



Portland State
UNIVERSITY

Executive Leadership Program

Continuing Administrator License (CAL)

Portland State University
Graduate School of Education
Educational Leadership and Policy Department
P.O. Box 751
Portland, OR 97207

www.pdx.edu/elp

July 2009

EQUAL OPPORTUNITY

Portland State University supports equal opportunity in admissions, education, and use of facilities by prohibiting discrimination in those areas based on age, color, disability, gender, marital status, national origin, religion, and sexual orientation. This policy implements state and federal law (including Title IX), and inquiries about it should be directed to the Affirmative Action Office, 122 Cramer Hall. A major goal of this program is to provide a diverse pool of qualified applicants for administrative positions in Oregon. Minorities and women are strongly encouraged to apply.

Retention of Student Documents

All documents submitted to PSU become the property of the University and may not be copied or returned to a student. Transcripts from other institutions cannot be copied. (PSU Bulletin 2006-2007, p. 49)

Executive Leadership Mission Statement

Underlying all license programs in the Educational Leadership and Policy Department is the assumption that, at every level, traditional approaches to education and schooling should be challenged. Additionally, our programs reflect a commitment to leadership that both models and teaches a curriculum responsive to social justice and the increasing diversity characterizing Oregon's communities.

Executive Leadership Learning Outcomes

The *Executive Leadership Program* consists of two licenses: the Initial Administrator License and the Continuing Administrator License. Both are *post-master's degree programs*. The 28 credits associated with the Continuing Administrator License (CAL) must be taken after completion of a master's degree and the receipt of the Initial Administrator License (IAL). With this license an individual is eligible for continuing licensure as a school administrator, and is also eligible to begin service for a limited period as a school district superintendent, assistant superintendent, or superintendent/principal.

The *Continuing Administrator License* will contribute to an administrator's ability to collaborate with teachers, parents, and members of the school district community to design educational programs that foster successful teaching and learning in a climate where social justice prevails. An administrator's central responsibility is to insure that supportive conditions and a positive climate exists so all children can learn. If programs in a district are not working well, administrators must work closely with teachers and the district office to identify and implement necessary and effective change. There is a district-level emphasis in our CAL curriculum, and it is assumed that school-level and district-level administrators are most effective when they have a well-informed understanding of both the world of the school and the broader concerns of the school district.

Continuing Administrator License Curriculum

Students work to complete a **28-credit program** that includes *license courses* (24 credits) and *electives* (4 credits).

The curriculum for this second tier license is offered during the academic year and summer session. During the academic year courses will be offered on the east and west sides of the Portland metropolitan area, in Salem and in Southern Oregon. Courses will also be offered during the summer on the PSU campus, in Salem and Southern Oregon. It is recommended that courses be completed in the order listed below. **Registration for any of these courses requires prior admission to the *Continuing Administrator License Program*.** It is possible to substitute program courses based on past experience and study. However, the PSU credit requirement must still be met. To have a course substituted for a CAL requirement you must submit a Petition for Course Substitution (*form is available on the ELP website*) and indicate which course you feel is comparable, provide an official transcript **AND** also a syllabus **or** catalog description of the course taken. *This process should only be initiated once a faculty advisor or the Program Coordinator has been consulted.* Modifications to this program may be made as a result of changes in the Teacher Standards and Practices Commission (TSPC) regulations.

Each course has an associated 30-hour district-focused field-based project integrated within the course. Instructors for each course will provide guidelines for these projects and a Field-Based Project Assessment Form must be completed for each course and submitted to the ELP Department. This form will be added to the student's permanent file.

Continuing Administrator License

24 credits

- ELP 576 Education, Community and Society (4)
- ELP 577 District and School Staff Supervision and Evaluation (4)
- ELP 578 Communication and Conflict Management in Educational Organizations (4)
- ELP 579 Curriculum, Instruction and Assessment Leadership (4)
- ELP 580 District Policy, Operations, Facilities and Finance (4)
- ELP 581 U.S. and Oregon School Law and Policy (4)

Electives

4 credits

Electives may be completed as a regular scheduled graduate-level course **or** as an independent project.

- ELP 506 Special Topics: Administration (4)
- ELP 506 CAL Elective: Independent Project (1-4)

ELP 506 Special Topics and Independent Project courses must focus on issues of district-level administration and reflect the TSPC Continuing Licensure standards including a 30-hour field-based project. Independent Project courses must be approved and designed according to the *Independent Project Guidelines* available through a faculty advisor, the Program Coordinator, or on the website: www.pdx.edu/elp.

**Oregon Standards for Advanced Programs in Educational Leadership for
Principals, Superintendents, Curriculum Directors, and Supervisors
[OAR 581-017-0261]**

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.

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 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.

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.

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.

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.

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.

**Portland State University
Continuing Administrator License**

PSU's CAL is a 28 credit program including the following courses with course descriptions:

ELP 576: Education, Community, and Society (4 credits)

A review of sociological theories and research that illuminates the social and economic functions of education in modern society, with special emphasis placed on application to the role of the practicing school administrator as instructional leader and manager. Race, class, gender and differing ability levels are explored in the process of examining theories of socialization, certification, allocation, and legitimation and their application to historical and current educational situations, particularly in schools and school districts. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to Continuing Administrator Licensure Program or permission of instructor.

ELP 577: District and School Staff Supervision and Evaluation (4 credits)

Advanced course in alternative approaches to district and school staff supervision and evaluation in an era of school reform, heightened accountability, and emerging state and national standards. Topics to be covered are dealing with the at-risk and incompetent staff and new directions in teacher evaluation. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to Continuing Administrator Licensure Program or permission of instructor.

ELP 578: Communication and Conflict Management in Educational Organizations (4 credits)

Issues of communication within educational organizations and between educational organizations and various audiences. Definitions of conflict and models for peaceful resolution/management of conflict within educational organizations and with various other individuals and organizations. Attention to world view, cultural styles, positions, underlying needs, bargaining, reforming, and finding common ground. Strategies for group problem solving, conflict management including collective bargaining and contract management, and community-building. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to Continuing Administrator Licensure Program or permission of instructor.

ELP 579: Curriculum, Instruction and Assessment Leadership (4 credits)

An examination of standards-based reform, curriculum and instructional models, assessment models, school improvement strategies, and educational change theories. Emphasis is given to understanding how assessment information can be used to improve student learning and overall school performance within the context of Oregon's state reform framework. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to Continuing Administrator Licensure Program or permission of instructor.

ELP 580: District Policy, Operations, Facilities and Finance (4 credits)

The role of the district superintendent and local school boards in planning, management, evaluation and improvement of policies and programs related to school operations, personnel, facilities and **finance** to meet school district needs. Examines state and federal laws, regulations, and the roles of ODE and the legislature in governing **Oregon school finance, school budgeting and school facilities**. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to Continuing Administrator Licensure Program or permission of instructor.

[Note: 50% of the course focuses on school and district finance and satisfies the TSPC requirements on finance.]

ELP 581: U.S. and Oregon School Law and Policy (4 credits)

Examines **federal and Oregon school law** governing educational practice and policy at the school and district levels; the relationships among these factors and their implications for effective communication with educational stakeholders, instruction and student learning, and effective organizational management of schools. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to Continuing Administrator Licensure Program or permission of instructor.

ELP 506: Selected 4 credit elective

Electives selected from university courses related to school administration knowledge and skills; must be approved by advisor

506: Special topics (see quarterly catalogue for specific topics)

506: Independent Study (1-4 credits available)

Total CAL program is 28 graduate credits.

Continuing Administrator License

Candidates seeking *recommendation* from PSU for the Continuing Administrator License must have:

- ✓ A Master's degree from an accredited institution.
- ✓ A current Oregon Basic or Initial Administrator License.
- ✓ Have been admitted to the *Continuing Administrator program* **and** Portland State University.
- ✓ Demonstration of an acceptable level of competency in the knowledge and performance domains specified by the most recent TSPC standards.

Other TSPC Requirements

- Before qualifying for the Continuing Administrator License, the candidate must complete a minimum of 3 years (*at least half time*) of appropriately assigned administrative experience in Oregon while holding the Initial Administrator License.
- Applicants must hold a valid first aid card and demonstrate knowledge of Oregon and federal anti-discrimination statutes. The Graduate School of Education can provide information on fulfilling this requirement; call (503) 725-4758.

Special requirements for the Initial Administrator License, if not previously met, may also be required by TSPC.

Executive Leadership Faculty

Faculty members for the *Executive Leadership Program* have been chosen for their practical experience, as well as, their academic background. Participating school districts, administrative mentors, clinical faculty teaching in the program, and Portland State University faculty collaborate in the design and delivery of this program to assure the highest quality instruction that is timely, informed, relevant, and practical given the challenges of contemporary school district administration.

Susan Carlile, M.A. University of Oregon

scarlile@pdx.edu

Program Coordinator

Instructional leadership; organizational change; principal leadership; curriculum and staff development; supervision and evaluation

Tom Chenoweth, Ph.D. Stanford University

chenowetht@pdx.edu

Principalship; supervision and evaluation of instruction; school change and leadership; problem-based learning; high school reform

Dan Johnson, Ed.D. Portland State University

danieljohnson@comcast.net

Southern Oregon and Salem Program Advisor

Instructional leadership; principal and superintendent development; school law; community relations; organizational change

Candace Manary, M.A.

manarycj@msn.com

Instructional leadership; principal and superintendent development

ADVISING

To schedule an appointment with a specific faculty advisor, please call the Graduate School of Education receptionist, 1-800-547-8887 ext. 4619 or 503-725-4619. You may also contact the Executive Leadership Program Coordinator, Susan Carlile, at scarlile@pdx.edu.

ADMISSION REQUIREMENTS

Department Application form included

University Application Available online or as a paper form. Online Version: <http://www.pdx.edu/admissions/graduate-applicant>

University Application Fee
All CAL applicants must pay \$50 application fee associated with the University Admissions Application. If you plan on submitting the paper University Application please include a \$50 check. If you will submit the online version, you must pay with a credit or debit card. Be sure to indicate on the Department Application which form, (paper or online) you submitted.

Goal Statement

Current Resume

Photocopy of Administrative License

Verification of District Support form included

Three Letters of Reference forms included

? Did you obtain an initial administrative license through our program?

! YES

Your application packet is complete

! NO

One **OFFICIAL** transcript from each College or University attended (except PSU)
Do not send transcripts to the University Admissions Department. Send them directly to the ELP Department.

Send ALL* documents to:
**Portland State University
Graduate School of Education
ELP Department
PO Box 751
Portland, OR 97207**

*(including fee and paper University Application if you didn't fill out the online version)

Send ALL* documents to:
**Portland State University
Graduate School of Education
ELP Department
PO Box 751
Portland, OR 97207**

*(including fee and paper University Application if you didn't fill out the online version, as well as all transcripts)

APPLICATION
Continuing Administrator License

This license program is offered during the academic year in three locations. Summer courses are available at the PSU campus location, Salem and Southern Oregon.

Location:	<input type="checkbox"/> Portland Metro Area
	<input type="checkbox"/> Salem
	<input type="checkbox"/> Southern Oregon (Through Spring 2012)

Term For Admission: _____ (Must be a future term, even if you already started CAL coursework.)

Name _____	Previous Names (if applicable) _____			
SSN ____/____/____	PSU ID# ____/____/____	Date of Birth ____/____/____		
Home Address _____	Number and Street _____	City _____	State _____	Zip _____
Home phone (____) _____	Work phone (____) _____			
Work Address _____	School/Agency _____			
Number and Street _____	City _____	State _____	Zip _____	
Email _____	Fax _____			

Please check which version of the University Application you intend to submit. *

Online (Submitted: mm/dd/yyyy) ---or--- **Paper** (With check or money order)

*As of January 2009, all CAL applicants must submit a University Application and University Application \$50 Fee. You may do so online at <http://www.pdx.edu/admissions/graduate-applicant> or you may use the paper version attached to this packet, with a check or money order.

Ethnicity (Optional):

Asian/Pacific Islander Black, Non Hispanic Caucasian Hispanic
 Native American Other _____

It is a University requirement that students register and pay for at least one credit in the term they are admitted. Failure to do so will cancel your admission. Please advise the ELP Department if there is a change of term for which you intend to begin classes. If there is a change **after** admission, you must notify the Educational Leadership and Policy Department, (elpdept@pdx.edu) **and** the Office of Admissions, 503-725-3511.

Colleges/Universities Attended	Dates	Degree/License
Please note, you will be asked to provide transcripts from ALL institutions listed above, if not already in your file.		

References
Three letters of reference, using the forms provided, are required for all applicants. *Have reference forms mailed or faxed directly to the ELP Department—list names, addresses, and telephone numbers of all references below.*

1. **Most current supervisor:**

2. **Central Office Administrator:**

3. **School Administrator** who can speak to your demonstrated leadership skills:

Send ALL* documents to:

Portland State University
Graduate School of Education
ELP Department
P.O. Box 751
Portland, OR 97207

ELP Contact Information

FAX (503) 725-3200
TOLL FREE (800) 547-8887 ext 4716

Department Secretary (503) 725-4716 elpdept@pdx.edu
Admissions Assistant (503) 725-4633 elpadmit@pdx.edu

*Including any transcripts, University Application and Fee (if submitting “paper” version). The applicant is responsible for ensuring that all material is received and their application complete by emailing elpadmit@pdx.edu.

PERSONAL GOAL STATEMENT
Continuing Administrator License
Portland State University

Applicant Name: _____ Date: _____

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>

Use this conceptual framework as an organizer, and refer to each of the four elements as you write a personal goal statement that addresses the following:

1. Describe your current work and career plans for the future.
2. Write 4 paragraphs, one for each of the 4 elements of the Conceptual Framework above. In each paragraph describe how you have demonstrated leadership in that element through your practice. Give specific examples of school improvement efforts in curriculum, instruction or change in your school and/or district that you initiated and implemented.

(The statement must be word-processed, approximately 500 words. Attach additional sheets as needed. Please note: Essays will be reviewed in terms of alignment with the Conceptual Framework, your ability to communicate, and the connection between your career goals and our program.)

VERIFICATION OF DISTRICT SUPPORT
Continuing Administrator License
Portland State University

Applicant Name: _____ Date: _____

Each of the required courses for the Continuing Administrator License will include a **Field-Based Project** related to district-level leadership as required by TSPC competency standards. This project is designed to allow the licensure candidate to demonstrate the knowledge, skills and dispositions required by the state and national administrative licensure standards. The **Field-Based Project** will be supervised by program instructors in collaboration with a district administrator of the candidate’s choice who agrees to voluntarily mentor/facilitate the candidate’s project. All candidates for the Continuing Administrator License must obtain this statement of recommendation and support from their District Superintendent (or Designee) as part of their admission process. This statement indicates that the District certifies that the candidate is in good standing, and supports in principle the candidate’s work toward completion of the *Executive Leadership Program*. Voluntary mentors will be contacted by the candidate during the program as needed.

Candidate Instructions: Please contact your District Superintendent (or Designee) and ask him/her to complete the information requested below.

The *Continuing Administrator License Program* requires a District Superintendent (or designee) to certify that the candidate is in good standing with the district, and recommends the licensure candidate by signifying willingness to allow him/her to complete the TSPC required practicum and course of study. Please indicate your willingness to provide this recommendation by signing below.

Signature of Superintendent (or Designee)	Title	Date

District

REFERENCE FORM
Continuing Administrator License
Portland State University

Name of Applicant _____

Name of person completing this form _____ Date _____

Your position/title _____ Organization _____

Address _____ City _____ State ____ ZIP _____

Phone _____ Email _____

The applicant named above is applying for admission to the Continuing Administrator License Program at PSU and has given your name as a reference. Your candid appraisal of the applicant’s personal qualities and professional promise is requested. Please be objective, frank, and specific regarding both the strengths and the limitations of the candidate. Also carefully consider their fit with the Conceptual Framework of the Graduate School of Education shown below. Your assessment of the following items will be seriously considered in the final selection of candidates. *(Please note that the applicant may see this recommendation unless he or she has signed the following waiver.)*

Applicant’s access waiver: Please note that the following waiver is not required as a condition of admission.
 I waive my right, provided by the Family Educational Rights and Privacy Act of 1974 to examine this Recommendation.
 Applicant signature _____ Date _____

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			
			
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Please check one box in each row. Please feel free to use “No Basis for Judgment” when applicable.

Unsatisfactory = has no or limited skill in this area;

Emerging = is currently or *will be able to do this* adequately following instructions;

Proficient = is above average in this area/ *or will be able to master* it showing initiative;

Exemplary = is *or will be* exceptional in this area, so that others will ask this person’s advice beyond his or her own work setting.

Knowledge/Skill/Disposition	No Basis for Judgment	1 Unsatisfactory	2 Emerging	3 Proficient	4 Exemplary
Diversity and Inclusiveness	*****	*****	*****	*****	*****
Work in diverse settings					
Promote inclusive environments					
Recognize and value student, staff and community diversity					
Work with students with special needs and capabilities					
Research-based practices and professional standards	*****	*****	*****	*****	*****
Critically analyze and implement research-based practices					
Demonstrate appropriate professional knowledge, skills, and dispositions					
Impact on learning & development	*****	*****	*****	*****	*****
Set high, but reasonable, standards for all students and expect them to be met					
Use technology to enhance learning					
Influence policy and provide leadership in his or her organization					
Develop curriculum					
Provide instructional leadership					
Conduct student assessment					
Conduct supervision of instruction					
Demonstrate teaching skills with a variety of audiences					
Evidence-informed Decision-making	*****	*****	*****	*****	*****
Use evidence to address problems of practice					
Synthesize data in decision-making					

1. How long have you known the applicant, and in what capacity? _____

2. Considering the GSE conceptual framework, describe the strengths of the applicant for administrative work.

A. Diversity and Inclusiveness:

B. Research-based practices and professional standards:

C. Impact on learning and development:

D. Evidence-informed decision making:

3. Describe the candidate's involvement in specific leadership roles in improving teaching and learning in your school and/or district.

4. Indicate your level of recommendation for this applicant's acceptance Continuing Administrator License Program compared with other administrative candidates whom you know. Circle the appropriate number along the continuum below:

1	2	3	4	5
No basis for judgment/ Cannot Recommend	Recommend with Reservation	Recommend (Top 25%)	Strong Recommendation (Top 10%)	Highest Recommendation (Top 5%)

5. Please write comments below **explaining your level of recommendation in question #4** for this applicant. Your comments are very much appreciated and are very important in the selection process. Attach another page if needed.

PLEASE MAIL or FAX directly to:

Portland State University
Graduate School of Education
ELP Department
P.O. Box 751
Portland, OR 97207

FAX:
TOLL FREE:
DEPARTMENT:
DEPARTMENT E-MAIL:
ADMISSIONS ASSISTANT:

(503) 725-3200
(800) 547-8887 ext 4716
(503) 725-4716
elpdept@pdx.edu
elpadmit@pdx.edu

REFERENCE FORM
Continuing Administrator License
Portland State University

Name of Applicant _____

Name of person completing this form _____ Date _____

Your position/title _____ Organization _____

Address _____ City _____ State ____ ZIP _____

Phone _____ Email _____

The applicant named above is applying for admission to the Continuing Administrator License Program at PSU and has given your name as a reference. Your candid appraisal of the applicant’s personal qualities and professional promise is requested. Please be objective, frank, and specific regarding both the strengths and the limitations of the candidate. Also carefully consider their fit with the Conceptual Framework of the Graduate School of Education shown below. Your assessment of the following items will be seriously considered in the final selection of candidates. *(Please note that the applicant may see this recommendation unless he or she has signed the following waiver.)*

Applicant’s access waiver: Please note that the following waiver is not required as a condition of admission.

I waive my right, provided by the Family Educational Rights and Privacy Act of 1974 to examine this Recommendation.

Applicant signature _____ Date _____

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Knowledge/Skill/Disposition	No Basis for Judgment	1 Unsatisfactory	2 Emerging	3 Proficient	4 Exemplary
Diversity and Inclusiveness	*****	*****	*****	*****	*****
Work in diverse settings					
Promote inclusive environments					
Recognize and value student, staff and community diversity					
Work with students with special needs and capabilities					
Research-based practices and professional standards	*****	*****	*****	*****	*****
Critically analyze and implement research-based practices					
Demonstrate appropriate professional knowledge, skills, and dispositions					
Impact on learning & development	*****	*****	*****	*****	*****
Set high, but reasonable, standards for all students and expect them to be met					
Use technology to enhance learning					
Influence policy and provide leadership in his or her organization					
Develop curriculum					
Provide instructional leadership					
Conduct student assessment					
Conduct supervision of instruction					
Demonstrate teaching skills with a variety of audiences					
Evidence-informed Decision-making	*****	*****	*****	*****	*****
Use evidence to address problems of practice					
Synthesize data in decision-making					

1. How long have you known the applicant, and in what capacity? _____

2. Considering the GSE conceptual framework, describe the strengths of the applicant for administrative work.

A. Diversity and Inclusiveness:

3. Describe the candidate's involvement in specific leadership roles in improving teaching and learning in your school and/or district.

4. Indicate your level of recommendation for this applicant's acceptance Continuing Administrator License Program compared with other administrative candidates whom you know. Circle the appropriate number along the continuum below:

1	2	3	4	5
No basis for judgment/ Cannot Recommend	Recommend with Reservation	Recommend (Top 25%)	Strong Recommendation (Top 10%)	Highest Recommendation (Top 5%)

5. Please write comments below **explaining your level of recommendation in question #4** for this applicant. Your comments are very much appreciated and are very important in the selection process. Attach another page if needed.

PLEASE MAIL or FAX directly to:

Portland State University	FAX:	(503) 725-3200
Graduate School of Education	TOLL FREE:	(800) 547-8887 ext 4716
ELP Department	DEPARTMENT:	(503) 725-4716
P.O. Box 751	DEPARTMENT E-MAIL:	elpdept@pdx.edu
Portland, OR 97207	ADMISSIONS ASSISTANT:	elpadmit@pdx.edu

REFERENCE FORM
Continuing Administrator License
Portland State University

Name of Applicant _____

Name of person completing this form _____ Date _____

Your position/title _____ Organization _____

Address _____ City _____ State ____ ZIP _____

Phone _____ Email _____

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Please check one box in each row. Please feel free to use “No Basis for Judgment” when applicable.

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Knowledge/Skill/Disposition	No Basis for Judgment	1 Unsatisfactory	2 Emerging	3 Proficient	4 Exemplary
Diversity and Inclusiveness	*****	*****	*****	*****	*****
Work in diverse settings					
Promote inclusive environments					
Recognize and value student, staff and community diversity					
Work with students with special needs and capabilities					
Research-based practices and professional standards	*****	*****	*****	*****	*****
Critically analyze and implement research-based practices					
Demonstrate appropriate professional knowledge, skills, and dispositions					
Impact on learning & development	*****	*****	*****	*****	*****
Set high, but reasonable, standards for all students and expect them to be met					
Use technology to enhance learning					
Influence policy and provide leadership in his or her organization					
Develop curriculum					
Provide instructional leadership					
Conduct student assessment					
Conduct supervision of instruction					
Demonstrate teaching skills with a variety of audiences					
Evidence-informed Decision-making	*****	*****	*****	*****	*****
Use evidence to address problems of practice					
Synthesize data in decision-making					

1. How long have you known the applicant, and in what capacity? _____

2. Considering the GSE conceptual framework, describe the strengths of the applicant for administrative work.

A. Diversity and Inclusiveness:

B. Research-based practices and professional standards:

C. Impact on learning and development:

D. Evidence-informed decision making:

3. Describe the candidate's involvement in specific leadership roles in improving teaching and learning in your school and/or district.

4. Indicate your level of recommendation for this applicant's acceptance Continuing Administrator License Program compared with other administrative candidates whom you know. Circle the appropriate number along the continuum below:

1	2	3	4	5
No basis for judgment/ Cannot Recommend	Recommend with Reservation	Recommend (Top 25%)	Strong Recommendation (Top 10%)	Highest Recommendation (Top 5%)

5. Please write comments below explaining your level of recommendation in question #4 for this applicant. Your comments are very much appreciated and are very important in the selection process. Attach another page if needed.

PLEASE MAIL or FAX directly to:

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