the activity as related to Performance Standard # 4.2. If you facilitate a site council meeting, list the activity as related to Performance Standard #6.2. Some activities may relate to more than one Performance Standard, so list each area. The coding will give you and your supervisors a better sense of the breadth and depth of your practicum experiences and will be helpful as you plan future practicum experiences. At the end of each quarter or at your quarterly site visit (**Appendix B**), your University Supervisor will review your practicum log. To facilitate this review, please tally your practicum hours for each TSPC standard, as well as the total hours for the quarter.
- ***Maintain a reflective journal*** that captures the nature of your practicum activities as well as your thoughts on the decisions and decision-making processes you observe and participate in during your practicum. Your journal is also a place where you can reflect upon your class assignments and readings. The reflective journal provides a “safe place” where you can speculate on alternative approaches you might implement or why chosen solutions or strategies appear to be the best or worst, given the situation. Keeping a journal is a valuable habit—not only for your own personal development as a reflective practitioner but also as a professional resource that documents events and decisions. Your entries should be ongoing and regular. Your University

Supervisor or Cohort Leader may ask to see your journal or discuss it with you during the quarter. They respect the need for confidentiality regarding information and reflections shared in your journal.

- ***Initiate and carryout an Educational Leadership Project (See Appendix G).*** Confer with your Site Supervisor to identify a need in your school which addresses a goal related to teaching and learning in your school's improvement plan (SIP) or district's improvement plan (DIP). The project must have a potential teaching-learning impact. The project may span the school year, with different stages of implementation parallel to each quarter. In addition to improving some aspect of school functioning, the project provides a valuable experience in carrying a project from conceptualization to implementation and completion, and working with a team of colleagues.
- ***In the fall, winter, and spring of the practicum year, complete a personal assessment of your level of preparation as an administrator,*** which includes completion of the TSPC Rubric (See ***Appendix A***) with your Site Supervisor and University Supervisor. Have these forms prepared for each site visit of your University supervisor. Your final spring conference will review your accomplishments and utilize this instrument along with your professional portfolio (See ***Appendices K and L***) to assess your proficiency levels on the TSPC performance standards. The Educational Leadership Project (***Appendix G***) will also be an important part of this final assessment.
- ***Assemble a professional portfolio*** that includes evidence of your administrative activities and accomplishments. The portfolio (See ***Appendix L***) includes your resume, your leadership platform, and reflections on your administrative experiences and accomplishments. You will find examples of administrative activities and ways to document your participation and contributions later in the handbook. Your University Supervisor will provide guidance as you assemble your portfolio. During the final quarter you will develop an overview of your 'Administrative Accomplishments' related to the 6 TSPC standards. This should be a brief description of four to six significant accomplishments and a thoughtfully written reflection on what you learned about yourself as a leader and what leadership skills you gained through the licensure program.
- ***Develop a leadership platform*** that conveys your deeply held beliefs and values about education, schools, and teaching and learning. Your platform is an evolutionary document, based upon what you have gleaned from readings, people, and experiences during your professional journey. Cohort activities and assignments offer a springboard for developing and sharing your platform with others. Each quarter you will write two sections of your platform. Topics included in the platform are: vision of leadership, instructional improvement, effective management, inclusive practice, ethical leadership (see ***Appendix M***), and socio-political context (Note: There are specific guidelines for the educational platform topics and format each quarter. See also ***Appendix D*** for the scoring rubrics).
- ***Develop proficiency in the use of computer and other relevant technology.*** Your facility with technology is an important tool for a future school administrator. To encourage development of this expertise, all written assignments must be word-processed. In order that regular and efficient communication with your University Supervisor and other interns in the cohort may be maintained, e-mail and internet access are requirements for each intern. When presenting in class, always consider appropriate use of technology, such as Power Point and the internet. Your log of practicum hours must be recorded on an Excel spreadsheet. Your University Supervisor/Cohort Leader may require that your reflection journal be submitted electronically.

- ***Initiate and carry out a Community Service Learning Activity. Required.*** (See *Appendix E*) Spend a minimum of 20 hours (of the required 360) in a community setting focused on a marginalized group during the academic year. Because of the lack of adult presence in the lives of many school children, school administrators and staff are increasingly expected to become involved in student lives beyond regularly scheduled school hours. Consequently, our faculty feels strongly that it is important for you to broaden your experiences by getting involved in some worthwhile community service learning activity outside of school. We also suggest that you do something new and not something you have done before. For example, past students have become involved with the Oregon Food Bank, Habitat for Humanity, and local homeless centers.

Enjoy the journey, make new friends, learn a lot, laugh, take care of yourself, and find time to let go and relax.

The Site Supervisor Responsibilities

Licensed, practicing administrators who agree to supervise the Initial Administrator License Program administrative interns are very important people. As a Site Supervisor, you will introduce the cohort member to the daily challenges of administrative work. You will also integrate this person into the daily lives of the people who work in your school, district, and/or agency. Your commitment to sharing your expertise and providing guidance and supervision is vital to the success of administrative internships and Portland State University's Initial Administrator License program.

Each administrative intern-Site Supervisor relationship is unique. Differences in schools, districts, workplaces, and personalities will contribute to shaping your relationship with the cohort member and her/his practicum experiences. Your role, as a Site Supervisor, is complex and multifaceted. It will involve fulfilling specific program requirements as well as serving as a supportive mentor.

Program requirements include the following:

1. Site Supervisors must have at least two years of experience in a position that requires an administrator license.
2. Meet with the administrative intern and University Supervisor at least once each quarter to discuss the practicum experience. The intern is responsible for scheduling this meeting, which usually coincides with the University Supervisor's site visit.
3. Communicate with the intern on a regular basis. We suggest at least bi-weekly dialogues with the intern to discuss professional issues and practice.
4. Assist the intern with the selection of a topic related to the school improvement plan (SIP) or district improvement plan (DIP) for the required **Educational Leadership Project**. This project should address a real need or problem in your school for which the intern will develop a solution or plan a set of interrelated enhancement activities. The project should address some aspect of the SIP or DIP related to the instructional program, school operations, or working conditions for school staff, and must have a potential teaching-learning impact.
5. Assist the intern with the selection of a worthwhile community service learning activity outside the school which enables the intern to work with an unfamiliar group in our diverse community.
6. Assist the intern to locate a practicum setting at a level other than the primary placement for a minimum of 40 hours, a TSPC licensure requirement. Communicate with the intern regarding this placement experience on a regular basis.

7. Be prepared to assist in the determination of whether or not the administrative intern has fulfilled practicum requirements and TSPC requirements regarding the number of hours accumulated and the development of competency. The intern must demonstrate knowledge and proficiency in all seven Performance Standards. Complete the **TSPC Standards Rubric** (see *Appendix A*) at the beginning of the practicum and again at the end of each quarter in preparation for the University Supervisor site visits.
8. Assist in facilitating practicum experiences at the site and in the district. Key activities to assist the intern are those related to the seven TSPC Standards, and include those assignments listed by quarter in this handbook.

As a supportive mentor, your role will involve:

Communicating...maintaining open lines of communication, actively listening to the intern's concerns and questions, and responding to requests for information in a timely manner;

Coaching...demonstrating the skills of effective performance and creating opportunities for the intern to practice these skills in non-threatening situations;

Guiding...orienting the intern to the unwritten rules, norms, and culture of administration and the organization/workplace;

Teaching...instructing the intern in specific areas of administrative competency and knowledge necessary for successful performance and career progression;

Modeling...displaying attributes and behaviors that exhibit professionalism and patterns for the intern to emulate;

Motivating...encouraging the pursuit of goals the intern has set for his/her practicum;

Protecting...serving as a buffer by providing a safe environment where risks can be taken and mistakes can be made without posing a danger to others and jeopardizing self-confidence;

Sponsoring...using influence in the educational organization and professional circles to advance the intern's career through information sharing and providing recommendations;

Supervising...delegating responsibility to the intern and then providing assistance and feedback as the intern carries out tasks; and

Appraising...formally and informally evaluating the intern throughout the practicum and providing meaningful, constructive feedback.

The Portland State University Supervisor Responsibilities

PSU University Supervisors are anchors in the three-way relationships among administrative interns, Site Supervisors, and the University as the credentialing institution. PSU supervisors include full-time School of Education faculty and adjunct faculty who have extensive experience in educational administration. University Supervisors may be cohort leaders who teach in the academic year and in the summer programs.

To the administrative intern, the University Supervisor is her/his primary advocate, intervening when necessary and appropriate to ensure a positive, comprehensive, and meaningful practicum experience.

To the Site Supervisor, the University Supervisor conveys the importance of authentic administrative experiences and professional support for practicing administrators who know firsthand the ups and downs of life in schools and educational organizations.

To TSPC and professional organizations, the University Supervisor validates the accuracy and authenticity of practicum experiences, as well as the competency of aspiring administrative interns pursuing the Initial Administrator License.

The roles of both the University Supervisor and the Site Supervisor are multifaceted and complex. In making a commitment to supervise Initial Administrator License Program cohort members, they agree to:

1. **Maintain a practicum file** for each intern. The file includes the intern's Quarterly TSPC Rubrics, Educational Leadership Project Forms, and other relevant documents, forms, and correspondence.
2. Provide the intern with written materials and information pertinent to the completion of the Initial Administrator License Program practicum. The University Supervisor also responds to questions, concerns, and requests for information from the intern and Site Supervisor.
3. **Visit the intern at least once a quarter at the school** or worksite where the intern is fulfilling the practicum requirement. The fall visit should occur by the end of October; the spring visit occurs at the end of the spring quarter. During the site visit, the University Supervisor meets with the intern and Site Supervisor to discuss the practicum experience and review the intern's log, reflective journal, portfolio, Educational Leadership project and completes other relevant materials such as the TSPC Rubric (**See Appendix A**). The Cohort Leader records the TSPC Rubric proficiencies each quarter and other key assignment scores in appropriate GSE records.
4. Guide and advise the intern in demonstrating proficiency in all seven TSPC Performance Standards. The assessment of each performance standard is based upon a thorough review of the intern's professional experiences, accomplishments, self-assessment, and opportunities for leadership during the practicum. (See Appendix A)
5. Convene regular meetings with the group of administrative interns for whom s/he is responsible (at least once per quarter.) This may include attending the Cohort classes on occasion.
6. Review and provide feedback on the intern's progress during the practicum and required written materials each quarter, including:
 - a. Practicum Log (*Excel spreadsheet - Appendix C*)
 - b. Reflection Journal
 - c. Portfolio (*including Executive Summary at end of practicum, Appendices K and L*)
 - d. Leadership Platform Essays (*See Appendix D*)
 - e. Educational Leadership Project (*See Appendix I*)
 - f. Community Service Learning Activity (*See Appendix E*)
 - g. Other relevant assignments
7. Evaluate the intern's quarterly progress and recommend a grade of PASS, NO PASS, or INCOMPLETE for the IAL Administrative Practicum credit (3 hours per quarter). Evaluation is of a subjective and formative nature and based on the intern's individual progress made toward fulfilling program requirements and administrative performance standards. Ongoing dialogue between the University Supervisor and administrative intern is an essential part of the practicum. In addition students earn one graded credit each quarter for the seminar class; evaluation is based on successful completion of the reading, participation, and written assignments on the seminar syllabus including the Educational Leadership Project (*See Appendix G*).

PERFORMANCE STANDARDS AND RELATED ACTIVITIES FOR TSPC STANDARDS

The Initial Administrator License Program Practicum is an intensive, field-based internship that places aspiring educational administrators in school, district, and agency locations at both the elementary and secondary levels. As administrative “apprentices,” participants encounter the authentic challenges of day-to-day life in various educational settings and develop the confidence and competency to work with and through all members of the school community to bring about better teaching and learning.

The Oregon Teaching Standards and Practices Commission requires that applicants for the state’s Initial Administrator License complete a 360 hour practicum or internship. PSU requires at least 40 hours of the 360 must be at a different level than your primary practicum placement. In addition, PSU requires a minimum of 20 hours of community service learning within the total 360 hours. During the practicum, the administrative intern seeks opportunities to develop fully as an educational leader and to acquire proficiency in TSPC’s Performance Standards. The standards are delineated at PSU by three broad themes.

Fall Quarter Theme – Teaching, Learning and Curriculum Supervision

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
2.2 Provide effective Instructional Program	<ul style="list-style-type: none"> a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs. c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement. d. Candidates demonstrate the ability to use aggregated and disaggregated student achievement data to develop effective instructional programs. e. Candidates demonstrate the ability to use individual and group achievement data to develop school improvement plans. f. Candidates are able to use a variety of assessment tools and techniques to improve student achievement. 	<ul style="list-style-type: none"> • Candidates use ELP to apply aggregated and disaggregated data, analyze patterns, and draw conclusions. (Assessment ELP Scoring Guide) • Candidates analyze individual and group achievement data to inform and make recommendations to schools regarding their school improvement plans. (Assessment: School Improvement Plan Review Process, ELP Scoring Guide) • Candidates use clinical supervision model to observe the teaching – learning process. (Assessment: Clinical Supervision Project Rubrics Fall/Winter) • Candidates understand and apply principles of adult and child development when observing and conducting the Clinical Supervision project. (Assessment: Clinical Supervision Project Rubrics Fall/Winter) • Candidates identify best teaching practices that promote powerful learning and incorporate current standards across major content areas including reading, writing, mathematics, science, social studies and the arts. (Assessment: Clinical Supervision Project Rubrics Fall/ Winter)

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
		<ul style="list-style-type: none"> • Candidates develop personal Educational Platform which conveys their vision, beliefs, and values about supervision and evaluation and curriculum, instruction and assessment. (Assessment: Rubrics & Presentation Portfolio). • Candidates identify teacher performance activities that do not meet performance standards and develop corrective measures. (Assessment: Clinical Supervision Project Rubrics Fall/Winter) • Candidates identify staff development needs required to embed strategies in daily teacher practice. (Assessment: Educational Platform, reflective journal, Clinical Supervision Project Rubrics Fall/Winter) • Candidates create vision, beliefs, and values about supervision and evaluation and curriculum, instruction and assessment. (Assessment: Educational Platform Rubric & Professional Portfolio, Clinical Supervision Project Rubrics Fall/Winter) • Candidates analyze state and federal legal parameters related to hiring, staffing and staff evaluation, comparing them to best assessment practices (Assessment: Student reflection, critical friends process, and document analysis) • Candidates use latest instructional technologies, including the use of the Web and teaching strategies to monitor instructional practices and provide staff the assistance needed for improvement. (Assessment: presentation, using current technologies, to community forum)
<p>2.3 Apply best Practice to Student Learning</p>	<p>a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.</p> <p>b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.</p> <p>c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p>	<ul style="list-style-type: none"> • Candidates use Educational Leadership Project to apply best practice to student learning. (Assessment: ELP Scoring Guide). • Candidates will develop an Educational Platform where they address their understanding of human development theory, learning and motivational theories and diversity. (Assessment: Education Platform scoring rubric). • Candidates review and demonstrate understanding of best practices related to teacher supervision and evaluation of instruction. (Assessment: Observation

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
		<p>Process and Clinical Supervision Project Rubrics Fall/Winter)</p> <ul style="list-style-type: none"> • Candidates demonstrate ability to identify and encourage positive student discipline and classroom management techniques for both the classroom and the school. (Assessment: Clinical Supervision Project Rubrics Fall/Winter, Educational Platform Rubric)
4.2 Respond to Community Interests and needs	<ol style="list-style-type: none"> a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. c. Candidates provide leadership to programs serving students with special and exceptional needs. d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students. 	<ul style="list-style-type: none"> • Candidates develop a school public relations and marketing program relating to each component of the school’s C-SIP plan. (Assessment: ELP Scoring guide) • Candidates initiate a Community Service Learning Activity. This project engages the candidate and community in new ways not yet experienced by the candidate. The project work focuses on the relationship of district and school goals and community needs and strategies for bringing the two together. (Assessment: Reflective Journal, Community Service Learning Activity rubric, student reflections on Community Service Learning Activity) • Candidates demonstrate understanding of diverse student learning needs related to English Language Learners and special Education. (Assessment: Student Log, Clinical Supervision Project Rubric, Educational Platform) • Candidates demonstrate the ability to effectively work with diverse groups of the school community (cultural, ethnic, racial, economic, and special interest groups) to improve school programs and meet the diverse needs of all students. (Assessment: ELP, Parts I-IV; Clinical Supervision Project Rubric, Educational Platform Rubric; Community Service Learning Activity Rubric)
6.2 Respond to the Larger Context	<ol style="list-style-type: none"> a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an 	<ul style="list-style-type: none"> • Candidates inform constituency groups regarding how national and/or state reforms are being carried out in district or school. Groups should include diverse perspectives and community involvement. (Assessment: Student

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
	ongoing dialogue with representatives of diverse community groups.	<p>Reflective Journal, presentation to class)</p> <ul style="list-style-type: none"> • Candidates attend School Site Council and School Board meetings and observe and reflect on the meetings and the environment in which decisions are made at a micro and macro level. (Assessment: written observations of meetings and class discussions). • Candidates organize and facilitate parent and teacher focus groups and/or informational meetings on community and educational needs. Groups will include diversity – cultural, ethnic, social class etc. (Assessment: Presentation to class and written documentation of process and findings) • Candidates demonstrate positive communication skills in working with media and community. (Assessment: Student evidence of successful encounters with media and community)

Winter Quarter Theme – Organizational Change and Human Resource Management

Elements	Meets Standards for Initial Administrator License	Activities to Meet Standards
1.4 Steward a Vision	<ol style="list-style-type: none"> a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision. b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. c. Candidates assume stewardship of the vision through various methods. 	<ul style="list-style-type: none"> • Candidates shadow a principal and interview members of a school staff where there is a stewardship of a shared vision and analyze how this vision is developed, articulated, and implemented. (Assessment: presentation to colleagues, reflective journal) • Candidates design or adopt a system for using data-based research for the purpose of monitoring, evaluating and revising the vision. (Assessment: ELP Scoring guide) • Candidates identify and define stewardship of vision. (Assessment: Education Platform Rubrics; Community Service Learning Rubric)

<p>1.5 Promote Community Involvement in the Vision</p>	<p>a. Candidates demonstrate the ability to involve community members in the, realization of the vision and in related school improvement efforts.</p> <p>b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.</p>	<ul style="list-style-type: none"> • Candidates meet with elected officials including school board members and state legislature members to inform and understand the political process. (Assessment: Participation in event and class discussions and reflective journal). • Candidates interview state legislators and/or lobbyists and present a report about the state’s strategies used to influence change. (Assessment: Participation in Legislative Awareness Day and Reflection Journal) • Candidates participate in Community Service Learning Project and form partnerships to promote school’s vision. (Assessment: Reflective Journal; Presentation to Colleagues; Community Service Learning Activity Rubric)
<p>3.1 Manage the Organization</p>	<p>a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision- making with attention to indicators of equity, effectiveness, and efficiency.</p> <p>b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human and material resources, giving priority to student learning, safety, curriculum, and instruction.</p> <p>c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p> <p>d. Candidates have knowledge of licensure rules and apply them properly to assignment of personnel.</p>	<ul style="list-style-type: none"> • Candidates apply best practice for student learning, focusing on effective organization and management of fiscal, human, time, and material resources. (Assessment: ELP Scoring guide) • Candidates work collaboratively where they apply data driven organizational models and then develop action plans for implementing change in a school environment. (Assessment: ELP Scoring guide) • Through practicum experience, candidates will demonstrate time management skills and understanding of effective resource deployment that promotes student achievement. (Assessment: Conference with University and site supervisor, log, and reflective journal) • Candidates apply knowledge of fair and equitable practices and procedures for recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing staff, including state and federal legal requirements. (Assessment: Class activities) • Candidates demonstrate knowledge of principles and procedures for initiating, managing, and evaluating change in educational environments (Assessment: ELP)
<p>3.2 Manage Operations</p>	<p>a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process</p>	<ul style="list-style-type: none"> • Candidates apply best practice to student learning, focusing on the alignment of resources and priorities (Assessment: ELP Scoring guide) • Candidates work collaboratively where

	<p>skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</p> <p>b. Candidates develop communications plans for staff to develop their family and community collaboration skills.</p> <p>c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.</p>	<p>they apply data driven organizational models and then develop action plans, including assessment and conflict resolution strategies (Assessment: ELP Scoring guide)</p> <ul style="list-style-type: none"> • Candidates demonstrate knowledge of how to use needs assessment, various types of data, and management skills and practices (e.g., time management, group process, consensus building, conflict resolution, team building) to make resource decisions and promote achievement of the school and district vision (Assessment: ELP)
<p>3.3 Manage Resources</p>	<p>a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.</p> <p>b. Candidates creatively seek new resources to facilitate learning.</p> <p>c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.</p>	<ul style="list-style-type: none"> • Candidates demonstrate understanding of District and building budget building process including analysis of available resources (Assessment: Attendance at budget hearings and presentation) • Candidates investigate and develop legal framework for effective personal management processes (Assessment: Platform statements) • Candidates develop schedule process and management techniques for budget maintenance. (Assessment) • Candidates demonstrate ability to effectively use technology for administrators in administration, teaching and learning processes. (Assessment: Participation in web-based environments; presentation using current technologies to school or community organization) • Candidates demonstrate group process and conflict management resolution skills. (Assessment: Reflective journal, case study rubric) • Candidates identify most frequent legal issues facing a school leader and identify the reasons for the issues including recommendations for solutions and policy development. (Assessment: Class activities) • Candidates perform a technology inventory of their school or department, identifying critical shortages and strengths and recommended areas where technology could be used to improve student learning. (Assessment: Presentation of findings and recommendations to school site) • Candidates conduct a cost-benefit analysis of a school or district instructional improvement plan. (Assessment: ELP Rubric)

		<ul style="list-style-type: none"> • Candidates demonstrate understanding of key Oregon Law and Finance issues, and policies. (Assessment: School Budget and Finance Exercises)
4.3 Mobilize Community resources	<p>a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.</p> <p>b. Candidates demonstrate how to use school resources and social service agencies to serve the community.</p> <p>c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<ul style="list-style-type: none"> • Candidates conduct Community Service/Learning Project. This project engages the candidate and community in new ways not yet experienced by the candidate. The project work focuses on the relationship of district and school goals and community needs and strategies for bringing the two together. (Assessment: CSLA rubric and Reflective Journal) • Candidates examine relationships and partnerships with community agencies including: civic, government, social agencies, social services; businesses. (Assessment: CSLA Rubric; ELP Rubric; School Improvement Plan Analysis)
6.3 Influence the Larger Context	<p>a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</p> <p>b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</p> <p>c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<ul style="list-style-type: none"> • Candidates meet with elected officials including school board members and state legislature members to inform and understand the political process. (Assessment: Participation in event and class discussions as well as reflective journal) • Candidates participate in legislative awareness day at the state capitol. (Assessment: Class Debrief and reflective journal)

Spring Quarter Theme - Educational Foundations and Human Relations

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
1.1 Develop a Vision	<p>a. Candidates develop a vision of learning for a school that promotes the success of all students.</p> <p>b. Candidates base this vision on culturally relevant knowledge and theories, including but not limited to an understanding of learning goals in a democratic and pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.</p>	<ul style="list-style-type: none"> • Candidates develop a personal Educational Platform which conveys their vision, beliefs, and values about: the leadership and school culture. (Assessment: Rubrics & Professional Portfolio). • Candidates review documents relating to school and district goals, i.e., vision, mission, and belief statements; school improvement plans; curriculum frameworks, state standards, etc. (Assessment: Journal reflections on their school vision and improvement plan) • Candidates conduct school and program evaluation. (Assessment: Educational Leadership Project [ELP] rubric Parts I, II, and III)
1.2 Articulate a Vision	<p>a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</p> <p>b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</p> <p>c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</p>	<ul style="list-style-type: none"> • Candidates work with colleagues, families, and community members through discussion, collaboration, and the use of data based decision making to determine where the school is now and where it wants to be in the future. (Assessment: Journal reflection on vision development and ELP Parts I, II, and III rubric). • Candidates develop an action plan with specific goals, strategies, and resources. (Assessment: ELP – Part III rubric). • Candidates present their data driven action plan to the school community. (Assessment: ELP – Part III rubric) • Candidates demonstrate ability to communicate vision to school and community. (Assessment: ELP, Parts I & II rubric, Journal reflection of Focus Group Activity).
1.3 Implement a Vision	<p>a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision.</p> <p>b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting</p>	<ul style="list-style-type: none"> • Candidates implement a vision developed through ELP action plan (Assessment: ELP Rubric Parts I, II, & III). • Candidates begin application process for administrative positions identifying their vision. (Assessment: completed application including resume, cover letter, letters of recommendation, etc.)

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
	innovation, delegating responsibility, developing leadership in others, and securing needed resources).	
2.1 Promote Positive school culture	a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	<ul style="list-style-type: none"> • Candidates assess school culture by conducting a focus group with diverse community members (Assessment: Focus group participation and effectiveness form). • Candidates develop a personal Educational Platform which conveys their vision, beliefs, and values about: the educational leadership and school culture. (Assessment: Rubrics & Presentation Portfolio). • Candidates analyze the culture of a school through the lens of a cultural anthropologist. Through their research they assess the culture of the school using multiple methods and strategies. (Assessment: Oral Presentation of findings to class and school staff and written report following rubric specifications).
		<ul style="list-style-type: none"> • Candidates develop a professional development plan for their work groups to build capacity of participants. (Assessment: ELP rubric). • Candidates apply for their administrative licenses. (Assessment: Submission of application and inclusion in Professional Portfolio following guidelines established in rubric.)
4.1 Collaborate with Families and Other Community Members	<p>a. Candidates demonstrate an ability to bring together, the resources of family members and the community to positively affect student learning.</p> <p>b. Candidates demonstrate an ability to involve all families in the education of their children based on the belief that families have the best interests of their children in mind.</p> <p>c. Candidates demonstrate the ability to-use public information and research-based knowledge of issues and trends to collaborate with families and community members,</p> <p>d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based</p>	<ul style="list-style-type: none"> • Candidates collaborate with family and community members to determine ELP goals (Assessment: ELP rubric). • Candidates identify school practices that reflect cultural biases and present recommendations for ways to improve or change those processes (Assessment: Activity related to marginalization such as racism, classism, ableism, anti-Semitism, sexism, gender bias, and others as appropriate) • Candidates organize and facilitate parent and teacher focus groups and/or informational meetings on community and educational needs. Groups will represent

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
	<p>decision- making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.</p> <p>e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.</p> <p>f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.</p> <p>g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.</p> <p>h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media</p>	<p>diversity – cultural, ethnic, social class, etc., in the community. (Assessment: Focus group participation and effectiveness form)</p> <ul style="list-style-type: none"> • Candidates demonstrate the ability to collaborate with community agencies through initiation of a Community Service Learning Project. This project will engage the candidate and community in new ways not yet experienced by the candidate. The project work will focus on the relationship of district and school goals and community needs and strategies for bringing the two together. (Assessment: Professional Portfolio, log, reflective journal)
<p>6.1 Understand the Larger Context</p>	<p>a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.</p> <p>b. Candidates demonstrate the ability’ to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.</p> <p>c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</p> <p>d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.</p> <p>e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.</p> <p>f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.</p>	<ul style="list-style-type: none"> • Candidates develop an Educational Platform addressing political, social, economic, legal, and cultural and educational processes (Assessment: Educational Platform rubric) • Candidates develop understanding and description of community context including recent history, culture, and demographics (Assessment: ELP Rubric) • Candidates participate in cooperative learning groups, focusing on issues of poverty, diversity and social justice including racism, classism, ableism, anti-Semitism, sexism and others as appropriate. (Assessment: group activity, rubric, and Graduate School of Education Guiding Principles) • Candidates learn key legal concepts and cases from Portland State Law Primer. (Assessment: ORELA Exam on Administration & School Law Primer .) • Candidates attend and participate in the statewide Confederation of School Administrators School Law conference. (Assessment: Journal reflection, class debrief and ORELA exam) • Candidates initiate a Community Service Learning Project. This project will engage the candidate and community in new ways not yet experienced by the candidate. The

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
	<p>g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.</p> <p>h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.</p>	<p>project work focuses on the relationship of district and school goals and community needs and strategies for bringing the two together. (Assessment: Professional Portfolio, log, reflective journal)</p> <ul style="list-style-type: none"> • Candidates organize and facilitate parent and teacher focus groups and/or informational meetings on community and educational needs. Groups will include diversity from the community – cultural, ethnic, social class, etc. (Assessment: Presentation to class and written documentation of process and findings)

Across All Three Quarters

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
5.1 Acts with Integrity	<p>a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and promote such respect</p> <p>b. Candidates demonstrate behaviors that are honest and consistent.</p>	<ul style="list-style-type: none"> • Candidates demonstrate knowledge, understanding, and application of healthy ethics, ethical dilemmas, and ethical behavior. (Assessment: Feedback from colleagues, site and university supervisors, as well as self assessment) • Candidates reflect on and seek feedback regarding their own behaviors (Assessment: Practicum experience and reflective journal) • Candidates demonstrate knowledge of legal principles and ethical practices for promoting equity in schools and school districts
5.2 Acts Fairly	<p>a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</p> <p>b. Candidates make decisions using an inclusive process.</p> <p>c. Candidates understand and avoid any conflict of interest and avoid the appearance of impropriety.</p>	<ul style="list-style-type: none"> • Candidates develop a presentation demonstrating and analyzing how they promote teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, and appreciation of ethnic diversity. (Assessment: Educational Platform) • Candidates develop a code of ethics using Educational Platform, professional leadership association examples, Teacher Standards and Practices Codes of Ethics as well as a variety of additional source documents focusing on ethics. (Assessment: Educational Platform with rubric) • Candidates describe decisions using inclusive processes in their ELP. (Assessment: ELP Parts III, V, VI)
5.3 Acts Ethically	a. Candidates make and explain decisions	• Candidates demonstrate understanding of

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
	<p>based upon ethical and legal principles</p> <p>b. Candidates demonstrate respect and diligence regarding the law and compliance with its requirements.</p>	<p>essential ethical issues and demonstrate due-diligence (Assessment: TSPC Rubric)</p> <ul style="list-style-type: none"> • Candidates demonstrate understanding of key employment issues related to harassment, intimidation, and appropriate and inappropriate behaviors and are able to describe courses of action they would take as school leaders to deal with these kinds of situations within their sites. (Assessment: TSPC Rubric) • Candidates demonstrate knowledge and understanding of The Ethical Educator as detailed in OAR 584-020-0035. (Assessment: TSPC Rubric) • Candidates apply knowledge of district finance structures and models to ensure adequate and equitable resource allocation • Candidates apply knowledge of local, state, and federal policies, laws, and regulations related to school administration (e.g., open meetings laws, liability, reporting requirements) and student and staff rights, protections, and responsibilities (e.g., due process, free speech, sexual harassment)
<p>7.1 Substantial Practicum Experience</p>	<p>a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide candidates with substantial responsibilities that increase overtime in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.</p> <p>b. Each candidate should have a minimum of six months (or equivalent, see note below) of full-time practicum experience.</p>	<ul style="list-style-type: none"> • The practicum experience will be at least 360 hours and will be fully integrated with the IAL curriculum and coursework. (Assessment: Practicum log) • Candidates are required to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the practicum. (Assessment: Candidate completes self inventory and shares and receives feedback from practicum colleagues, university and site supervisors) • Candidates will maintain a comprehensive log detailing hours spent, nature of activities, and relationship of activities to standard. (Assessment: Professional Portfolio and TSPC Rubric)
<p>7.2 Sustained Practicum Experience</p>	<p>a. Candidates participate in planned practicum activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis</p>	<ul style="list-style-type: none"> • Candidates will maintain a daily reflective journal through out the practicum experience (Assessment: Comprehensive Log) • Candidates will meet weekly with their site supervisors and at least monthly with their university supervisors. (Assessment:

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
		evidence of meetings) • Candidates create of monitor and Professional Development Plan to ensure that planned activities are comprehensive in nature and address each of the standards (Assessment: PDP)
7.3 Standards-based Practicum Experience	a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. b. Experiences are designed to accommodate candidates' individual needs.	• Candidates complete Pre-program self assessment of their skills and knowledge related to the standards and will complete a summative review of their competency with each standard in collaboration with their site and university supervisors. (Assessment: TSPC Rubric) • Candidates create PDP based upon personal needs assessment of the program standards, relevant personal profile instruments including course and practicum requirements. (Assessment: University Practicum Supervisor and Site Supervisor review of PDP and completion of TSPC Rubric)
7.4 Real Settings Practicum Experience	a. Candidates' experiences occur in multiple that allow for the demonstration of a wide range of relevant knowledge and skills. b. Candidates' experiences include work with appropriate community organizations such as service groups and local businesses.	• Candidates initiate a Community Service Learning Activity. This project engages the candidate and community in new ways not yet experienced by the candidate. The project work focuses on the relationship of district and school goals and community needs and strategies for bringing the two together. (Assessment: Community Service Learning Activity Rubric and Reflective Journal) • Candidates conduct practicum experiences in at least two different levels (elementary, middle, and high school) and demonstrate knowledge and understanding of schooling at different levels. (Assessment: Practicum Log; Practicum groups, and University Supervisor Quarterly TSPC Rubric) • Candidates demonstrate knowledge of how to develop and implement plans and procedures for ensuring student and staff safety and building security • Candidates demonstrate an understanding of crisis planning and emergency management
7.5 Planned and Guided	a. Candidates' experiences are planned	• Candidates meet on a regular basis

Elements	Meets Standards for Initial Administrator License	Activities to Meet the Standards
Cooperatively Practicum Experiences	cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs. b. Mentors are provided training to guide the candidate during the practicum experience.	throughout the practicum with a team of "critical friends" to discuss the achievement of the goals in their self-improvement plan. (Assessment: Reporting to their practicum groups) <ul style="list-style-type: none"> • Candidates meet at least weekly with their site supervisors and monthly with their university supervisors (mentors) as well as with their instructors on a regular basis. (Assessment: University Supervisor Quarterly TSPC Rubric)
7.6 Credit for Practicum Experiences	a. Candidates earn graduate credit for their practicum experience.	<ul style="list-style-type: none"> • Candidates complete the program, demonstrate proficiency in their practicum work and receive practicum credit. (Assessment: TSPC Rubric; ELP Rubric, Professional Portfolio, TSPC Rubric; Recommendations for licensure)

The administrative intern documents practicum experiences in the above areas in a log and professional portfolio. Expectations for maintaining a practicum log and assembling a professional portfolio are described in a subsequent section and will be discussed in detail with cohort members during practicum group meetings. Students are expected to achieve at least a proficient level in all seven areas.

Oregon’s TSPC requirement is consistent with other states’ requirements, national standards such as those of the National Council for Accreditation of Teacher Education (NCATE)/Educational Leadership Constituent Council (ELCC) and the Interstate School Leaders Licensure Consortium (ISLLC), as well as other professional organizations’ recommendations for educational administration preparation programs.

Definitions:

Administrative Intern - graduate student participant admitted to the PSU Initial Administrator License Program

Cohort - a group of people who experience the academic coursework and field practicum together, support one another, learn from each other, and grow personally and professionally as individuals and as a community

Cohort Leader – university faculty member or adjunct who leads the academic coursework related to the practicum

University Supervisor - university representative (faculty or adjunct) who attends IAL seminars regularly and makes quarterly site visits with the intern and Site Supervisor

Site Supervisor-TSPC licensed building principal or district/program representative who supervises the intern in the practicum site on a daily basis. The supervisor must have two years of experience in a position that requires an administrative license.

GENERAL PROGRAM POLICIES

1. Program Admission, Completion, and Licensure

Admission to the PSU Initial Administrator License Program does not guarantee successful program completion or administrative licensure. Each student must successfully fulfill IAL program and practicum requirements, and then make application to TSPC for the Initial Administrator License. TSPC, not Portland State University, is the license-granting agency.

2. Professional Conduct

The Initial Administrator License Program participants, faculty, and supervisors commit themselves to the highest level of professional conduct in all their relationships, activities, and endeavors. Any violation of ethical, moral, and professional standards will be reason for a full review of and subsequent decision on one's status of participation.

3. Collegiality and Conflict Resolution

Cohort members are expected to share their expertise to help create a community of learners. If any member of the IAL team (cohort members, Site Supervisor, or University Supervisor) feels another member is not fulfilling role expectations or program requirements, then s/he should discuss her/his concerns with the other member and, if not resolved, with Cohort Leader/s.

4. Confidentiality

All members of the IAL team carry responsibility for maintaining complete confidentiality about issues, individuals, school and district situations discussed during class, practicum meetings, site visits, and informal gatherings. School documents submitted for class assignments or included in portfolios should not contain names or identifying information about students or school staff.

5. Liability Coverage

The Oregon Torts Act (ORS 30.260 through 30.300) permits the University to accept responsibility only for the acts of its officers, employees, and agents. Since IAL cohort members do not qualify as any of those classes, the University is prohibited from providing coverage with state accident insurance, liability insurance, or worker's compensation insurance.

6. Emergency Procedures

Emergencies—such as sudden illness or accident—can arise at any time. IAL cohort members should have emergency information on file in the office of the school or worksite where they are fulfilling their practicum requirements.

INSTRUCTIONS FOR APPLYING FOR THE INITIAL ADMINISTRATIVE LICENSE

Step #1	<p><u>SUBMIT Request for Licensure Recommendation Form</u></p> <p>Make sure to check your grades online prior to submitting the form. Submit form to the Office of Field Placement and Licensure by mail, fax, or in person (contact information is below). Your email on the form and your email on file with TSPC must be the same.</p> <p>Form is available online at http://www.pdx.edu/education/licensure_forms</p>
Step #2	<p><u>WAIT for your GSE file to be reviewed</u></p> <p>Your file will be completely reviewed once the Request for Recommendation Form is received. All items for licensure need to be in your GSE file.</p> <p>During the months of mid-June through September, it may take up to 3-4 weeks to review your file and recommend you to TSPC.</p>
Step #3	<p><u>ORDER PSU Official Transcript for TSPC</u></p> <p>Your PSU transcript must have ALL licensure courses and grades posted. TSPC prefers an electronic version of your official transcript be sent to them directly from PSU, but you may also send an official copy to yourself that you may send in the mail to TSPC (see step #5).</p> <p>PSU Transcript Office: http://www.pdx.edu/registration/transcript-requests</p>
Step #4	<p><u>RECEIVE an email from TSPC</u></p> <p>Once you have been recommended by PSU to TSPC for the Initial Administrative License, you will receive the following email message from Teacher Standards and Practices Commission: "We have received the following document pertaining to your account: Program Completion Report (Form C-2)"</p> <p>Your correct email address must be on the Request Form (step #1) to receive this email.</p>
Step #5	<p><u>Send Documents to TSPC</u></p> <p><i>Mail to: TSPC, 465 Commercial Street NE, Salem OR 97301</i></p> <ul style="list-style-type: none"> ▪ A completed C-1 form ▪ An official (sealed) transcript for all course work relevant to this license (or those that are new since you last applied to TSPC). <i>This may be sent electronically from PSU.</i> ▪ Subject Knowledge Exam from Praxis or ORELA. <i>This may be sent electronically from the testing company.</i> ▪ If this is your first-ever Oregon license, you will need to submit score reports from a Basic Skills test to TSPC (CBEST or Praxis I: PPST or C-PPST). ▪ A check made out to TSPC for the specified fee

PLEASE NOTE:

- PSU will submit the recommendation form (C-2) electronically to TSPC.
- **OAR # 584-052-0010(2)** Applicants from Oregon approved programs 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.

Office of Field Placement and Licensure

Mailing Address: Graduate School of Education (ED602), PO Box 751, Portland, OR 97207

Phone: 503.725.4758 or 503.725.9717

Fax: 503.725.8475

Email: dma@pdx.edu or majohnso@pdx.edu

Web: www.ed.pdx.edu/licensure

Contact Information for TSPC:

Phone: 503-378-3586

Web: www.tspc.state.or.us

APPENDICES

Appendix A

TSPC RUBRIC FOR ASSESSMENT OF COMPETENCE IN 7 TSPC PERFORMANCE STANDARDS

Upon completion of the program candidates will be proficient and/or exemplary in the TSPC standards. Candidates should not have a ‘needs improvement’ rating in any of the TSPC standards in any of the three categories. The exemplary category will be awarded in exceptional cases only when a candidate has been called upon to demonstrate expertise beyond his/her site placement.

The four levels of rating are:

	Needs Improvement (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Knowledge and Skill	Demonstrates no knowledge or application.	Demonstrates limited knowledge and application.	Demonstrates adequate knowledge and analysis with application in a wide variety of ways appropriate for a first year administrator	Demonstrates expert knowledge and collaborative leadership beyond school placement to solve problems in a creative way.
Dispositions	Needs clarification of how to model dispositions	Exhibits behaviors inconsistent with one or more indicators	Exhibits behaviors consistent with all disposition indicators.	Exhibits behaviors that model exceptional professional educator dispositions in all settings.
Performance in the Field	No participation/ experience	Limited participation/ experience	Adequate and Influential participation/ experience	Recognized and called upon beyond building level for leadership skills and contributions.

The *needs improvement* rating would be appropriate for an intern at the beginning of the practicum. This rating should be applied when an intern is not able to consistently follow specified procedures or policies independently or when given guidance. The *emerging* rating is for the intern who has not completed all practicum class assignments related to the competency adequately, and may have had no additional field experience in that area.. This intern has some experience in the behavior, but skill is at a beginning or developing level. The *proficient* rating would be applied to an intern who can adequately follow specific directions or policies and also apply a degree of creativity and initiative, and is judged capable of being appointed as a competent first year administrator. The *exemplary* rating is reserved for the unusual intern who has extensive leadership in the area and is recognized and called upon *beyond the school placement* as advanced in competency. The exemplary category will be awarded in exceptional cases only. Ratings of ‘knowledge and skill,’ ‘dispositions,’ and ‘performance in the field’ may be assessed at different levels if appropriate. (See p. 3 for detailed dispositions.)

[Note: This form is used (1) by the intern as a self assessment at the **beginning of the practicum**, (2) by the Site Supervisor, University Supervisor and Intern as a formative assessment of the TSPC competencies during **winter quarter**, and (3) by the Site Supervisor, University Supervisor and Intern as a summative assessment of the TSPC competencies at **end of the practicum in the end of year conference**.] Consider both level of knowledge and level of performance in the field for each of the standards and listed below. Place a check in the appropriate box for each competency. ‘Knowledge and skill’ or ‘performance in the field’ may be assessed at different levels as appropriate.

TSPC Rubric

ADMINISTRATIVE INTERN: _____

TSPC Competency	TSPC Standard	Needs improvement or experience NA=0; (1)	Emerging (2)	Proficient (3)	Exemplary (4)
<p>1.0. Visionary Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.</p>	Knowledge & Skill				
	Practicum Hours:	Dispositions			
	Performance in the field				
<p>2.0. Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</p>	Knowledge & Skill				
	Practicum Hours:	Dispositions			
	Performance in the field				
<p>3.0. Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p>	Knowledge & Skill				
	Practicum Hours:	Dispositions			
	Performance in the field				

TSPC Competency	TSPC Standard	Needs improvement or experience NA=0; (1)	Emerging (2)	Proficient (3)	Exemplary (4)
<p>4.0. Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.</p>	Knowledge & Skill				
Practicum Hours:	Dispositions				
	Performance in the field				
<p>5.0. Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.</p>	Knowledge & Skill				
Practicum Hours:	Dispositions				
	Performance in the field				
<p>6.0. Socio-Political Context: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	Knowledge & Skill				
Practicum Hours:	Dispositions				
	Performance in the field				

TSPC Competency	TSPC Standard	Needs improvement or experience (1)	Emerging (2)	Proficient (3)	Exemplary (4)
7.0. Practicum Experience: The practicum provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	Knowledge & Skill				
Practicum Hours:	Dispositions				
	Performance in the field				

Signatures of agreement:

University Supervisor Date

Site Supervisor (s) Title Date

Intern Date

End of Practicum only:

Overall Practicum Assessment Level 1 2 3 4

Total Practicum Hours _____ **Hours at a level other than your primary placement** _____

Community service hours _____ **I certify that** _____ **has completed the Professional Development Plan and all requirements of the IAL Program which I have supervised.**

University Supervisor _____

Appendix B

**PORTLAND STATE UNIVERSITY
FALL SITE VISIT WITH INTERN/SITE SUPERVISOR**

Intern _____ **Date** _____

University Supervisor _____ **Practicum Site** _____

Site Supervisor _____ **Title** _____

Holds Current OR Admin. License _____ **#Years Experience** _____

Practicum Site/District: _____

Address _____ **Phone** _____

Email: _____

TOPICS OF DISCUSSION:

- Review Intern IAL Handbook with Site Supervisor (Suggestion: provide copies of Site Supervisor Responsibilities, pp. 13-15, and TSPC Rubric, pp. 17-30, and pp. 35-37)
- Review seven TSPC Proficiencies
- Quarterly Theme Content Overview (see Handbook)
- Review responsibilities of Intern
 - Coursework
 - Hourly Log
 - Professional Portfolio
 - Educational Platform Essays
 - Educational Leadership Project
 - Potential Events requiring absence:
 - COSA Law Conference
 - Salem Legislative Experience @ Winter or Spring terms according to Legislative schedule)
 - Practicum Experience
 - 360 total Practicum Clock hours – approximately 120 hours per term, 9-12 hours per week
 - At least 40 of the Practicum hours at another level (early childhood, elementary or secondary); identify site(s)
 - 20 of the Practicum hours directed to community service learning activity; identify and describe potential site
- Responsibilities of Site Supervisor
 - Mentoring of Intern-regular sessions together (suggest weekly meetings)
 - Monitoring Suggested Intern Experiences for fall
 - Quarterly collaboration on Professional Development Plan with Intern
 - Quarterly meetings with University Supervisor/Intern

- Quarterly assessment of progress on TSPC Standards
 - End of year TSPC Competency Assessment in collaboration with the University Supervisor and Intern
- Responsibilities of University Supervisor
 - Ongoing supervision and maintaining official folder of work
 - Quarterly site visits
 - Seminar participation quarterly
 - End of year TSPC Competency Assessment in collaboration with the Site Supervisor and Intern
- **MATERIALS TO COLLECT:**
 - Fall TSPC Competency Rubric (current proficiency levels indicated by Site Supervisor and Intern on separate individual forms prepared in advance of conference; University Supervisor completes consensus form during conference)
 - Educational Leadership Project Plan/Abstract
 - Educational Leadership Project Topic selected: _____
 - Overview of Parts 1,2,3 content
 - Review reflective journal progress verbally

Date of winter meeting: _____

PORTLAND STATE UNIVERSITY
WINTER SITE VISIT WITH INTERN/SITE SUPERVISOR

Intern _____ Date _____

University Supervisor _____ Practicum Site _____

Site Supervisor _____ Title _____

TOPICS OF DISCUSSION:

- Quarterly Theme and Practicum Overview
- Review current TSPC standard proficiency levels with site supervisor and intern, applying results to fall. (Site Supervisor and Intern complete Appendix A: TSPC Rubric prior to conference; consensus form completed during conference with University Supervisor)
- Review Winter Quarter Coursework:
 - Opportunities for classroom observations
 - Clinical Supervision Cycle assignment
 - Hourly Log update
- Educational Leadership Project Status Report
- Topic selected: _____
- Review Parts 1,2,3 and discuss Part 4: Data Collection
- Potential Events requiring absence:
 - Salem Legislative Experience (@ February according to Legislative schedule)
- Practicum Experience Progress Checks:
 - 360 total Practicum Clock hours – approximately 120 hours per term, 9-12 hours per week
 - At least 40 of the Practicum hours at another level (early childhood, elementary or secondary); describe progress
 - 20 of the Practicum hours directed to community service; describe progress

MATERIALS TO COLLECT:

- TSPC Rubric consensus for winter completed by Site Supervisor, Mentor and Intern
- Review of CSLA and alternate level practicum sites
- Review reflections orally

Date of Spring Celebration Conference: _____

Comments:

PORTLAND STATE UNIVERSITY
SPRING SITE VISIT WITH INTERN/SITE SUPERVISOR

Intern _____ **Date** _____

University Supervisor _____ **Practicum Site** _____

Site Supervisor _____ **Title** _____

Intern Opening Presentation:

- Intern's overview of practicum
- What have you learned about yourself as a school leader?

Portfolio Presentation

- Title Page
- Cover Letter
- Resume
- Platform Essay Synthesis
- Administrative Accomplishments representing 6 standards
- Practicum Log
- CSLA Verification Form

Educational Leadership Project

- Present written Educational Leadership Project.
- Review the content of each section and the Epilogue.
- Investigator Assurance Form and abstract submitted
- Discuss the impact of the project on your practicum site.
- All signatures on Title Page of ELP

Rubric for TSPC Competencies

- Proficiency noted in "Knowledge and Skills" as well as "Performance in the Field"
- Number of practicum hours in each standard recorded
- Summary data at bottom of form completed
 - Hours at another level than primary placement
 - Community Service Learning Activity completed; hours noted
 - Overall Practicum Proficiency Level noted
- All signatures are present and dated

Closing comments and observations

- Your career aspirations/expectations
- Career guidance for you from University Supervisor and Site Supervisor
- Concluding remarks and expressions of appreciation to the Site Supervisor

[Note: University Supervisor returns all files and documentation to Cohort Leader.]

Appendix D

Platform Scoring Guides

***Vision* PLATFORM SCORING RUBRIC**

The educational platform conveys deeply held beliefs and values about education, schools, and teaching and learning. The platform is an evolutionary document, based on information, gleaned from readings, people, and class activities during the IAL cohort experience. Each platform represents communication to inform and inspire a future staff, stating the school leaders beliefs, intentions and actions toward fulfilling the platform. This may be thought of as the clear, concise messaging of leadership, a ‘bottom line’ statement. The language should be compelling, clear, and inspirational. The platform should be approximately one page. It should reflect best practices, reading and research, but those resources are addressed in a reference rather than within text.

TSPC Standard 1.0. Visionary Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Name: _____ Date: _____

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
1.1 Develop a Vision : platform address underlying beliefs, values and assumptions for the school vision.	Statement of values, beliefs and assumptions is absent	Statement of values, beliefs, and assumptions is ambiguous	Statement of values, beliefs, and assumptions is clearly defined and specific.	Statement of values, beliefs, and assumptions is clear, specific, convincing, and includes personal experience that promotes clarity.
1.2 Articulating a Vision : can create a memorable, concise vision statement that all students, staff and community can remember .	There is no evidence of a clear, concise vision statement.	There is limited evidence or ambiguous statements, stakeholders can't remember it.	Vision statement is clear, memorable, and helps 'brand' and direct the future of the school.	Vision statement is clear, memorable, directs the future of the school and inspires and unites stakeholders.
1.3 Implementing a Vision : Platform outlines at least 3 action steps to implement the vision with measurable outcomes.	There are no steps for implementation, no indicators.	There is limited evidence of action steps or outcomes are vague or missing.	There is clear evidence of action plan steps and measurable outcomes	There is clear and convincing evidence of action plan steps and measurable outcomes
1.4 Steward of a Vision : Platform articulate	There is no evidence of	There is limited	There is clear evidence	There is compelling evidence of

how the plan will be supported, developed, and refined over time.	how the plan will be supported over time.	evidence of support and stewardship of the plan.	of support for the plan, and a process for revision and refinement	attention to complexities of involving stakeholders in the visioning process, and its outcomes
1.5 Promotes Community Involvement	There is no evidence of community involvement in the vision development, communication, implementation or monitoring.	There is limited evidence of community involvement in part of the development, communication, and implementation or monitoring of the vision.	There are clear and specific strategies for community involvement in most of the visioning steps (development, communication, implementation and renewal/monitoring)	There are clear and specific strategies and activities for all aspects of the visioning steps. (development, communication, implementation and renewal/monitoring)
6. Uses clear and logical organization	There is no logical organization	There is limited logical organization	Organization is clear, logical, addresses the guiding question and moves the reader through the text.	Organization is clear, logical, addresses the guiding question and enhances the central idea and its development.
7. Uses appropriate language conventions	There are numerous errors in usage, spelling, capitalization and punctuation that impede readability.	There are conventional errors that somewhat impede readability.	The writing demonstrates control of standard writing conventions (e.g. punctuation, spelling, capitalization, grammar and usage.) Minor errors do not impede readability.	The writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication
8. Refers to research in reference section that supports vision development, communication, implementation and monitoring.	There are no references	The references are not in APA format, and/or are not related to content of platform	There are appropriate 3-5 references that support content of platform	There are ample (5-10) clearly related references to content of platform

Instructional Improvement PLATFORM SCORING RUBRIC

The educational platform conveys deeply held beliefs and values about education, schools, and teaching and learning. The platform is an evolutionary document, based on information, gleaned from readings, people, and class activities during the IAL cohort experience. Each platform represents communication to inform and inspire a future staff, stating the school leader’s beliefs, intentions and actions toward fulfilling the platform. This may be thought of as the clear, concise messaging of leadership, a ‘bottom line’ statement. The language should be compelling, transformative, and inspirational. The platform should be approximately one page, with a paragraph or two on essential elements of the instructional improvement standard. It should reflect best practices, reading and research, but those resources are addressed in a reference rather than within text.

TSPC Standard 2.0 Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Name: _____ Date: _____

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
1. States values, beliefs and assumptions about how instruction improvement occurs and is successfully implemented	Statement of values, beliefs and assumptions is absent	Statement of values, beliefs, and assumptions is vague, too general or contrived.	Statement of values, beliefs, and assumptions is clearly defined and specific.	Statement of values, beliefs, and assumptions is clear, specific, convincing, and includes personal experience that promotes clarity.
2. Includes one or more of the following elements of the TSPC standard: a. Promotes Positive School Culture	Platform doesn't address school culture	Platform is limited in description or impact of school culture, or too general, doesn't explain culture for students, staff or community	Platform clearly describes and gives examples of specific actions to promote a positive school culture for students, staff & community	Platform inspires and ensures the continual promotion of a positive school culture; emphasizes continual learning by all stakeholders
b. Provides effective Instructional Program (may choose a specific curriculum area based on schoolwide data)	There is no evidence of an effective instructional program	There is limited evidence or ambiguous evidence of what will make an effective instructional program	Platform states clear and specific steps toward building an effective instructional program based on priorities.	Platform is compelling, clear and strategic in steps to build and maintain an effective instructional program, based on priorities, but considers long term improvement as well.

<p>c. Applies best practices to Student Learning</p>	<p>There are no examples of how improvement platform applies best practices to student learning</p>	<p>There is limited or vague evidence of best application of best practice to student learning.</p>	<p>There is clear evidence of action plan steps that apply best practices to student learning</p>	<p>There is clear and convincing evidence of action plan steps that address research based best practices that will enhance learning for each child</p>
<p>3. Designs Comprehensive Prof. Growth</p>	<p>There is no evidence of how the instructional improvement plan will be supported over time.</p>	<p>There is limited evidence of support and some steps of professional development for implementing instructional improvement</p>	<p>There is clear evidence of support, design, time and resources allocated to a comprehensive, instructional improvement plan</p>	<p>There is compelling evidence of attention to complexities of involving stakeholders a comprehensive professional growth plan that indicates differentiation for the adult learners and their various levels of practice.</p>
<p>4. Uses clear and logical organization</p>	<p>There is no logical organization</p>	<p>There is limited logical organization</p>	<p>Organization is clear, logical, addresses the guiding question and moves the reader through the text.</p>	<p>Organization is clear, logical, addresses the guiding question and enhances the central idea and its development.</p>
<p>5. Uses appropriate language conventions</p>	<p>There are numerous errors in usage, spelling, capitalization and punctuation that impede readability.</p>	<p>There are conventional errors that somewhat impede readability.</p>	<p>The writing demonstrates control of standard writing conventions (e.g. punctuation, spelling, capitalization, grammar and usage.) Minor errors do not impede readability.</p>	<p>The writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication</p>
<p>6. Refers to research in reference section that supports instructional improvement platform.</p>	<p>There are no references</p>	<p>The references are not in APA format, and/or are not related to content of platform</p>	<p>There are appropriate 3-5 references that support content of platform</p>	<p>There are ample (5-10) clearly related references to content of platform</p>

Effective Management PLATFORM SCORING RUBRIC

The educational platform conveys deeply held beliefs and values about education, schools, and teaching and learning. The platform is an evolutionary document, based on information, gleaned from readings, people, and class activities during the IAL cohort experience. Each platform represents communication to inform and inspire a future staff, stating the school leader’s beliefs, intentions and actions toward fulfilling the platform. This may be thought of as the clear, concise messaging of leadership, a ‘bottom line’ statement. The language should be compelling, clear, and inspirational. The platform should be approximately one page, with a paragraph or two on each standard’s components. It should reflect best practices, reading and research, but those resources are addressed in a reference rather than within text.

Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Name: _____ Date: _____

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
1. States values, beliefs and assumptions about priorities for resource allocation.	Statement of values, beliefs and assumptions is absent	Statement of values, beliefs, and assumptions is vague, too general or contrived.	Statement of values, beliefs, and assumptions is clearly defined and specific.	Statement of values, beliefs, and assumptions is clear, specific, convincing, and includes personal experience that promotes clarity.
3.1 Managing the Organization	Platform doesn’t address school organization: personnel, placement of students, or access to courses, and the schedule as indicators of a fair, equitable and culturally competent organization	Platform is limited in description or includes a single reference to personnel, placement, access or schedule	Platform clearly describes and integrates decisions on personnel, placement, access and schedule to align with school vision, values and beliefs.	Platform inspires and ensures the continual promotion school vision through decisions on the allocation of personnel, placement, access and schedule; AND the leader includes stakeholders in management decisions, consensus building, group processes, and effective communication.
3.2 Managing Operations	There is no evidence of an effective, safe school operation	There is limited evidence or ambiguous evidence a safe school operation	Platform states clear and specific steps toward building an effective operations to ensure school safety, student respect and	Platform is compelling, clear and strategic in steps to build and maintain a safe, respectful and culturally competent school based on priorities, but considers long term improvement as well.

				dignity and the inclusion of stakeholders	
3.3 Managing Resources	There are no examples of resources are managed, priorities set, or funds allocated	There is limited or vague evidence of effective management and allocation of resources	There is limited logical organization	Budget priorities are clear, transparent and communicated.	There is clear and convincing evidence of budget priorities, transparency of resource allocation, and steps for seeking additional funds are outlined.
2. Uses clear and logical organization	There is no logical organization	There is limited logical organization	There are conventional errors that somewhat impede readability.	Organization is clear, logical, addresses the guiding question and moves the reader through the text.	Organization is clear, logical, addresses the guiding question and enhances the central idea and its development.
3. Uses appropriate language conventions	There are numerous errors in usage, spelling, capitalization and punctuation that impede readability.	There are conventional errors that somewhat impede readability.	There are numerous errors in usage, spelling, capitalization and punctuation that impede readability.	The writing demonstrates control of standard writing conventions (e.g. punctuation, spelling, capitalization, grammar and usage.) Minor errors do not impede readability.	The writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication
4. Refers to research in reference section that supports instructional improvement platform.	There are no references	The references are not in APA format, and/or are not related to content of platform	The references are not in APA format, and/or are not related to content of platform	There are appropriate 3-5 references that support content of platform	There are ample (5-10) clearly related references to content of platform

***Inclusive Practice* PLATFORM SCORING RUBRIC**

The educational platform conveys deeply held beliefs and values about education, schools, and teaching and learning. The platform is an evolutionary document, based on information, gleaned from readings, people, and class activities during the IAL cohort experience. Each platform represents communication to inform and inspire a future staff, stating the school leader's beliefs, intentions and actions toward fulfilling the platform. This may be thought of as the clear, concise messaging of leadership, a 'bottom line' statement. The language should be compelling, transformative, and inspirational. The platform should be approximately one page, with a paragraph or two on essential elements of the instructional improvement standard. It should reflect best practices, reading and research, but those resources are addressed in a reference rather than within text.

Standard 4.0. Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Name: _____ Date: _____

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
1. Clearly states values and beliefs <i>4. Inclusive Practice:</i> <i>4.1 Collaborate with families & community</i> <i>4.2 Respond to community interests</i> <i>4.3 Mobilize community resources</i>	Statement of values and beliefs is absent	Statement of values and beliefs is ambiguous	Statement of values and beliefs is clearly defined and specific.	Statement of values and beliefs is clear, specific, convincing, and includes personal experience that promotes clarity.
2. Clarifies underlying assumptions and describes why the writer believes as they do. <i>4. Inclusive Practice:</i> <i>4.1 Collaborate with families & community</i> <i>4.2 Respond to community interests</i> <i>4.3 Mobilize community resources</i>	There is no evidence of the underlying assumptions.	There is limited evidence of the underlying assumptions.	Underlying assumptions and reasons for the beliefs are clearly defined and specific.	Underlying assumptions and reasons for the beliefs are clear, specific, convincing and include reference to personal experience.
3. Uses theory and research to support values and beliefs <i>4. Inclusive Practice:</i> <i>4.1 Collaborate with families & community</i> <i>4.2 Respond to community interests</i> <i>4.3 Mobilize community resources</i>	There is no evidence of the use of theory and research to inform understanding of the values and beliefs	There is limited evidence of the use of theory and research to inform understanding of the values and beliefs	There is clear evidence of the ways that theory and research inform values and beliefs	There is clear and convincing evidence of how theory and research inform understanding of the values and belief.

<p>4. Considers cultural influences and implications of diverse individual and group characteristics like race, ethnicity, gender, disability, social class, language, etc.</p> <p><i>4. Inclusive Practice:</i> <i>4.1 Collaborate with families & community</i> <i>4.2 Respond to community interests</i> <i>4.3 Mobilize community resources</i></p>	<p>There is no evidence regarding relevant individual cultural variables and group member characteristics.</p>	<p>There is limited evidence regarding relevant individual cultural variables and group member characteristics.</p>	<p>There is clear evidence of attention to organization, and/or district and cultural norms and group member characteristics.</p>	<p>There is compelling evidence of attention to complexities of diverse cultural norms within the organization and/or district.</p>
<p>5. Provides examples of implementation strategies and/or activities appropriate to the school setting.</p> <p><i>4. Inclusive Practice:</i> <i>4.1 Collaborate with families & community</i> <i>4.2 Respond to community interests</i> <i>4.3 Mobilize community resources</i></p>	<p>There is no evidence of implementation strategies and/or activities appropriate for the school setting.</p>	<p>There is limited evidence of implementation strategies and/or activities appropriate for the school setting.</p>	<p>There are clear and specific strategies and activities for implementation appropriate for the school setting</p>	<p>There are clear and specific strategies and activities for implementation appropriate in the school setting informed by an understanding of the change process.</p>
<p>6. Uses clear and logical organization</p>	<p>There is no logical organization</p>	<p>There is limited logical organization</p>	<p>Organization is clear, logical, addresses the guiding question and moves the reader through the text.</p>	<p>Organization is clear, logical, addresses the guiding question and enhances the central idea and its development.</p>
<p>7. Uses appropriate language conventions</p>	<p>There are numerous errors in usage, spelling, capitalization and punctuation that impede readability.</p>	<p>There are conventional errors that somewhat impede readability.</p>	<p>The writing demonstrates control of standard writing conventions (e.g. punctuation, spelling, capitalization, grammar and usage.) Minor errors do not impede readability.</p>	<p>The writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication</p>

Ethical Leadership PLATFORM SCORING RUBRIC

The educational platform conveys deeply held beliefs and values about education, schools, and teaching and learning. The platform is an evolutionary document, based on information, gleaned from readings, people, and class activities during the IAL cohort experience. Each platform represents communication to inform and inspire a future staff, stating the school leader’s beliefs, intentions and actions toward fulfilling the platform. This may be thought of as the clear, concise messaging of leadership, a ‘bottom line’ statement. The language should be compelling, clear, and inspirational. The platform should be approximately one page, with a paragraph or two on each standard’s components. It should reflect best practices, reading and research, but those resources are addressed in a reference rather than within text. **Standard 5.0 Ethical Leadership:** Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

Name: _____ Date: _____

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
7. States values, beliefs and assumptions about priorities for ethical leadership are stated.	Statement of values, beliefs and assumptions is absent	Statement of values, beliefs, and assumptions is vague, too general or contrived.	Statement of values, beliefs, and assumptions is clearly defined and specific.	Statement of values, beliefs, and assumptions is clear, specific, convincing, and includes personal experience that promotes clarity.
5.1 Acts with Integrity	Platform doesn’t address integrity, core values or beliefs	Platform is limited in description or includes a single reference to core values or beliefs	Platform clearly describes and integrates a process to create shared vision, values and beliefs.	Platform inspires and ensures the continual promotion of a shared school vision, values and beliefs, seeking the input and renewal from all stakeholders.
5.2 Acts Fairly	There is no evidence of an fairness in communication or decision making	There is limited evidence or ambiguous of fairness in communication or decision making	Platform states clear and specific steps principal will make in sharing decision making processes and building consensus	Platform is compelling, clear and strategic in steps to build regularly communicate decision making process, when consensus, shared or command decisions are made and why

5.3 Acts Ethically	There are no examples of ethical decision making made	There is limited or vague evidence of to frameworks for ethical decision making	Decisions are clearly aligned with one or more ethical frameworks	There is clear and convincing evidence of ethical decision making, and a consistent communication plan for decision making with all stakeholders.
8. Uses clear and logical organization	There is no logical organization	There is limited logical organization	Organization is clear, logical, addresses the guiding question and moves the reader through the text.	Organization is clear, logical, addresses the guiding question and enhances the central idea and its development.
9. Uses appropriate language conventions	There are numerous errors in usage, spelling, capitalization and punctuation that impede readability.	There are conventional errors that somewhat impede readability.	The writing demonstrates control of standard writing conventions (e.g. punctuation, spelling, capitalization, grammar and usage.) Minor errors do not impede readability.	The writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication
10. Refers to research in reference section that supports instructional improvement platform.	There are no references	The references are not in APA format, and/or are not related to content of platform	There are appropriate (2-3) references that support content of platform	There are ample (3-5) clearly related references to content of platform

Socio-Political Context PLATFORM SCORING RUBRIC

The educational platform conveys deeply held beliefs and values about education, schools, and teaching and learning. The platform is an evolutionary document, based on information, gleaned from readings, people, and class activities during the IAL cohort experience. Each platform represents communication to inform and inspire a future staff, stating the school leader’s beliefs, intentions and actions toward fulfilling the platform. This may be thought of as the clear, concise messaging of leadership, a ‘bottom line’ statement. The language should be compelling, transformative, and inspirational. The platform should be approximately one page, with a paragraph or two on essential elements of the instructional improvement standard. It should reflect best practices, reading and research, but those resources are addressed in a reference rather than within text.

TSPC 6.0. Socio-Political Context: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Name _____ Date _____

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
1. States values, beliefs and assumptions about how the socio-political context is influencing your decisions as a leader	Statement of values, beliefs and assumptions is absent	Statement of values, beliefs, and assumptions is vague, too general or contrived.	Statement of values, beliefs, and assumptions is clearly defined and specific.	Statement of values, beliefs, and assumptions is clear, specific, convincing, and includes personal experience that promotes clarity.
2. Includes one or more of the following elements of the TSPC standard: a. Understands the larger context of political, social, economic, legal, or cultural issues.	Platform doesn’t address how the school fits into the larger context of district and state socio-political system	Platform is limited in description or impact of alignment with district and state systems	Platform clearly describes and gives examples of specific actions aligning the school with specific district and state goals and initiatives	Platform inspires and ensures the continual alignment of school, district, state and perhaps national movements and initiatives to improve the learning and achievement of all students.
b. Responds to the larger context of political, social, economic, legal or cultural issues	There is no evidence of an response to the larger context of improving learning and achievement	There is limited evidence or ambiguous evidence responding to the larger context of improving learning	Platform states clear and specific steps toward response to student achievement data, addressing achievement gaps with	Platform is compelling, clear and strategic in steps to bridge achievement gaps, examine multiple points of data and respond to the most pressing issues over time. Platform will determine what remains a focus over time, and

<p>c. Influences the larger context</p>	<p>There are no examples of how the school will work to influence the larger socio-political context</p>	<p>and achievement</p> <p>There is limited or vague evidence of influencing the larger context</p>	<p>actions to bridge them.</p> <p>There is clear evidence of action plan steps that will influence the larger context to increase student learning & achievement</p>	<p>what is on the horizon.</p> <p>There is clear and convincing evidence of action plan enhance learning for each child, communicating those results to influence the larger context.</p>
<p>3. Selects and addresses a significant socio-political issue in the platform</p>	<p>No significant issue is addressed</p>	<p>There is unclear or limited attention given to a single socio-political issue.</p>	<p>The platform selects one clear socio political issue or context to rally the staff to ensure learning and achievement continues</p>	<p>There is clear, convincing, and inspiring language that rallies the staff and community to address a socio-political issue. There may be a motto or key statement that unifies the school's effort.</p>
<p>4. Uses clear and logical organization</p>	<p>There is no logical organization</p>	<p>There is limited logical organization</p>	<p>Organization is clear, logical, addresses the guiding question and moves the reader through the text.</p>	<p>Organization is clear, logical, addresses the guiding question and enhances the central idea and its development.</p>
<p>5. Uses appropriate language conventions</p>	<p>There are numerous errors in usage, spelling, capitalization and punctuation that impede readability.</p>	<p>There are conventional errors that somewhat impede readability.</p>	<p>The writing demonstrates control of standard writing conventions (e.g. punctuation, spelling, capitalization, grammar and usage.) Minor errors do not impede readability.</p>	<p>The writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication</p>
<p>6. Refers to research in reference section that supports socio-political platform</p>	<p>There are no references</p>	<p>The references are not in APA format, and/or are not related to content of platform</p>	<p>There are appropriate 3-5 references that support content of platform</p>	<p>There are ample (5-10) clearly related references to content of platform</p>

Appendix E

COMMUNITY SERVICE LEARNING ACTIVITY RUBRIC

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
<p>1. Clearly articulates the purpose, significance and the focus of the service activity and clearly links it to the IAL curriculum. [6. Socio- Political Context]</p>	<p>There is no evidence of the purpose, significance or the focus of the activity and there are no links to the IAL curriculum.</p>	<p>There is limited evidence of the purpose, significance or the focus of the activity and limited links to the IAL curriculum</p>	<p>There is clear evidence of the scope of this activity, its focus and purpose and links to the IAL curriculum.</p>	<p>There is clear, convincing and consistent evidence of the scope, focus and purpose of the activity and links to the IAL curriculum.</p>
<p>2. Clearly designs the activity to have a positive influence on a marginalized group in a community unfamiliar to the intern. [4. Inclusive Practice 6. Socio-Political Context]</p>	<p>There is no evidence that the activity is addressing the needs of a marginalized group or that the community is unfamiliar to the intern.</p>	<p>There is limited evidence that the activity is addressing the needs of a marginalized group in a community unfamiliar to the intern.</p>	<p>There is clear evidence that the activity is addressing the needs of a marginalized group. The intern demonstrates knowledge and appreciation for the community.</p>	<p>There is clear, convincing and consistent evidence that the activity is addressing the needs of a marginalized group. The intern is reflective and able to internalize how the activity influences and shapes the larger socio-political context and how it influences the intern's values and beliefs.</p>
<p>3. Demonstrate the ability to collaborate with diverse representatives of diverse community groups [6. Socio-Political Context]</p>	<p>There is no evidence of the intern's collaboration with the diverse community groups.</p>	<p>There is little evidence of the intern's collaboration with the diverse community groups.</p>	<p>There is clear evidence of the intern's collaboration with the diverse community groups.</p>	<p>There is clear, convincing and consistent evidence of the intern's collaboration with diverse community groups.</p>
<p>4. Demonstrates an ability to write reflective journal entries on the intent, development and impact of the community service learning activity each term. Discusses the impact on</p>	<p>There is no evidence of personal reflection on the experience of CSLA and the learning experiences that will influence and shape the intern's future practice concerning poverty, diversity, school policy and laws, school</p>	<p>There is little evidence of personal reflection on the experience of CSLA and the learning experiences that will influence and shape the intern's future practice concerning poverty, diversity, school policy and laws, school finance and</p>	<p>There is clear evidence of personal reflection on the experience of the CSLA and the learning experiences that will influence and shape the intern's future practice concerning poverty, diversity, school policy and laws, school finance and</p>	<p>There is clear, convincing and consistent evidence of personal reflection on the experience of the CSLA and the learning experiences that will influence and shape the intern's future practice concerning poverty, diversity, school policy and laws,</p>

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
future leadership practice. [1. Visionary Leadership 2. Inclusive Practice 5. Ethical Leadership 6. Socio-Political Context]	finance and developing partnerships with political leaders.	developing partnerships with political leaders.	developing partnerships with political leaders.	school finance and developing partnerships with political leaders.
5. Uses clear and logical organization [1. Visionary Leadership]	There is no logical organization	There is limited logical organization	Organization is clear, logical, addresses the guiding question and moves the reader through the text.	Organization is clear, logical, addresses the guiding question and enhances the central idea and its development.
6. Uses appropriate language conventions [1. Visionary Leadership]	There are numerous errors in usage, spelling, capitalization and punctuation that impede readability.	There are conventional errors that somewhat impede readability.	The writing demonstrates control of standard writing conventions (e.g. punctuation, spelling, capitalization, grammar and usage.) Minor errors do not impede readability.	The writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication.

Appendix F

Clinical Supervision Scoring Rubric

The clinical supervision cycle project demonstrates competence in two TSPC Leadership Standards: Instructional Improvement and Ethical Leadership.

Standard 2.0. Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 5.0. Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
<p>Introduction How and why the teacher was selected. Your background in working with the teacher.</p> <p>Summary of Pre-Observation Conference including what you discussed and agreed upon in terms of purpose of the observation, the instrument for collecting data, time of observation, and Post Observation Conference.</p>	<p>Element missing or insufficient</p> <p>Element missing or insufficient</p>	<p>Partial explanation of element</p> <p>Partial explanation of element one or more elements are missing: lesson plan, objective, alignment, data collection method, feedback on student learning or discussion of strategies for working with diverse students' needs.</p>	<p>Clear indication of why teacher was selected and background</p> <p>Intern demonstrated clear evidence for pre-conference preparation, including lesson plan, objective and alignment with instructional goals & content standards, data collection techniques to give feedback regarding student learning</p> <p>Indicators of strategies for working with diverse students' needs.</p>	<p>Intern demonstrated clear, convincing and consistent evidence for working collaboratively with the teacher in the pre-conference preparation, including lesson plan, objective and alignment with instructional goals & content standards, data collection techniques to give feedback regarding student learning</p> <p>Indicators of strategies for working with diverse students' needs.</p> <p>Intern critically reflects on the pre-observation process.</p>
<p>Summary of the Observation</p> <p>Actual observation records, analysis, findings and interpretations.</p> <p>Strategy, agenda and rationale for Post Observation Conference.</p>	<p>Element missing or insufficient</p>	<p>Intern not able to satisfactorily record agreed upon data or determine an appropriate strategy or wasn't able to offer sufficient rationale</p>	<p>Intern was able to record predetermined lesson data and present that data for useful feedback based on predetermined pre-conference agreements.</p>	<p>Intern met all conditions of proficient, lesson data and observation led to specific instructional data and questioning that will enhance student learning</p>

<p>Summary of actual Post Observation Conference. Evidence intern established trust with teacher Comparison of Strategy for Post Observation Conference with actual Post Observation Conference. Critique of value from teacher's point of view .</p>	<p>Element missing or insufficient</p>	<p>for post observation conference Little or no evidence the intern established trust with the observed teacher , or was able to recognize skills used by teacher or provide insight.</p>	<p>Intern established trust during post conference, recognized skills used by teacher, documented evidence of student learning, and strategies of differentiation for students with diverse needs.</p>	<p>Intern met all conditions of proficient, observations skills were articulate, specific, and detailed, teacher gained insights and could reflect on accomplishments and areas for growth,</p>
<p>Summary How would you work with the teacher in the future? What did you learn? How would you improve your skills in providing supervision in the future?</p>	<p>Element missing or insufficient</p>	<p>Partial explanation of element</p>		<p>Intern provides insightful reflection and maintains ethical leadership qualities of keeping teacher actions confidential and private.</p>

Appendix G

EDUCATIONAL LEADERSHIP PROJECT [ELP] GUIDELINES

INITIAL ADMINISTRATOR LICENSE PROGRAM

Becoming Reflective Practitioners For the Purpose of Improving Teaching and Learning

Carl Glickman comments on the tendency in American education to favor quick-fix approaches rather than reflective inquiry into serious educational and instructional problems:

Do not act unless you can study what you act. It is irresponsible for a school to mobilize, initiate, and act without any conscious way of determining whether such expenditure of time and energy is having a desirable effect. This sounds obvious, but most schools move from innovation to innovation, expending great amounts of time developing new curricula, learning new practices, and acquiring new materials and equipment. Then, after the initial enthusiasm has passed, they have no sense of whether these efforts helped students. This is the American tendency in regard to education: grab the latest innovation, get on with it as quickly as possible and drop it just as quickly when a new innovation appears. (Glickman, 1993, pp. 54-55)

Purpose of the Educational Leadership Project

As a school leader you are expected to have a positive impact on student learning, to solve problems, and to assist your colleagues in deepening their insights related to the teaching and learning of children. To accomplish these goals, administrators must become learners along with the teachers and students. Becoming involved in action research is one avenue for such personal and professional development, in addition to a way of improving schools.

As an intern, you are expected to consult with your Site Supervisor to:

- identify a real problem area in your school (a program, a procedure being followed, or even a product related to teaching and learning);
- design a project which will investigate this real school problem;
- collect relevant data;
- propose a solution unique to this school and the data you collect; and
- implement that solution with the faculty, students and community, as appropriate.

Clearly this process includes demonstration of satisfactory proficiency in all of the 7 TSPC Performance Standards--the requirement of the state of Oregon for your Initial Administrator license. In addition, you will have provided an invaluable service to the school by solving a problem, which, without your concentrated time and attention, would probably not be addressed so thoroughly, if at all.

Guidelines for Educational Leadership Project:

The following guidelines are adapted from a recommended text: Action research: An educational leader's guide to school improvement, by Jeffrey Glanz, Christopher-Gordon Publishers, Inc., Norwood, Massachusetts, 1998, pp. 204-207.

TITLE PAGE (FORMAT)

[TITLE OF PROJECT]

EDUCATIONAL LEADERSHIP PROJECT PRESENTED BY

[STUDENT'S NAME]

UNDER THE SUPERVISION OF

[SITE SUPERVISOR'S NAME]

and

[COHORT LEADER'S NAME]

AS

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

OREGON INITIAL ADMINISTRATOR LICENSE

Student Signature: _____ **Date:** _____

Site Supervisor: _____ **Date:** _____

University Supervisor: _____ **Date:** _____

Cohort Leader: _____ **Date:** _____

PART I: FOCUS OF CHALLENGE AREA

1. Purpose of Project

- a) States the purpose/focus of the project, that is, what is the problem you want to study. The purpose should begin as follows: “The purpose of this project was...”
- b) Limits the problem enough in scope to be manageable with your skills and resources, and fit within the broader context of current theory and relevant research related to the problem.
- c) Describes why you are undertaking this project, why it is significant, and what you hope to ascertain or accomplish
- d) Describes how the project is related to your school or district improvement plan
- e) Explores an important question, meets a recognized need, or makes a useful contribution to knowledge.

2. Demographic and Background Information (including Equity Audit findings)

Describes information from your school and district such as:

- a) School and district where project was conducted;
- b) School and district demographics (numbers and percentages) including:
 - Student population
 - Student ethnicity/race
 - Percentage of students in ESL programs
 - Male and female
 - Talented and gifted
 - Students with disabilities
 - Migrant students
 - Economically disadvantaged students
 - Student mobility factors
- c) Academic Achievement
 - Reading, math, writing
 - Include comparable district and state data
 - Include comparison schools
 - Student performance trends over past three years
 - Other relevant academic achievement data
 - SAT Data, etc.
 - Performance levels
 - Other relevant instructional information
 - Overall School Ratings
 - Summarize AYP data
 - Identify through state Assessment results and final AYP report relevant findings for your work in terms of participation, academic status, and academic growth.
 - Identify and review the findings from the disaggregated data that are relevant to your work.
- d) Attendance and dropout data
 - Overall school ratings
 - Trends over the past 4 or more years
- e) Describe recent efforts to address school improvement, school ratings, and school performance issues
- f) Recent history, norms, culture and diversity of school community
- d) Description of who you are, to establish perspective in the project
- e) Any other information that sets the stage for your project

3. Economic and socio-political factors shaping the school community

- a) What are the various economic and socio-political elements that help define and drive the school?
- b) What are the various economic and socio-political elements that help define and drive its broader community?

4. What is the problem and why might it exist?

- a) What is the specific problem you are seeking to address?
- b) What is the relationship of the problem to the demographic and background data you have described above in part I, Section 2?
- c) What are possible reasons for the problem? Consider a variety of possible reasons as to why the problem exists [i.e., you are looking at possible causes and effects with this step]? In this activity you are in the exploration mode!
- d) Develop and explore these reasons or ‘hunches’ with your colleagues and others in your school community (parents, community members, students, instructional and support staff, building and district administrative staff). Brainstorm these possible causes or reasons with them with them and begin testing them. Which of these causes or hunches are supported by the data? You can use a variety of research methods to test your hypotheses. These could include:
 - Observing classes
 - Conducting a survey
 - Conducting interviews or focus groups
 - Reviewing test scores and achievement data
 - Analyzing curriculum materials
- e) What is the relationship of the problem to student learning and achievement?

5. Specifies Research Question(s) to Guide and Inform the Project

From your many hunches, develop one or two specific questions that will guide your study/project as you work to address your concern or solve your problem. These are called research questions.

- a) You should have definite reasons based on either theory or evidence for considering the problem worthy of testing.
- b) Both your review of literature and the background information about your school should help provide this information.
- c) The topic must be one of importance to your school/agency, and be selected jointly by you, your Site Supervisor, and approved by your Cohort Leader.
- d) Your research question(s) should be answerable by observable, measurable data that you can obtain during the course of your practicum.
- e) Frame your research questions by considering these questions:
 - What is it that you want to know about your problem?
 - What are possible reasons the problem exists?
 - What are possible solutions to the problem?
 - Which possible solution do you want to test?
- f) Now write the research question(s). Pose your question(s) as a potential relationship between two or more variables, concepts, events, or things related to solving your problem. For example:
 - Do sixth-grade students engaged in a specified structured reading program perform better on a specified reading assessment than those sixth-graders not involved in the structured reading program?
 - Note the relationship: difference in performance on the specified assessment

- Note the 2 variables: specified structured reading program and no specified structured reading program.

6. Definition of Terms

Define the relevant words that the reader will need to know, either conceptually or operationally to understand your project. Each major word in your research question(s) should be defined. Doing so allows your reader to know what you are going to measure.

PART II: EXPLORE SOLUTIONS & REVIEW OF LITERATURE

The primary purpose of this section is to provide the reader with the relationship between what has been done and what you are about to do in your project.

1. Who are the players who will be involved in the project?

- Identify those “experts” and “stakeholders” who will be involved?
 - Consider both in-house talent and those from the outside who will provide expertise.
- Identify and establish your Inquiry Team. This is the team of professionals and other stakeholders who will be working with you on this project.
 - Include all team members and describe how you will be working with your team.

2. Review of the relevant literature and research

The review of the literature is a discussion of the efforts of others that in some fashion bear on your own research effort.

- In this section, you should select 8 to 15 (8-10 for license-only candidates, 15 for students earning a master’s degree) quality research studies or professional journal articles or books that provide a foundation for the proposed project. Review could also include research collected as a result of visiting high performing schools, interviewing curriculum directors or others charged with instructional leadership in a district.
- Keep your reader constantly aware of the manner in which the literature or research you are discussing is related to your study.
- Clearly establish the relevance of the literature and/or research to your project.
 - Include few, if any, references older than 10 years unless they have major significance to education.
 - Be sure to cite sources (within the text of your report and in the references section at the end of the report) in APA 5th ed. format.
- The literature/research review should be synthesized and address the scholarly significance of the research problem in a thoughtfully critiqued fashion.

It is possible that studying the literature and research may cause you to change your research question. You may learn something new that presents a different possible solution. If so, adjust your research question and proceed with this new knowledge. Be sure to share the change with your cohort leader and revise the abstract of your project required in Part 3 below.

PART III: SYNTHESIZES SOLUTIONS & DEVELOPS AN ACTION PLAN

In this section you attempt to make very clear the exact procedural steps you will follow as you conduct your project. As a result of having read this section, the reader should have a good understanding of exactly how you are going to conduct your project.

Complete the Investigator’s Assurance Form (Appendix I) with the required 300 word abstract. Submit this to your Cohort Leader for approval before beginning the project. It will need to be revised and updated at the end of the project. Keep a copy of the signed Investigator’s Assurance Form for your ELP file at the end of the year.

1. Evaluate and prioritize potential solutions

Look critically at the list developed in your brainstorming sessions; prioritize your ideas and determine their feasibility. Consider the following questions:

- Will this solution address the problem?
- Does this solution move you toward the vision?
- What obstacles might arise if you try to implement this?
- Is everyone who is part of the challenge part of this solution?
- How might you modify this solution to fit the realities of your students, their families, your classroom, and your school?
- How might current school policies or classroom practices be refined, reorganized, or restructured to fit this proposal?
- How might others (district representatives, school administrators, instructional staff, support staff, parents, students, community/business leaders, or university personnel) assist in designing and implementing this proposed program?
- Will the actions of the school change, or just the actions of a few individuals? How likely will this change being sustained over the years?
- What will happen if you implement this solution successfully? What might unintended consequences be?

2. Action Plan for conducting and implementing the Project

Weave your best solutions into an action plan. In designing your plan, make sure all types of members in your school community are involved. Keep in mind the major components of the plan: who will do what, by when, and how, as well as details about how the plan will be evaluated.

- Describe, step-by-step, how you plan on conducting your project, including a time-line. Anyone reading your report should be able to understand the steps you took in conducting your project. Follow this format:

<i>Action Plan</i>	<i>By When</i>	<i>By Whom</i>
<i>Steps necessary for implementation:</i> 1. 2. 3.		
<i>How will we monitor the program?</i>		
<i>How will progress be evaluated?</i>		

3. Describe participants, materials, other resources and research procedures used in the ELP:

- a) Describe your sample of participants in terms of:
 - Who the participants are (including gender, ages, grade level data, ability levels, ethnicity, if relevant) **BE SURE TO MAINTAIN ANONYMITY. No personally identifying information should be included in the report.**
 - Where participants are from; how many are participating; how they were selected and assigned; and any other relevant information
- b) List and briefly describe any materials used in the project.
 - For example, a survey should be described and a sample placed in an appendix [i.e., “See survey in Appendix X.”]
 - Also include names and descriptions of any commercial tests, games, computers, children’s literature, or other surveys.
- c) If a treatment variable is part of your methodology, describe the treatment and how it is being applied, e.g., a method of math or reading instruction
 - Describe how you plan to analyze your data.
 - Discussion of validity and reliability of testing instruments and/or surveys, if applicable, may be discussed in this section.

4. Communicating the plan:

- a) Plan is presented to the Cohort Leader for approval
- b) Plan is also communicated clearly to building administrator(s), site council and or relevant school decision making groups and perhaps the school staff and larger parent and community members.
- c) When possible it is also beneficial to not only engage the larger community, but also get its support for the project.

PART IV: COLLECTION & PRESENTATION OF DATA

Since data derived from quantitative research are usually numerical and data derived from qualitative research are verbal, this section of each project will vary. Quantitative data are summarized statistically or mathematically, while qualitative data are analyzed through a logical-inductive process that includes grouping and comparing findings with research questions.

1. Pilot test and/or implement the action plan

- a) After the plan has been approved, the inquiry team begins implementation. Keep records of each step in the implementation, including when it is accomplished, and by whom.
- b) Do **NOT** record personally identifying information (such as names or details that could lead to one particular person in a building or district.) If necessary, use pseudonyms.

2. Collection and presentation of data

- a) Present findings and summarize data. Provide evidence that appropriate assessment strategies and research methods were used.
- b) Display or summarize data using tables, charts, and figures that synthesize and help explain the data.
- c) As patterns emerge, explanations or conclusions can be drawn, and answers to your research questions begin to emerge.

3. Use of data to consider equity factors and student achievement

- a) Present the data in a disaggregated format considering key equity factors.
- b) Use appropriate research strategies to reveal patterns and themes of student performance in school and analyze possible differences among subgroups of students.

4. Draw conclusions from the data

- a) Analyze patterns within your findings.
- b) Describe your observations, opinions, analysis, and conclusions based on the results/data.
- c) Provide possible explanations and note interesting, significant, and/or curious findings.

PART V: ANALYSIS OF PROJECT & IMPLICATIONS

1. Evaluate action plan and implications of data for teaching and learning

- a) Describe the implications your project has for school improvement. Be specific about implications for teaching, learning, supervision and leadership.
- b) This becomes part of the “so what!” What implications might this project, with all its data, have on the educational process? What is the data telling you about school improvement, teaching, and learning?

2. Make recommendations for teaching, learning, supervision, and leadership.

- a) Provide clear recommendations for the organization that relate to teaching, learning, supervision, and or leadership.

3. Consider limitations of your study and offer possibilities for further study and research

- a) Every study is limited by factors beyond your control, such as sample size, time factor, etc. List and briefly explain each limitation.
- b) Describe areas of further investigation that you might recommend that others undertake. Include areas of investigation you couldn't undertake, but were important nonetheless.

4. Present results, recommendations and implications to school community

- a) Be certain to present your findings to the key stakeholders in your organization.
- b) Address how your findings are received and supported by the stakeholders.

PART VI: EPILOGUE

At the end of the project, describe your final assessment of your efforts to implement the findings of your project and effect change in the school.

1. Reflect on your approach to this project

- a) What was the outcome of your project and its impact on your school?
- b) How was the school different as a result of your project?
- c) How did your approach to the project relate to its overall quality?

2. Reflect on how your data informed the school or organization's decision making and planning

- a) Consider the impact on the organization.
- b) Reflect on those limitations of the study and how you addressed those factors that are beyond your control.

3. Discuss reactions among the stakeholders and the level of support among your colleagues.

- a) How did administration, faculty, students, and community react to your findings?
- b) How did these groups react to your attempts to implement change, and what was their level of support?
- c) How did you respond to the reactions of the stakeholders?

4. Reflect on:

- a) What! [Reporting objectively what happened]
- b) So What! [What did you learn? What difference did the project make?]
- c) Now What! [How will you think or act in the future as a result of this project?]

PART VII: WRITING QUALITY

The written Educational Leadership Project should reflect effective and appropriate use of language conventions to communicate with audience/reader.

- Demonstrate correct grammatical and mechanical writing conventions, such as verb tense consistency, pronoun-noun agreement, subject-verb agreement, correct spelling and punctuation.
- Reflect variety in sentence structure.
- Reflect professional and appealing appearance.
- Demonstrate professional and ethical use of source material.
- **PROOFREAD YOUR WORK.**

PART VIII: APPENDIX

- Include all relevant materials, copies of surveys, etc.
- Provide reference page(s) listing all sources used in your study including the literature review and any other relevant documentation. All documentation throughout the report should conform to APA 5th edition style. Include a complete citation for any material quoted or paraphrase to avoid plagiarism. Examples of the documentation of sources using the APA 5th edition format follow. Use these models!
- *Note: Capitalize only the first word of the title and of the subtitle, if any, and any proper names; do not underline the title or place quotation marks around it. Italicize journal and volume number.*
- Citation in text appear as:
“Work is likely to be satisfying when we value what we do, when it challenges and extends us, when we do it well and when we have ample evidence confirming our success” (Ashton & Webb, 1986, p. 162).

Books

Sagor, R. (2004). *The action research guidebook: A four-step process for educators and school teams*. Thousand Oaks, CA: Corwin Press.

Mills, G.E. (2002). *Action research: A guide for the teacher researcher* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Glanz, J. (2003). *Action research: An educational leader's guide to school improvement* (2nd ed.). Norwood, MA: Christopher-Gordon Publishers.

Journal Articles

van Zee, E. H. (1998). Fostering elementary teachers' research on their science teaching practices. *Journal of Teacher Education*. 49(4), 245-254.

Web URL

Hatten, R., Knapp, D., & Salonga, R. (1997). Action research: Comparison with the concepts of 'The reflective practitioner' and 'quality assurance'. Retrieved May 26, 2006, from <http://www.scu.edu.au/schools/gcm/ar/arr/arrow/default.html>.

Multiple Authors, and also ERIC document:

Dunn, B. R., Gould, J. E., & Singer, M. (1981). Cognitive style differences in expository prose recall (Tech. rep. No. 210). Urbana-Champaign: University of Illinois, Center for the study of Language Processing. (ERIC Document Reproduction Service No. ED 205 922)

APA Format Reference Source:

Publication Manual of the American Psychological Association (5th Ed.). (2001). Washington, DC: American Psychological Association.

Flow Chart for Platform work

Fall 2010 Platforms

- Instructional Improvement
- Inclusive Practice

Winter 2011 Platforms

- Ethical Leadership
- Effective Management

Spring 2011 Platforms

- Socio-Political Context
- Vision

Appendix H

**INVESTIGATOR’S ASSURANCE FORM
EDUCATIONAL LEADERSHIP PROJECT**

Section I:

Principal Investigator _____ Position: _____

Practicum Site _____ School District _____

Title of Proposed Project _____

Anticipated Length of Project _____ Anticipated Start Date _____

Section II: Attach to this form a summary (no more than 300 words) of your project (which includes title, purpose of project, sample to be studied, description of data to be collected, and data collection procedures.)

Section III: Describe briefly how this project contributes to the improvement of your school, as required in the IAL assignment.

INVESTIGATOR’S ASSURANCE

I do hereby certify that the IAL Educational Leadership Project as referenced above:

- 1) involves minimal human subject risk and/or involves only secondary data from which all identifying individual information has been removed;
- 2) will not publish or otherwise disseminate the collected data except as part of the normal management process of my School District;
- 3) is conducted within the District policies and procedures as part of the normal management process of my School District;
- 4) has the full approval, support and supervision of my Site Supervisor;
- 5) has been approved and is conducted under the guidance of my University Cohort Leader.

Signature of Principal Investigator Date

Signature of Site Supervisor Date

Signature of University Cohort Leader Date

Note: The University Cohort Leader reserves the right to forward the project for full University Human Subjects Review if the project is judged to be original research and/or involves more than minimal risk to the subject.

Appendix I

EDUCATIONAL LEADERSHIP PROJECT (ELP) SCORING RUBRIC

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (2)	EXEMPLARY (4)
PART I: FOCUS OF CHALLENGE AREA				
1. Clearly describes project's scope, purpose, relation to the school or district improvement plan, significance, and focus. [6. Socio-Political Context]	There is no indication of the scope of the project, its focus and purpose, relation to the school or district improvement plan, why the intern is undertaking the project, why it is significant.	There is limited indication of the scope of the project, its focus and purpose, relation to the school or district improvement plan, why the intern is undertaking the project, why it is significant.	There is clear evidence of the scope of the project, its focus and purpose, relation to the school or district improvement plan, why the intern is undertaking the project, why it is significant, what the perceived need is, and what is hoped to be accomplished.	There is clear, convincing, and consistent evidence of the scope of the project, its focus and purpose, relation to the school or district improvement plan, why the intern is undertaking the project, why it is significant, what the perceived need is, and what is hoped to be accomplished.
2. Analyzes and describes the school [site] context including school/district demographics, achievement data, attendance and dropout data, history, norms, culture, and diversity in the school community [2. Instructional Improvement 6. Socio-Political Context]	There is no evidence of the ability to analyze and describe the context including school/district demographics, achievement data, attendance and dropout data, history, norms, culture, and diversity in the school community.	There is limited evidence of the ability to analyze and describe the context including school/district demographics, achievement data, attendance and dropout data, history, norms, culture, and diversity in the school community.	There is clear evidence of the ability to analyze and describe the context including school/district demographics, achievement data, history, norms, and dropout data, history, norms, culture, and diversity in the school community.	There is clear, convincing, and consistent evidence of the ability to analyze and describe the larger context including school/district demographics, achievement data, attendance and dropout data, history, norms, culture, and diversity in the school community This evidence includes a demonstration of the ability to apply research methods to a school context.
3. Considers economic and socio-political factors shaping the school community [6. Socio-Political Context]	There is no description of the economic factors shaping a local community and the effects economic factors have on local schools.	There is limited description of the economic factors shaping a local community and the effects economic factors have on local schools.	There is a clear description of the economic factors shaping a local community and the effects economic factors have on local schools.	There is a clear, convincing, and consistent description of the economic factors shaping a local community and the effects economic factors have on local schools.

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
<p>4. Identifies the specific problem and explores why it might exist. Connects the problem to student learning and achievement.</p> <p>[2. Instructional Improvement 5. Ethical Leadership 6. Socio-Political Context]</p>	<p>Problem is missing or unclear, and there is no evidence defining why the problem exists and is being addressed and what its relationship is to student learning and demographics of the school.</p> <p>There is little or no engagement with the school community regarding the overall significance of the project.</p>	<p>Problem is unclear. There is limited evidence defining why the problem exists and is being addressed and what its relationship is to student learning and demographics of the school.</p> <p>There is limited engagement with the school community regarding the overall significance of the project.</p>	<p>Problem is clearly identified with reasons why the problem exists and is being addressed and what its relationship is to student learning and demographics of the school.</p> <p>There is clear evidence of engagement with the school community regarding the significance of the project.</p>	<p>Problem is clearly specified with clear, convincing, and compelling evidence defining why the problem exists and is being addressed and what its relationship is to student learning and demographics of the school.</p> <p>There is strong engagement with the school community regarding the significance of the project.</p>
<p>5. Specifies research questions to guide and inform the project</p> <p>[1. Visionary Leadership]</p>	<p>The research questions are not stated.</p>	<p>The research questions are stated but are limited in clarity or in describing how they might be answered through theory and or evidence.</p>	<p>The research questions are clear; theory and or evidence based and are answerable with observable, measurable data. They consider a potential relationship between two or more variables. They are shared with the school community. They reflect the intern's vision promoting success for all.</p>	<p>The research questions are clear, convincing, and consistently based on good theory and or evidence. They are answerable with observable, measurable data. And consider a potential relationship between two or more variables. They are shared with the school community. They reflect the intern's vision of success for all.</p>
<p>6. Clearly defines terms</p>	<p>There is no evidence of words or terms defined to assist the reader in knowing conceptually and operationally how to understand the project.</p>	<p>There is limited evidence of words and terms defined to assist the reader in knowing conceptually operationally how to understand the project.</p>	<p>There is clear evidence of words and terms defined to assist the reader in knowing conceptually and operationally how to understand the project.</p>	<p>There is clear, convincing, and consistent evidence of all key words and terms defined to assist the reader in knowing conceptually and operationally how to understand the project.</p>

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
PART II: EXPLORE SOLUTIONS & REVIEW OF LITERATURE				
<p>1. Identify and engage talent and expertise (including stake-holders), both in-house and other in exploring solutions to the established problem</p> <p>[3. Effective Management 4. Inclusive Practice 5. Ethical Leadership]</p>	<p>There is no evidence of identification and or engagement of expertise (including stake-holders), either within the school community and or beyond it in exploring solutions to the established problem.</p>	<p>There is little or limited evidence of identification and engagement of expertise (including stake-holders), either within the school community and or beyond it in exploring solutions to the established problem.</p>	<p>There is clear evidence of identification and engagement of expertise (including stake-holders), both within the school community in exploring solutions to the established problem. An inquiry team is established that will partner with intern in facilitating project.</p>	<p>There is clear, convincing, and consistent evidence of identification and engagement of talent and expertise (including stake-holders), both within the school community and beyond (in the district and beyond) in exploring solutions to the established problem. An inquiry team is established that will partner with intern in facilitating project.</p>
<p>2. Includes quality and timely sources that are effectively summarized. There is established relevance of reference sources to study</p> <p>[1. Visionary Leadership]</p>	<p>There are no reference sources cited. The reference sources summarized provide a basic awareness or level of understanding of the general topic and the relevance to the project being undertaken.</p>	<p>There are limited or inadequate reference sources cited. The reference sources summarized provide a basic awareness or level of understanding of the general topic and the relevance to the project being undertaken.</p>	<p>Quality and timely reference sources cited. (At least 8-10 for licensure only interns and 15 for masters candidates). There is clear evidence that the reference sources are integrated into the review, provide a conceptual framework (explanation, interpretation, application) of the literature and content and relevance to the project being undertaken.</p>	<p>There are quality, current, extensive, and in depth reference sources and appropriate literature that are error free, integrated into the review, provide a conceptual reflection (explanation, interpretation, application, perspective, empathy, self-knowledge) of the literature and content and its relevance to the project being undertaken. The student examines the experiences of other schools and resources of the district.</p>

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
3. Literature review assessment guidelines				
3a. Coverage [Justified criteria for inclusion and exclusion from review. Evidence that the literature is timely and relevant to the research problem and adequately covers the research questions.]	Did not discuss the criteria for inclusion or exclusion and did not address the timeliness or relevance of the literature to the research problem. Less than 8 references were included by license only candidates and less than 15 were included by the Masters candidates.	Discussed the criteria for inclusion or exclusion in limited fashion and inadequately addressed the timeliness or relevance of the literature to the research problem. Less than 8 references were included by license only candidates and less than 15 were included by the Masters candidates.	The review discussed the literature that was both included and excluded and provided evidence of the timeliness and relevance of the literature to the research problem. At least 8 references were included by license only candidates and at least 15 were included by the Masters candidates.	The review justified the inclusion and exclusion of literature and provided clear and convincing evidence of the timeliness and relevance of the literature to the research problem. More than 8 references were included by license only candidates and more than 15 were included by the Masters candidates.
3b. Synthesis [Provided a clear and relevant synthesis of the literature]	Little or no synthesis	Accepted literature at face value and did not adequately synthesize the literature.	The review provided a synthesis of the literature and provided an adequate critique of the literature.	The review provided a thoughtful synthesis of the literature, related it directly to the ELP, and proposed new perspectives on the literature.
3c. Methodology [Related ideas and theories in the field to research methodologies]	Research methods not discussed	Research methods discussed in only limited way	The review discussed the appropriateness of research methods to produce the claims	The review convincingly critiqued the appropriateness of the research methods to support the claims of the research
3d. Significance [Addressed the practical and scholarly significance of the research problem]	The practical and scholarly significance of the research problem not discussed.	The practical and scholarly significance of the research problem discussed in limited way.	The review offered evidence of the practical and scholarly significance of the research problem.	The review addresses the practical and scholarly significance of the research problem in a thoughtfully critiqued fashion.

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
3e. Rhetoric [Was written with a coherent, clear structure that supported the review]	The review was not conceptualized and addressed.	The review was poorly or inadequately conceptualized and addressed.	The review effectively conceptualized, provided coherent structure. Grammar and formatting issues addressed.	The review was written with a coherent and clear structure. Grammar and formatting issues are evident.
PART III: SYNTHESIZE SOLUTIONS & DEVELOP AN ACTION PLAN				
1. Evaluates and prioritizes potential solutions [2. Instructional Improvement 4. Inclusive Practice 5. Ethical Leadership]	There is no reference to the evaluation and prioritizing of solutions including determining their feasibility, how they might move toward the vision, potential obstacles from implementation and engagement and commitment of the stakeholders in the solution.	There is limited reference to the evaluation and prioritizing of solutions including determining their feasibility, how they might move toward the vision, potential obstacles from implementation and engagement of the stakeholders in the solution.	There is clear reference to the evaluation and prioritizing of solutions including determining their feasibility, how they might move toward the vision, potential obstacles from implementation and engagement and commitment of the stakeholders in the solution. There is evidence that the solution is consistent with best practices.	There is clear, convincing, and consistent evidence to the evaluation and prioritizing of solutions including determining their feasibility, how they might move toward the vision, potential obstacles from implementation and engagement and commitment of the stakeholders in the solution. There is abundant evidence that the solution is consistent with best practices. Members of the school community participate in the evaluation and prioritization of potential solutions.
2. Develops action plan including the procedures to be used in the ELP, step by step timeline, description of how the data will be analyzed, how decisions will be made and by whom. [3. Effective Management]	There is no evidence of an action plan including timeline, involvement of all stakeholders in the community, who will do what, by when, and how, as well as details about how the plan will be evaluated.	There is limited evidence of an action plan including timeline, involvement of all stakeholders in the community, who will do what, by when, and how, as well as details about how the plan will be evaluated.	There is clear evidence of an action plan including a step by step timeline, involvement of all stakeholders in the community, how conflict will be addressed, who will do what, by when, and how, as well as details about how the plan will be evaluated.	There is clear, convincing, and consistent evidence of an action plan including a step by step timeline, involvement of all stakeholders in the community, how conflict will be addressed, who will do what, by when, and how, as well as details about how the plan will be evaluated.

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
3. Describes participants, materials and other resources used in ELP [3. Effective Management 5. Ethical Leadership]	There is no description of the participants, materials or resources used in the project.	There is limited description of the participants, materials or resources used in the project.	There is a clear description of the participants, materials and or resources including surveys etc. used in the project. Intern seeks new resources to facilitate project.	There is clear, convincing, and consistent description of the participants, materials and or resources including surveys etc. used in the project. Intern seeks new resources to facilitate the project and applies current technologies to project.
4. Describes how vision for project including action plan will be communicated to stakeholders in School Community [1. Visionary Leadership 3.Effective Management 6. Socio-Political Context]	There is no evidence of engagement with stakeholders in the school community to present the project, its purpose and scope and gain support for that project from the greater school community.	There is limited evidence of engagement with stakeholders in the school community to present the project, its purpose and scope and gain support for that project from the greater school community.	There is clear evidence of engagement with the school community to present the project, its purpose and scope and gain support for that project from the greater school community.	There is clear, convincing, and consistent evidence of engagement with stakeholders as well as those in the district and greater school community to present the project, its purpose and scope and gain support for that project from the greater school community.
PART IV: COLLECTION & PRESENTATION OF DATA				
1. Provides for pilot test and or implementation of the Action Plan [3. Effective Management 4. Inclusive Practice]	There is no evidence that the plan is being implemented in accordance with the coordination of the Inquiry Team.	There is limited evidence that the plan is being implemented in accordance with the coordination of the Inquiry Team.	There is clear evidence that the plan is being implemented in accordance with the coordination of the Inquiry Team.	There is clear, convincing, and consistent evidence that the plan is being implemented in accordance with the coordination of the Inquiry Team.

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
<p>2. Collection and presentation of data</p> <p>[2. Instructional Improvement</p> <p>4. Inclusive Practice]</p>	<p>There is no evidence of appropriate assessment strategies, research methods, data collection, analysis, display or use including the use of tables, charts, and figures to illustrate and present data.</p>	<p>There is limited evidence of appropriate assessment strategies, research methods, data collection, analysis, display or use including the use of tables, charts, and figures to illustrate and present data.</p>	<p>There is clear evidence of appropriate assessment strategies, research methods, data collection, analysis, display or use including the use of tables, charts, and figures to illustrate and present data.</p>	<p>There is clear, convincing, and consistent evidence of appropriate assessment strategies, research methods, data collection, analysis, display or use including the use of tables, charts, and figures to illustrate and present data.</p>
<p>3. Use of data to consider equity factors and student achievement</p> <p>[2. Instructional Improvement]</p>	<p>There is no evidence of disaggregating data by gender, social, economic factors, or ethnicity and recognition of achievement gaps.</p>	<p>There is limited evidence of disaggregating data by gender, social, economic factors, or ethnicity and recognition of achievement gaps.</p>	<p>There is clear evidence of disaggregating data by gender, social, economic factors, or ethnicity and recognition of achievement gap. ELP gives attention to closing achievement gaps and fully accommodating learners' diverse needs.</p>	<p>Equity is identified throughout the ELP with clear and consistent evidence of disaggregating data by gender, social, economic factors, or ethnicity ion is given to closing achievement gaps and fully accommodating learners' diverse needs.</p>
<p>4. Draws conclusions from data</p> <p>[2. Instructional Improvement]</p>	<p>There is no evidence of the ability to use appropriate research strategies to reveal patterns and themes of student performance in school and analyze possible differences among subgroups of students to promote an environment for improved student achievement.</p>	<p>There is limited evidence of the ability to use appropriate research strategies to reveal patterns and themes of student performance in school and analyze possible differences among subgroups of students to promote an environment for improved student achievement.</p>	<p>Conclusions are drawn from data; there is clear evidence of the ability to use appropriate research strategies to reveal patterns and themes of student performance in school and analyze possible differences among subgroups of students to promote an environment for improved student achievement.</p>	<p>There is clear, convincing, and consistent evidence of the ability to use data and appropriate research strategies to reveal patterns and themes of student performance in school and analyze possible differences among subgroups of students to promote an environment for improved student achievement.</p>

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
PART V: ANALYSIS OF PLAN AND IMPLICATIONS				
1. Evaluates implementation of the Action Plan and its impact on teaching and learning.	There is no evidence of how data-based strategies and strategic planning processes that focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and analysis of community needs.	There is limited evidence of how data-based strategies and strategic planning processes that focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and analysis of community needs.	There is clear evidence of how data-based strategies and strategic planning processes that focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and analysis of community needs.	There is clear, convincing, and consistent evidence of how data-based strategies and strategic planning processes that focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and analysis of community needs.
[1. Visionary Leadership 2. Instructional Improvement]				
2. Makes recommendations for teaching, learning, supervision, and leadership	There is no evidence to suggest implications for teaching, learning, supervision, and leadership.	There is limited evidence to suggest implications for teaching, learning, supervision, and leadership.	There is clear evidence to suggest implications for teaching, learning, supervision, and leadership within the school community.	There is clear, convincing, and consistent evidence to suggest implications for teaching, learning, supervision, and leadership both within the school community and in the district and greater school community.
[2. Instructional Improvement 3. Effective Management]				
3. Suggests limitations of the study and ideas for further study and research	There is no evidence suggesting limitations of the study and implications for further research by either the student or others.	There is little or limited evidence suggesting limitations of the study and implications for further research by either the student or others.	There is clear evidence suggesting limitations of the study and implications for further research within the school or local unit by the student or others.	There is clear, convincing and consistent evidence suggesting limitations of the study and implications for further research within the school or local unit as well as the district and beyond by the student and or others.
[2. Instructional Improvement 3. Effective Management]				

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
<p>4. Results, recommendations, and implications are presented to school community</p> <p>[4. Inclusive Practice 5. Ethical Leadership]</p>	<p>There is no evidence regarding how the results, recommendations, and implications have been presented to the Stakeholders.</p>	<p>There is limited evidence regarding how the results, recommendations, and implications have been presented to the Stakeholders.</p>	<p>There is clear evidence regarding how the results, recommendations, and implications have been presented to the Stakeholders and the extent to which they are supported by the Stakeholders.</p>	<p>There is clear, convincing, and consistent evidence regarding how the results, recommendations, and implications have been presented to the Stakeholders and the extent to which they are supported by the Stakeholders.</p>
PART VI: EPILOGUE				
<p>1. Reflects on choice of approach used in the project including quality and outcomes of the project</p> <p>[1. Visionary Leadership]</p>	<p>This is no evidence of the student's personal reflections of decisions made regarding the approach to the project or overall quality of the outcomes of the project.</p>	<p>This is limited evidence of the student's personal reflections of decisions made regarding the approach to the project or overall quality of the outcomes of the project.</p>	<p>This is clear evidence of the student's personal reflections of decisions made regarding the approach to the project or overall quality of the outcomes of the project.</p>	<p>This is clear, convincing, and consistent evidence of the student's personal reflections of decisions made regarding the approach to the project or overall quality of the outcomes of the project.</p>
<p>2. Reflects on how data informed decision making and planning</p> <p>[1. Visionary Leadership 5. Ethical Leadership]</p>	<p>There is no evidence of data informed school planning or decision making that focus on student learning.</p>	<p>There is limited evidence of data informed school planning or decision making that focus on student learning.</p>	<p>There is clear evidence of data informed school planning or decision making that focus on student learning. The intern also reflects on factors beyond his/her control such as time, support, resources, political issues and how these issues were addressed.</p>	<p>There is clear, consistent and convincing evidence of data informed school planning or decision making that focus on student learning. The intern also reflects on factors beyond his/her control such as time, support, resources, political issues and how these issues were addressed.</p>

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
<p>3. Discusses reactions and levels of support of school community to findings and implemented change and how intern responded to these reactions</p> <p>[1. Visionary Leadership 4. Inclusive Practice 5. Ethical Leadership 6. Socio-Political Context]</p>	<p>There is no evidence of how the administration, faculty, students, and community reacted to the findings or levels of support to implement the change are detailed in the project.</p>	<p>There is little evidence of how the administration, faculty, students, and community reacted to the findings or levels of support to implement the change are detailed in the project.</p>	<p>There is clear, evidence of how the administration, faculty, students, and community reacted to the findings or levels of support to implement the change are detailed in the project.</p>	<p>The student offers clear, convincing, and consistent evidence of how the administration, faculty, students, and community reacted to the findings or levels of support to implement the change are detailed in the project.</p>
<p>4. Reflects on: <u>What!</u> [Reporting what happened objectively] <u>So</u> <u>What!</u> [What did you learn? What difference did the project make?] and now <u>What!</u> [How will you think or act in the future as a result of this experience?] [1. Visionary Leadership 5. Ethical Leadership 6. Socio-Political Context]</p>	<p>There is no evidence regarding a personal reflection on the experience of the ELP and little or no discussion of what was learned that will impact the intern's future practice.</p>	<p>There is little evidence regarding a personal reflection on the experience of the ELP and little or no discussion of what was learned that will impact the intern's future practice.</p>	<p>There is clear evidence regarding a personal reflection on the experience of the ELP, what happened, what was learned and how this experience might influence the intern's future practice.</p>	<p>There is clear, convincing and consistent evidence regarding a personal reflection on the experience of the ELP, what happened, what was learned and how this experience might influence the intern's future practice.</p>

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
<p>PART VII: WRITING QUALITY</p> <p>The written Educational Leadership Project should reflect effective and appropriate use of language conventions to communicate with audience/reader</p> <p>[5. Ethical Leadership]</p>	<p>There is no evidence of the student demonstrating adequate grammatical and mechanical writing conventions. There is no variety in sentence structure. Does not reflect professional and appealing appearance. Does not demonstrate professional and ethical use of source material or follow APA style (5th edition).</p>	<p>There is limited evidence of the student demonstrating grammatical and mechanical writing conventions, such as verb tense consistency, pronoun-noun agreement, subject-verb agreement, correct spelling and punctuation. There is limited variety in sentence structure. Reflect professional and appealing appearance. Demonstrate professional and ethical use of source material. Follow APA style (5th edition) for format and consistency in citing sources in text and in the reference section of written work.</p>	<p>There is clear evidence of the student demonstrating grammatical and mechanical writing conventions, such as verb tense consistency, pronoun-noun agreement, subject-verb agreement, correct spelling and punctuation. Reflect variety in sentence structure. Reflect professional and appealing appearance. Demonstrate professional and ethical use of source material. Follow APA style (5th edition) for format and consistency in citing sources in text and in the reference section of written work.</p>	<p>There is clear and consistent evidence of the student demonstrating grammatical and mechanical writing conventions, such as verb tense consistency, pronoun-noun agreement, subject-verb agreement, correct spelling and punctuation. Reflect variety in sentence structure. Reflect professional and appealing appearance. Demonstrate professional and ethical use of source material. Follow APA style (5th edition) for format and consistency in citing sources in text and in the reference section of written work.</p>

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
PART VIII: APPENDIX				
1. Includes Copies of all Relevant Materials, including reference pages and Investigator's Assurance Form parts I, II, III (Appendix I)	Not included	Limited inclusion	All referenced materials included; APA followed	All referenced materials and appropriate others included; APA followed precisely
2. Labels Appendices to Parallel References to Materials in Text	Not included	Limited inclusion	All referenced materials included and labeled appropriately	All referenced materials and appropriate others included and APA followed precisely
OVERALL ASSESSMENT				

Appendix J

PROBLEM BASED LEARNING ACTIVITY RUBRIC

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
1. Conducts equity audit and applies findings. [4. Inclusive practice 6. Socio Political Context]	Equity audit incomplete and does not follow template	Equity audit inadequate in describing school setting and defining the problem	Equity audit clearly defines problem related to school setting	Equity audit identifies connections to equitable practices congruent with inclusive practice and larger socio political context
2. Defines the problem [6. Socio Political Context]	No problem identified	Does not clearly define the problem.	The problem is clearly defined and fully explored at the school and district level.	The problem is clearly defined, fully explored, and linked to the larger state and national socio political context.
3. Helps all students meet state standards (minority, second language learners and special education students) [4. Inclusive Practice]	Action plan does not address the needs of all students	Action plan does not specifically address the needs of all students. It calls for more of an intensification of what is already being done in classrooms. It raises expectations but offers little in terms student learning or making the school an exciting and engaging place for students. There is little evidence indicating a change in school culture.	Action plan addresses the learning needs of all students. It focuses on an enrichment approach rather than a remedial approach. School values, beliefs and assumptions about student learning are made clear and explicit. A reculturing process has begun.	Action plan is inclusive of all students. It presents numerous new and innovative ways for engaging students, differentiating, instruction and making learning powerful. There is evidence that the culture of the school clearly supports powerful learning.
4. Deals with teacher resistance [3. Effective Management]	There is no mention of teacher resistance and no discernable plan for overcoming barriers.	There is little mention of teacher resistance and inadequate planning for overcoming barriers.	There is a specific plan for dealing with teacher resistance. It acknowledges the importance of facilitating a buy-in period and building teacher commitment. Group process and meeting management skills are developed.	Plan is well thought out, grounded in principles of adult learning, and creative in its application. Teachers are helped to manage transitions and taught how to reach consensus. Professional development and support are provided.

<p>5. Builds a new budget (alternative revenue streams, restaffing and creative thinking) [3. Effective Management]</p>	<p>No rationale for budgetary decisions.</p>	<p>Rationale for budgetary decisions is not clear. Budget does not demonstrate reasonable or creative thinking.</p>	<p>Budget balances and reflects a 5% cut. Rationale for budgetary decisions is clear.</p>	<p>Budgetary decisions are clear, reasonable, and creative. Alternative revenue streams and restaffing patterns are evident and thoughtful.</p>
<p>6. Presents a clear vision for the future [1. Visionary Leadership]</p>	<p>The school vision is not present.</p>	<p>The school vision is not clearly focused on teaching and learning. Stakeholder groups were not involved.</p>	<p>The school vision is clearly focused on the improvement of teaching and learning. Some stakeholder groups were involved.</p>	<p>The vision is inspirational and memorable. All planning and decision-making are made in relationship to the vision. All stakeholder groups were involved.</p>
<p>7. Includes an evaluation plan for the change design process [3. Effective Management]</p>	<p>There is no evaluation plan.</p>	<p>There is no clear evaluation plan. Evaluation is not a central part of the action plan.</p>	<p>Evaluation is built into the action plan. It focuses on the schools fidelity to the action plan and its research based design process.</p>	<p>The evaluation process is clearly built into the action plan. Clear benchmarks and stages in the school change process are clear to all stakeholders. The school carefully monitors the progress of its school change journey.</p>
<p>8. Includes an assessment plan of (formative and summative) for student learning [2. Instructional Improvement]</p>	<p>The assessment plan is not present.</p>	<p>The assessment plan is not clear and it focuses primarily on standardized test scores.</p>	<p>There is a clear assessment plan with a balance between assessment of learning (standardized tests) and assessment for learning (teacher developed formative and summative classroom assessments).</p>	<p>The assessment plan de-emphasizes standardized test scores. Test scores are viewed as the result of powerful and engaging student learning experiences. Students are much more involved in their own self-assessment.</p>

CONTENT AND ELEMENT	NEEDS IMPROVEMENT(1) N/A=0	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
9. Uses technology- media and visual aids – e.g., Power Point slides and Excel spreadsheets to present the action plan [3. Effective Management]	Little technology used.	Mastery of Power Point and Excel is not evident. The technology does not work as planned and there are no contingency plans for the presentation of the action plan.	Action plan is effectively presented using Power Point and Excel. Should technology challenges arise, a contingency plan is in place. Best practice is evident in the amount and kind of information presented, font sizes, color schemes, handouts, etc.	Action plan is creatively presented through the use of Power Point and Excel Slides are engaging, readable and relevant. Graphics, interviews, video clips, music, etc., are imported. The spreadsheet balances and is easy to understand.
10. Group process & meeting management skills [3. Effective Management]	Group dynamics are a barrier to problem solving.	Group dynamics interfere with problem solving. Group process and meeting management skills are limited. Conflict and/or strong egos prevent the development of powerful solutions to problems addressed in the case.	Group dynamics are adequate to accomplish the task. Group process and meeting management skills are utilized, but the group does not become a supportive professional learning community.	Group dynamics are very positive. Task and relationship needs are clearly met. Group process and meeting management skills are skillfully used and the group becomes a meaningful and supportive professional learning community.
11. Demonstrates best practice in presentation and speaking skills [3. Effective Management]	Verbal and non-verbal communication was ineffective, inappropriate for the audience, or unorganized	Content was unclear and lacked organization, and supported. Main points and wording need clarification. Eye contact, vocal variety and emphasis, projection and tone, volume and speed need development. Summary and closing need development.	Content was clear, organized, and well supported. Main points and wording was clear. There was appropriate eye contact, vocal variety and emphasis; projection and tone; volume and speed. Posture and dress were appropriate. Effective summary and closing.	Content was presented in unique, well organized style with conviction and confidence. Main points were well documented and clearly stated. There was excellent eye contact, vocal variety and emphasis; projection and tone; volume and speed. Posture and dress were appropriate. Excellent summary and closing.

Appendix K

PROFESSIONAL PORTFOLIO RUBRIC

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
1. Organization of Portfolio	Missing or incomplete elements; did not follow directions	Not well organized according to directions. No table of contents, or distinctions between sections	Satisfactorily organized with table of contents and clear distinctions between sections as directed.	All proficient criteria met with personalized and creative presentation
Comments				
2. Completeness of Portfolio	Missing or incomplete elements; did not follow directions	One or more of the required items missing:	All items included	All proficient criteria met with personalized and creative presentation
Comments				
3. Title Page	Missing or incomplete elements; did not follow directions	Not well organized according to directions.	Handbook model followed	All proficient criteria met with personalized and creative presentation
Comments				

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
4. Cover Letter	Missing or incomplete elements; did not follow directions	Grammatical errors, incomplete elements	Followed directions and states goals and experiences matching job description; well written	All proficient criteria met with personalized and creative presentation
Comments				
5. Resume	Missing or incomplete elements; did not follow directions	One or more sections missing, not professional in appearance or consistent in format	Functional resume identifies educational preparation, certification, strengths and accomplishments; consistent and professional format	All proficient criteria met with personalized and creative presentation
Comments				
6. Educational Platform - Clarity	Missing or incomplete elements; did not follow directions	Thesis is unclear, Key ideas not well organized; directions not consistently followed	Thesis points clear and well supported with examples from literature and personal experience	All proficient criteria met with personalized and creative presentation
Comments				
7. Educational Platform - Reflection and Personal Voice	Missing or incomplete elements; did not follow directions	Platform is poorly constructed, rambles or doesn't address key issues	Platform is clear; content is engaging, original. and personal voice authentic	All proficient criteria met with personalized and creative presentation

CONTENT AND ELEMENT	NEEDS IMPROVEMENT NA=0; (1)	EMERGING (2)	PROFICIENT (3)	EXEMPLARY (4)
Comments				
8. Administrative Accomplishments	Missing or incomplete elements; did not follow directions	Sketchy experiences, lack of relevance to work; readiness for position not demonstrated; little connection to Standards	4-6 accomplishments presented and related to 6 Standards, each adequately described; readiness for position demonstrated; personal voice and experience are rich and in depth	All proficient criteria met with personalized and creative presentation; accomplishments are outstanding among peers and contributed significantly to the school
Comments				
9. Practicum Log	Missing or incomplete elements on the chart; did not follow directions; less than 360 total hours logged and/or CSLA hours and/or 40 hour second practicum placement not fulfilled	Incomplete hours in some categories; all standards not represented equitably; hours not disaggregated and totaled by standard	360 hours complete and chart completed as directed with descriptors of activities	More than 360 hours logged with detailed descriptors of activities
Comments				

Appendix L

PROFESSIONAL PORTFOLIO GUIDELINES

The portfolio is a presentation of yourself as a professional educator to an interviewer. Your portfolio presents who you are, what you believe education is all about, and how you practice your profession. After studying what you include in your **Professional Portfolio**, a prospective employer should have a very good idea about you, your beliefs, your practice and your goals. Documentation of your performance of the seven TSPC competencies is required for initial licensure

Submit your Professional Portfolio to your University Supervisor/Cohort Leader.

I. Professional Portfolio

The Portfolio should include the following items:

1) Title Page:

- Name of Student
- Administrative Portfolio

2) Cover Letter: Generic in format, this one page letter accompanies an application form to a school district, describes how your experience matches the position and why you should be considered.

3) Resume: Many models are available, even on software. Review these for a model which you prefer. Resumes may exceed one page. Most resumes typically consist of the following areas:

- Education (degrees, endorsements and licenses)
- Professional Experiences
- Professional Achievements (presentations, publications)
- Honors/Awards
- Professional Associations
- Other areas (qualities or experiences that are unique)
- References (including addresses, phone numbers, e-mail)

4) Educational Platform: Topics represented are: Visionary Leadership; Instructional Leadership; Effective Management; Inclusive Practice; Ethical Leadership, and Socio-Political Context. This platform is synthesized from the platform essays written previously during each quarter, and should keep the interviewer audience in mind. It should be approximately 6 pages in length.

5) Administrative Accomplishments: Include a summary of four to six outstanding accomplishments of which you are particularly proud and that demonstrate readiness for an administrative position. You might consider having one accomplishment per standard, but this is optional.

6) Administrative Practicum Log: Include the Excel chart of your practicum hours disaggregated by standard, grade level placement and community service.

7) CSLA Verification form

General Suggestions:

As you compile your portfolio, consider overall appearance and impact on readers. Maintain a consistent businesslike appearance throughout the portfolio.

- Spelling, grammar and typographical errors should never appear--PROOFREAD CAREFULLY!!
- The title page of the Professional Portfolio should set the tone by establishing the style and format of the entire portfolio. Consider an attractive presentation of your portfolio in an appropriate folder.
- Use only one easily read font throughout the portfolio, though its size may vary. Do not use more than three different font sizes in the portfolio.

Continually update the portfolio so that it presents the latest and best information about you as a professional educator, and can be readily available on short notice. Have extra copies of your resume available for each interview. Take your portfolio to all interviews as a way to further present your 'best foot forward.'

II. PSU Database (Required at End of Year)

The ELP department documents your successful completion of the Initial Administrator License Program and demonstration of competency in the TSPC Performance Standards. Your file must have all required assignments submitted and grades recorded. If your file demonstrates proficiency on the TSPC Rubric and is complete, recommendation for licensure is automatic once you have submitted appropriate forms to the GSE License Specialist.

Suggested Agenda for Spring Exhibition Conference (What to say and what to bring!)

Near the end of the final quarter of your practicum, you will be asked to present your accomplishments in the IAL program in an Exhibition Conference with your Site Supervisor, University Supervisor and other guests of your choice (optional). These guests might be the principal of the other level school you visited, staff person(s) who has been especially helpful to you during the practicum, or a district mentor.

Your **primary focus will be upon the presentation of your Professional Portfolio, including the completion of the final TSPC Competency Rubric**. In particular, you will focus on your proficiency level in each of the 7 Standards, describing what you learned about each standard, and how each has impacted what you learned about yourself as a school leader. The description of your outstanding Administrative Accomplishments will aid you in this step.

A **secondary focus will be to present your Educational Leadership Project**. The goals of the conference are to enjoy your exhibition, provide career guidance for you, and to Celebrate Your Accomplishments! Further detail regarding the Exhibition Conference will be discussed in class.

Intern Opening Presentation:

- Intern's overview of practicum
- What have you learned about yourself as a leader?

Present your Professional Portfolio

- Present your TSPC Rubric, completed before the conference. Explain your work in each of the 6 TSPC Standards, including your self score in the areas of knowledge and skill, and field performance.
- Solicit agreement and concurrence from Site and University Supervisors in each competency area for your self score.
- Display your portfolio and give brief overview of its contents.
- Share your four to six outstanding Administrative Accomplishments and how they reflect proficiency in the 6 standards.
- Review log and note the number of practicum hours in each TSPC competency area.

Educational Leadership Project

- Present written Educational Leadership Project.
- Review the content of each section and the Epilogue.
- Discuss the impact of the project on your practicum site.
- Include your Investigator's Assurance Form with Sections II and III as an ELP Appendix.

Sign off the final forms:

- TSPC Rubric
- Title page of ELP

Closing comments and observations

- Your career aspirations/expectations
- Career guidance for you from University Supervisor and Site Supervisor
- Concluding remarks and expressions of appreciation to the Site Supervisor

Appendix M

**THE ETHICAL EDUCATOR
OAR 584-020-0035**

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

(1) The ethical educator, in fulfilling obligations to the student, will:

- (a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
- (b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.
- (c) Maintain an appropriate professional student-teacher relationship by:
 - (A) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - (B) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - (C) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator.

(2) The ethical educator, in fulfilling obligations to the district, will:

- (a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
- (b) Conduct professional business, including grievances, through established lawful and reasonable procedures;
- (c) Strive for continued improvement and professional growth;
- (d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
- (e) Not use the district's or school's name, property, or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

(3) The ethical educator, in fulfilling obligations to the profession, will:

- (a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;

(b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and

(c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 7-1989, f. & cert. ef. 12-13-89; TSPC 8-1998, f. & cert. ef. 12-9-98

