

Preliminary Administrator License

EDAD 650 Practicum Handbook

Preliminary Administrative Practicum Guide EDAD 650
CONCORDIA UNIVERSITY
COLLEGE OF EDUCATION – M.ED. PLACEMENT OFFICE

Preliminary Administrator License Practicum (EDAD 650)

Welcome to EDAD 650, Concordia University’s Preliminary Administrator License (Pre-AL) practicum. This guidebook includes some important information and will provide a good general overview of the experience. Please read the following sections carefully as you are responsible for the information and instructions found here. If you have questions, please contact the M.Ed. Placement Coordinator or your University Supervisor for assistance.

Please Note: The contents of this handbook were accurate as of revision date. Information is subject to change, with or without notice. Readers are especially encouraged to note the new National Educational Leadership Preparation (NELP) 2016 standards that have replaced the former Oregon competencies.

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Contact your university supervisor or the Program Chair.

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Standards & Expectations

TSPC Requirements

This course aligns with TSPC (Teacher Standards and Practices Commission) requirements and competencies. The university provides practicum in public or approved private school settings that ensure the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful administrator.

1. Concordia sets criteria for admission to and establishes performance standards for successful completion of the practicum.
2. Each administrative candidate completes a practicum in a public **or** approved private school setting for 360 hours in **an elementary school AND in a middle school, junior high or high school** under the direct supervision of an institutional Supervisor and a licensed school administrator.
3. Each Pre-AL candidate assembles an electronic portfolio which documents satisfactory performance in the standards required by TSPC. All documents should be kept in a format that is shared between the candidate and supervisor.

NELP Standards & Oregon Competencies

The Initial Competencies are aligned with Oregon Administrative Rules (OAR) 584-080-0012, the national performance expectation standards provided by the National Policy Board for Educational Administration, and the National Educational Leadership Preparation Standards (NELP) 2016 (Building Level Version). The NELP standards, in turn, are based on the Professional Standards for Educational Leaders (2015), which are the latest iteration of the former Interstate School Leaders Licensure Consortium (ISLLC) (CCSSO, 2008) standards and are related Educational Leadership Constituents Council (ELCC) standards.

All Pre-AL candidates must review the full Building Level Leaders NELP Standards available at www.npbea.org

The knowledge and skill abilities required for each program standard are found within the full document of the standards. Oregon Programs must demonstrate integration of principles of cultural competency and equitable practice in each standard through the entire educational leadership and school administration licensure programs. The Oregon administrative competency categories are listed below in **boldface** with the accompanying NELP standards listed after each Oregon competency in plain text. This information is identical to what is presented by candidates in EDGR 500 on the FAIAC form. These competencies are in the appendix of this handbook with descriptors.

Competency 1

Visionary Leadership (NELP Standard One, Mission, Vision, and Core Values)

Competency 2

Instructional Improvement (NELP Standard Four, Instructional Leadership)

Competency 3

Effective Management (NELP Standard Six, Operations and Management; NELP Standard Seven, Human Resource Leadership)

Competency 4

Inclusive Practice (NELP Standard Three, Equity and Cultural Leadership)

Competency 5

Ethical Leadership (NELP Standard Two, Ethics and Professional Norms)

Competency 6

Socio-Political Context (NELP Standard Five, Community and External Leadership)

Competency 7

Practicum Experience (NELP Standard Eight, Internship and Clinical Practice):

Program completers who successfully complete a building level educational leadership preparation program engaged in a substantial and sustained educational leadership internship experience that developed their ability to promote the success and well-being of each student, teacher and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

While candidates do not have to personally address the Practicum Experience standard (that is the university's job), it is included here for information purposes so students know what guides the design of practicums. The practicum is assessed through multiple measures and other documentation.

NELP Performance Expectations

Finally, the following NELP standards serve as the basis for the Critical Assessment of the practicum for accreditation and program completion purposes:

- ✓ **1.2 (VALUES)** Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.
- ✓ **2.1 (PROFESSIONAL NORMS)** Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.
- ✓ **3.2 (EQUITABLE ACCESS)** Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.
- ✓ **3.4 (SUPPORTIVE SCHOOL COMMUNITY)** Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.
- ✓ **5.2 (ENGAGEMENT)** Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.
- ✓ **7.2 (PROFESSIONAL CULTURE)** Program completers understand and demonstrate the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.
- ✓ **7.4 (SUPERVISION AND EVALUATION)** Program completers understand and demonstrate the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

Practicum Overview

The Preliminary Administrative License (Pre-AL) practicum provides administrative candidates with practical experience, planned in collaboration with the Concordia University Supervisor, put into written form, and approved by the Site Mentor(s).

This **360 hour** (minimum) practicum is designed to provide opportunities for aspiring school administrators to demonstrate professionalism and proficiency in relation to specific administrative processes and essential skills required for effective educational leadership. It enables administrative candidates to practice fusing theory with reality under the supervision of qualified and competent mentors in an accredited public or private school environment. Candidates must complete all practicum hours and requirements within one calendar year of the official confirmation of placement and enrollment in the EDAD 650.

Practicum Objectives

The main objective of the administrative practicum is to provide candidates with realistic administrative experiences and training opportunities. As part of this process, the candidate will practice self-assessment of current administrative skills, as well as self-reflection through the identification of gaps in those skills.

During the practicum, the candidate will:

- ✓ Develop and hone skills in leading and managing an elementary and secondary school (PreK-12) in accordance with federal law, state statutes, administrative rules, school district policies and procedures, and collective bargaining agreements. (NELP 1.2, 2.1)
- ✓ Assist in the activities of various school and district decision-making groups. (NELP 7.4)
- ✓ Demonstrate knowledge of supervision, professional development, and evaluation of instructional personnel in order to ensure effective instruction. (NELP 7.2)
- ✓ Promote healthy school-community relationships and encourage participation of parents to assist the staff in reaching school and district goals. (NELP 3.4, 5.2)
- ✓ Demonstrate familiarity with establishing and operating alternative learning environments for students whose needs are not met in more traditional educational settings. (NELP 3.2)
- ✓ Become familiar with the organization of a school within the context of its district and community. (NELP 5.2, 6.1, 7.2)
- ✓ Demonstrate professionalism and high ethical standards of behavior and conduct as a Concordia University administrative licensure candidate and future administrator. (NELP 2.4)

Practicum Prerequisites Experience Required:

Candidates seeking to obtain a Preliminary Administrator License must have at least three years of properly assigned, licensed experience in public schools, regionally accredited private schools, registered private schools, or other federal or state-regulated schools. Additionally, candidates must have successfully completed EDGR 500 Professional Planning Seminar and EDAD 607 Leading the School Community before they may begin the EDAD 650 practicum. Candidates are advised to work with their advisor to ensure that the pre-requisite courses are completed prior to the start of the practicum experience.

The practicum involves several people who work as a team to fulfill the TSPC and NELP standards:

Administrative Licensure Candidate – (referred to as ‘candidate’) – a licensed teacher who is fulfilling requirements toward a Preliminary Administrative License. The candidate must hold a valid teaching license and have a minimum of three (3) years of contracted/licensed teaching experience (not including student teaching).

Two Site Mentors – (referred to as ‘mentor’) – two qualified administrators, an elementary building administrator and a secondary building administrator, with at least three years of experience as a Pk-12 building administrator, assigned by the school and/or district in accordance to district policy, who serve as mentors and evaluators of the candidate within each of the required practicum placement settings. Mentors must meet the standards specified by TSPC and Concordia University. Mentors are considered only if they:

- ✓ Have an active Oregon Administrative License or Washington Administrative Certification valid for their current assignments.
- ✓ Have a minimum of 3 years of K-12 building experience (district experience and teaching experience do not count towards Pre-AL mentor requirements).
- ✓ Currently serve at least half-time in a licensed administrative role in a PK-12 building.

University Supervisor – (referred to as ‘supervisor’) – a Concordia University faculty member, assigned by the M.Ed. Placement Coordinator, who oversees the practicum experience, supports the candidate through observation and meetings, and evaluates the candidate’s performance and competency according to the requirements of the Pre-AL practicum.

The Placement Process

The candidate will complete all practicum requirements within two school settings, approved and confirmed by the M.Ed. Placement Coordinator. The two settings must include an elementary school and a secondary school (middle or high school). All hours must be completed in the approved PK-12 public schools or accredited charter or private schools with appropriately licensed administrators. No hours can be earned for time spent in a district office setting, or any other locations other than those which have been pre-approved by the M.Ed. Placement Coordinator.

This practicum requires a minimum of 360 hours, completed in two different settings (an elementary and a secondary building). Candidates must fulfill 240 hours at their primary (Site 1) placement site and 120 hours at their supplemental (Site 2) placement site. Additionally, inclusive of the 360 total hours, 10 of the hours must be fulfilled at an alternative setting (e.g., charter school, vocational skills center, expulsion school, school within a juvenile detention facility, private school if your experience is public, or public school if your experience is in private schools).

The M.Ed. Placement Coordinator will secure the practicum experience on behalf of the candidate, in accordance with required school district and university protocols. The M.Ed. Placement Coordinator will consider a candidate’s request pertaining to preferred placement location, site mentor, and desired start dates. However, no placement is guaranteed, and ALL placement approvals (including mentor assignments and schedules) are determined exclusively by the hosting school district and the M.Ed. Placement Coordinator.

The M.Ed. Placement Coordinator will notify the candidate once the placement has been approved and required documentation is finalized. Candidates **may not** secure or set up their own placements.

The candidate may begin the practicum only after: (a) receiving official notification of placement confirmation from the M.Ed. Placement Coordinator, (b) the candidate has discussed the starting parameters of the practicum with the assigned university supervisor, and (c) scheduling the orientation meeting. Any hours invested before

meeting with the university supervisor and receiving approval to proceed with logging hours will not count toward practicum requirements.

Below are several requirements related to the practicum placement which candidates must know when planning for the clinical experience.

1. Plan For The Practicum With Your Advisor

Near the beginning of the Pre-AL program, candidates should speak with their advisor regarding the pre-requisites for the practicum experience. This should be done before submitting the Practicum Application and supporting documents to the M.Ed. Placement Coordinator. EDGR 500 and EDAD 607 are required prerequisite courses.

2. Application For The Practicum

After working with the advisor to plan when the practicum may be begin, the candidate should then submit application to the M.Ed. Placement Coordinator.

Application & Supporting Documents (electronic documents only):

1. Practicum Application Form: Preliminary Administrative Practicum (EDAD 650)
2. Current professional résumé
3. Copy of current teaching license (*required only if licensed in a state other than Oregon*)

Submit **electronic copies** of application and materials via email to the M.Ed. Placement Coordinator (contact information is specified on the application form and at the beginning of this handbook).

Please do not scan all documents in one PDF, instead attach 3 separately scanned documents so that they may be used individually by the Placement Office as needed. No faxed documents please.

3. Due Date For Application Materials

Practicum application materials must be submitted **by the application deadline prior to** the desired practicum start date – and earlier, if possible.

Term:	Fall (Aug-Oct)	Spring (Jan-Feb)	Spring (Mar-Apr)	Summer (May-June)
Application Deadline:	May	October	January	March

Note: No placements will start in November, December, or July.

Please be aware that the amount of time required to secure and finalize a placement depends largely on the speed at which the school district is able to process a candidate’s application and some districts may require several months to complete this process.

4. Be Aware Of The Process With Districts & Schools

In most cases, a single person manages all placements within the entire school district. These “placement managers” are usually the only district employee authorized to receive/approve/deny placement applications. In order to secure placements for candidates, universities must submit all requests to these managers and then wait for a response.

5. Networking

Acceptable Networking

Many Pre-AL candidates have a strong network of administrative contacts or would like to work with an administrator in a school where the candidate is currently employed. If a candidate knows of a specific principal(s) with whom they would like to work, these contacts may be listed on the practicum application form.

Candidates should not, however, attempt to secure a placement independently. Instead, the M.Ed. Placement Coordinator will inform the school district the names of any contacts requested by the candidate on the application form.

Candidates may seek recommendations from a current administrator regarding appropriate sites for the Site 2 (120 hours) placement. So long as the purpose is informational only, this type of networking is acceptable.

Unacceptable Networking

Attempting to contact school districts where the candidate does not know the personnel, or making “cold calls” to individual schools is inappropriate networking and can jeopardize opportunities for their placement (and the placements of other students) in that district. Candidates who do not have any personal or professional relationships in a school or district must allow the Placement Office to send out inquiries about the availability of a mentor.

6. Practicum Site Requirements

The setting of the Preliminary Administrative practicum must fit certain criteria. As a practical matter, the school where a candidate is currently teaching is often the Site 1 setting (240 hours) for the practicum – keep in mind that approximately two-thirds of the practicum hours will be spent here. If the university is unable to place a candidate at a site stated as a preference, the practicum will need to be completed at an alternative site. The school/district sites must meet the standards outlined in the most current state administrative regulations.

- ✓ The sites must be accredited public, independent, private, or alternative settings that provide appropriate opportunities to meet the learning needs of the administrative candidate.
- ✓ Online school limitation: Candidates may only complete the 120 hour (Site 2) practicum in order to have a broad experience of educational leadership in a setting where staff and students are physically present.
- ✓ Preference in the selection of Practicum sites will be given to those schools whose student population reflects ethnic, cultural, and socioeconomic diversity.
- ✓ The school’s administrative team must have an interest in and an understanding of the administrative practicum. Opportunities should be present for the candidate to become involved in all activities related to the day to day operation of a school.

7. *Scheduling And Hours*

The Pre-AL practicum requirements include a minimum of 360 hours, and the candidate has one year from the date given at the time of the placement confirmation in which to complete all hours and requirements. Candidates are enrolled in the practicum course (EDAD 650) on the date stated in the confirmation email and not before. **The candidate is responsible for scheduling the hours required for this practicum.** The M.Ed. Placement Coordinator is not responsible for scheduling the time to log hours.

Candidates are advised to:

- ✓ **Communicate well with your employer.** It is strongly suggested that a candidate who is working full-time should communicate with his/her principal or employer ahead of time to make sure it is possible to set aside the number of hours needed to complete the placement. Some districts have strict requirements regarding practicum candidates that must be addressed with before a placement can even be requested.
- ✓ **Plan ahead** to ensure the ability to complete the practicum and submit the portfolio and any other requirements before the end of the year.
- ✓ **Have a good accountability plan,** working with the supervisor and mentors as a preventative against procrastination, and to help stay on track with the Practicum Plan. At the start of the practicum, the candidate and supervisor should review the Professional Education Plan (PEP) and pre-assessment of the Final Assessment of Initial Administrative Competencies Check-list (FAIACC) forms which were completed in EDGR 500. The PEP plan should be revised, as necessary, to fit the current conditions of the practicum placement. Candidates should share these documents with the supervisor and mentor

8. *Changing Or Dropping The Practicum*

If at any time after the placement is confirmed there are changes in the site, mentors, or other aspects of the practicum, the candidate **MUST** contact the M.Ed. Placement Coordinator immediately so that required approval can be obtained according to appropriate district/school protocols.

If the M.Ed. Placement Coordinator is not informed of proposed changes to an already confirmed placement, there could be issues with (even denial of) licensure, and possible financial repercussions.

9. *Termination Of The Placement*

Early terminations of a practicum placement or practicum only can be processed and approved by the Program Chair, in consultation with the M.Ed. Program Advisor, M.Ed. Placement Coordinator, and University Supervisor. Candidates who are requesting early termination must contact their program advisor and/or the M.Ed. Placement Coordinator immediately to request consideration of a termination a placement or to end the practicum. Failure to do so may jeopardize future placements, result in loss of college credit, and/or incurrence of additional fees. A candidate-initiated termination of any placement will result in forfeiture of course fees. A site mentor or university supervisor may request early termination of a placement for lack of progress or failure to meet standards or requirements. Fees may be lost in those cases, too.

Beginning Your Practicum

The M.Ed. Placement Coordinator will follow all requirements needed to secure placements. After the placement is formally confirmed by the M.Ed. Placement Coordinator, there are several steps that should be taken to begin the practicum.

Checklist to Begin the Placement

- ___ Receive formal confirmation and instructions from the M.Ed. Placement Coordinator
- ___ Contact both your mentor and supervisor – make introductions and begin planning
- ___ Complete any necessary school/district clearance
- ___ Gather all materials from the CU Placement Website
- ___ Schedule the Initial Orientation Meeting
- ___ Registered for practicum
- ___ Begin logging hours

Receive Confirmation & Enrollment

The M.Ed. Placement Coordinator will notify the candidate when the placement is officially confirmed by the school and/or district. The confirmation will include contact information for the assigned mentors and the university supervisor, as well as some brief instructions that will begin the practicum. Candidates will be automatically enrolled in the EDAD 650 practicum course to begin on the start date stated in the confirmation email

Contact the Supervisor and Mentors

There are two roles of direct supervision in the Pre-AL Practicum: the supervisor and the mentors – both are essential members of practicum team. They provide professional experience and astute guidance as the administrative candidate grows into the role of an administrator.

- Within **one week** of the receipt of the confirmation of the placement, candidates need to contact, first, the supervisor and then all mentors. This initial contact should be a professionally written email to each individual supervising the candidate in which the candidate can introduce himself/herself. A meeting with the supervisor, either in person or phone, should be requested and then the candidate and supervisor can begin planning.
- Next, the candidate should work with the mentors and supervisor to schedule the Initial orientation meeting which must take place at the beginning of the practicum at each site.

Even if the candidate does not intend to begin logging hours right away at both sites, he/she should still contact both mentors upon confirmation of the placement.

Confirm Clearance with the District

District Clearance: Candidates should check with the school secretary or district office as soon as possible after receiving confirmation of the placement for specific forms/protocols for clearance. This applies even upon referral of a mentor or for a one-day observation. Protocols required by the district or school in order to enter into a school building when children are present should be carefully followed.

Candidates completing the practicum within their own district or school may not need to seek district background clearance, but will always need practicum approval through the M.Ed. Placement Coordinator.

Gather Your Course Materials

Materials needed for this practicum will be accessible online at www.concordiastudentteaching.com.

WEBSITE INSTRUCTIONS:

- Select: Login to continue
- Select: **Student Teacher** (candidates) or **Cooperating Teacher** (mentors)
- Password: concordia (all lower case)
- Select: Professional Licenses (M.Ed.)
- Select: Preliminary Administrator (EDAD 650)
- Select: for the **Candidate**

Please contact the M.Ed. Placement Coordinator if you need assistance. **Candidates are responsible for mentor access to the practicum materials.**

Schedule the Initial Orientation Meeting

All placements begin with this Initial Orientation Meeting which needs to take place within **1-2 weeks of the start of a placement at a site**. This meeting includes the candidate, the supervisor, and the mentor at each site.

Topics that need to be discussed during the Initial Orientation are:

- ✓ The practicum requirements such as scheduling supervisor visits, due dates, etc.
- ✓ The practicum documents and appropriate tasks for the candidate
- ✓ Professionalism expected by the candidate, including dress code for administrators
- ✓ Tentative schedule for observations and activities
- ✓ Questions and clarification

Begin Logging Hours

Candidates may start logging hours **ONLY** after:

- ✓ The placement has been officially confirmed and finalized by the M.Ed. Placement Coordinator, AND
- ✓ A university supervisor has been assigned by the M.Ed. Placement Coordinator, AND
- ✓ Candidate is registered / enrolled in the practicum, AND
- ✓ Candidate connects with the university supervisor and mentor(s), AND
- ✓ The Initial Orientation Meeting has been scheduled.

Service hours that were attained prior to being enrolled in EDAD 650 will not be counted. This rule is very important to the integrity of our program and the authenticity of the practicum experience. Concordia's Pre-AL program immerses students in the experience, where they learn useful skills and proven strategies under the guidance of skilled, knowledgeable university supervisors and mentors. In addition, candidates experience guided reflection with their mentor and supervisor, complete with feedback, professional resources and research-based recommendations.

Role of and Instructions for the University Supervisor

Role of the Concordia University Supervisor

Each candidate will be assigned a Concordia University Supervisor who has experience and expertise in the area of PK-12 building administration. She/he is the practicum course “professor” throughout this clinical experience. The Concordia University Supervisor is a member of the university faculty who will observe, advise, and assess the candidate.

University Supervisor Responsibilities

The Supervisor’s role is that of leadership in the practicum. Some of the responsibilities tied to this role are to:

1. Connect with the candidate upon assignment of the practicum.
2. Be available for questions that apply to the candidate’s administrative progress toward successful completion of their practicum. Support and guide the candidate through the practicum experience and help field any issues that may arise in the practicum.
3. Visit and consult with candidate at the practicum site and hold individual and/or joint conferences with the candidate and mentor. Observe/visit the candidate (apart from the joint conferences) a minimum of 5 times during the practicum. At least one or more of these visits should be scheduled during an activity in the school.
 - **Introductory Meeting:** The supervisor and candidate need to meet informally to become acquainted and review the practicum documents, Professional Education Plan, and discuss goals, before scheduling the Initial Orientation Meeting with the mentor.
 - **Initial Orientation Meeting:** This first meeting should be held within 1-2 weeks after the placement is officially started. Supervisors should inform the M.Ed. Placement Coordinator if this has been delayed for any reason. Candidates may not log any hours until this meeting has occurred. For candidates who are conferencing remotely with their supervisors, a plan of communication with technology and visits should be discussed during initial conversations just after the placement is confirmed. The supervisor will let the candidate know how he/she wants to do this (Skype, FaceTime, conference call, pre-recorded videos, etc.) and the mentor should be part of this conversation and aware of how this will be done as well
 - **Check-in Meetings:** It is suggested that supervisors schedule, minimally, an informal monthly time to connect with the candidate to ensure they are on track with their practicum plan and are logging hours as needed to meet the deadlines of the practicum. This can be done through meeting, emailing or calling – whatever works to allow the candidate opportunity to ask questions and relate progress in the practicum.
 - **Site Visits:** Supervisors are required to meet with the candidate a minimum of **five** times during the practicum – **three** times at Site 1 (240 hour placement) and **two** times at Site 2 (120 hour placement), in addition to completion of at least three formal observations. During these required visits and formal observation, supervisors are encouraged to observe the candidate as much as possible in activities related to the work of an administrator, or “in action” – when the candidate is doing something. This can better inform the supervisor of the candidate’s progress and provide richer, more informed feedback and evaluations. It can also help direct the supervisor in writing letters of recommendation at the end of the experience.

- **Mid-practicum conference, and Final Evaluative Meetings:** A joint meeting with the mentor, candidate and supervisor will be held at the mid-way point (one at each site). During this meeting, the supervisor, mentor and candidate will review the work completed thus far (hours logged, activities aligned with competencies, etc.) and determine what may be missing from the required activities. This is a time in which targets can be set for the next few months of work, and specific questions that may have arisen can be discussed. The mentor will complete a mid-evaluation form for the candidate's progress thus far, which will be discussed and signed. A final joint meeting with the mentor, candidate and supervisor will take place at the end of each site placement (one at each site). During this meeting, the final evaluations will be reviewed and signed. The final evaluations will be completed separately by the mentor and the supervisor. **The Candidate's performance must be proficient or exceptional for each finale evaluation rubric final score for successful completion of the practicum**
4. Evaluate practicum assignments and performance of candidate's administrative skills.
 5. Grade the portfolio.
 6. Provide practicum feedback on the administrative practicum to the program chair.

A checklist is provided at the end of this handbook to help mentors, supervisor, and candidate organize the completion and submission of practicum materials.

Role of and Instructions for the Site Mentors

Role of the Site Mentor

Preliminary Administrator Licensure candidates have two site mentors, one at the elementary placement site and one at the secondary placement site. The Site Mentor role is one of the most important in the formation of leadership skills and practices during the Preliminary Administrative Practicum. The mentor is requested by the M.Ed. Placement Coordinator and approved by the school district.

The Site Mentor must supervise the candidate directly at the placement site and meet the standards specified by TSPC and Concordia University,

Site Mentor Responsibilities

1. Become familiar with the *Preliminary Administrator License Practicum Handbook* and the candidate.
2. Meet with the candidate and supervisor in three joint meetings: the Initial Orientation Meeting, to be arranged by the candidate at the start of the practicum, a Mid-practicum Conference, and the Final Evaluation Meeting. The mentors make recommendations toward passing the practicum experience.
3. Prepare the faculty, staff, students, and parents for the arrival of the administrative.
4. Orient the administrative candidate to:
 - the school building and personnel
 - the characteristics and climate of the school community
 - special committees or task forces
 - school routines and management policies
 - school and district plans and policy guidelines
5. With the supervisor and candidate, develop a practicum experience for the candidate that implements the Professional Education Plan with weekly learning targets.
6. Provide for the candidate gradual, yet relatively quick, induction into administrative responsibilities. Concordia encourages mentors to provide the candidate with as much administrative responsibility as practically possible.
7. Observe the candidate frequently and provide appropriate feedback.
8. Advise and guide the candidate to complete the criteria for the practicum.
9. Complete required evaluations in collaboration with the university supervisor and candidate.
10. Be willing to attend any additional meetings that may be necessary. Contact the supervisor or the M.Ed. Placement Coordinator should any questions or concerns arise during the practicum experience.

Mentor Benefits

As a small token of appreciation and thanks, Concordia offers the following benefits to mentors for this clinical experience. These benefits are paid twice a year, either the end of the spring semester (May) or the end of fall semester (December);

- Tuition Voucher: the voucher can be used at Concordia towards one graduate credit or three undergraduate credits.
- Stipend: paid and dispersed as stipulated by the district protocols and Oregon state law.

Practicum Requirements

Professionalism: Expectations of the Practicum Experiences

The Pre-AL Candidate will:

- Become familiar with the philosophy of the school, its goals, its organization, expectations, and the members of the school community.
- Strive to grow professionally, and mature as an aspiring administrator.
- Adhere to all federal laws governing school employees, follow all school regulations, policies, and adopt the local standards of behavior and dress as outlined in school's staff/faculty handbooks.
- Safeguard all personal and confidential information and use such data only for professional purposes.
- Refrain from unprofessional comments about colleagues, students, and schools.
- Strive for fairness, equality and consistency.
- Confer regularly with the mentors and the supervisor to maintain positive working relationships.
- Uphold all Concordia University policies for students.

The Pre-AL candidate will reflect on feedback regarding personal qualifications.

- **Personal appearance and dress** – Good grooming, cleanliness, and neatness are appropriate. Look professional! Follow the norm or guidelines for administrators in the school/district where your practicum occurs.
- **Leadership qualities** – Sarcasm and ridicule are inappropriate. Be enthusiastic and kind, and accept constructive criticism gracefully.
- **Dependability** – Keep promises and appointments. Be punctual. Follow through on tasks to completion.
- **Faithfulness** – Go beyond the minimum to perform with diligence and demonstrate the mark of a quality administrator.
- **Humility** – Be open to learning. Seek help and advice.
- **Ethics** – Principled decision-making based on ethics, equity and social justice. Adhere to all laws and policies.
- **Initiative** – Seek out opportunities and tasks in collaboration with mentors, and do not wait to be told what to do.
- **Serve others** – Seek to be aware of the role of a support and guide to others. Good administrators are aware of the needs of others and what they can do to help others be successful.
- **Email** - As future administrators, candidates will be expected to display politeness and professionalism in all communication with others, both in schools/districts and at Concordia, by answering email in a timely and polite manner, and keeping the content appropriate, with proper grammar and spelling.
- **Social Media** - Candidates will adhere to appropriate use of social media, following the strictest confidentiality and professionalism standards, and follow school rules and guidelines for all use of social media. Candidates must maintain professional boundaries with students and parents and not contact them via social media outlets.

Required Activities for the Preliminary Administrative Practicum

Candidates are required to write a Professional Education Plan (PEP) during EDGR 500, the Professional Planning Seminar, and then revisit it at the outset of the practicum with the University Supervisor and Site Mentor. The PEP identifies the administrative responsibilities to complete during the practicum hours. Identified tasks should begin as soon as practicable.

Concordia University requires completion of the following specific activities during the Preliminary Administrative Practicum. Purposeful planning will take place with the university supervisor and the mentor for the practicum at each level. The following activities/projects will be included:

1. **Initial Orientation Meeting and Review of Professional Education Plan (PEP)** – Candidate should contact the University Supervisor assigned to oversee the practicum right away upon confirmation of the placement as an introduction. The Initial Orientation Meeting should be held ideally before or as close to the start of the practicum as possible, and no later than 1-2 weeks after the candidate begins logging hours. During this meeting, candidates will begin a proposal for what they expect to accomplish during the practicum experience.
2. **Administrative Journal of Significant Events** – Administrative candidates are required to maintain an electronic journal summarizing and analyzing experiences during the Practicum. This journal is to be used as a reflection by the Administrative candidate and a source for questions and consultations with the mentors and Concordia Supervisor. It also becomes the means for the Concordia Supervisor to provide targeted feedback to the candidate.
3. **Practicum Log** – The hours logged for the Practicum (360 minimum) reflect the time spent completing the activities identified in the written Practicum Proposal developed collaboratively with the university supervisor and the mentors. Hours may be logged once the candidate is officially registered for the practicum (EDAD 650) and an advisor has been assigned and mentor(s) identified.

Included in the log will be: dates, number of hours, site, activities, and competencies tied to activities. A template is available on the www.concordiastudentteaching.com website, but you may use any format you feel is appropriate.

4. **Committee Membership at School Sites** – Effective candidates have a feel for the needs and activities of the various constituent groups that comprise school organizations. To that end, candidates should attend (as an observer) faculty meetings and other school functions; e.g., the school site council, parent-teacher organization, curriculum committees, building leadership team, and any other groups or committees the mentors deem appropriate and with the supervisor approval.
5. **Supervision** – The supervision and evaluation of instructional personnel is critical to ensure effective classroom instruction. It is recommended that the candidate use the site/district observation instrument when assessing the performance of the three requisite (participating) teachers, under the strict guidance and monitoring of the mentors. This evaluation will at no time become a part of the participating teachers' official file. This exercise is a part of the learning process and allows for growth as an instructional leader.
6. **Interviews** – Promoting healthy school-community relationships and encouraging parent involvement are key elements in assisting a school to reach building, district and state goals. Candidates, in collaboration with the mentors, will develop a brief questionnaire. The candidates will then interview a

minimum of two parents as a means of determining the level of either parent satisfaction or specific concerns with school policies or issues and their perceptions of administrators.

7. **Alternative Learning Sites** – All administrative candidates need to be familiar with alternative learning sites in their own district and beyond. It is recommended that approximately 10 hours of the practicum be spent at an alternative learning site, which is within the district where the candidate has been approved for placement by the M.Ed. Placement Coordinator, if possible. Candidates will visit, analyze, and review one or more alternative learning sites. A report will be prepared for the Administrative Portfolio using the analysis and assessment of these activities. Alternative settings might include charter schools, virtual schools, vocational skills centers, expulsion schools, juvenile detention center schools, or other alternative programs that have an administrator assigned to oversee them. Alternative sites could also include public schools if your placement is in private schools, or in private schools, if your placement is in public schools. You will primarily be observing and networking during these 10 hours.
8. **Organizational Chart** – How do all the pieces of school organization and decision making fit together? To demonstrate an understanding of these elements, candidates should create a chart or series of charts that illustrate the role and function of all major constituents of their site community (e.g., administrators, teachers, students, parents, site council, etc.) as well as the flow of financial resources and power base for decision-making. Please complete ONE chart at either the preferred or supplemental level.
9. **Budgets** – Candidates should become familiar with the school’s budget and financial processes and related policies and procedures.
10. **Staffing:** Candidates must become familiar with how schools are provided staff and the related hiring processes.
11. **Scheduling:** Candidates must become familiar with how schools schedule calendars, courses and classes, staff, events, athletics, and other related items.
12. **The Portfolio** – Details on the portfolio are in the sections title “The Portfolio”..

The Portfolio

The Portfolio is a collection of evidence of work and experiences compiled throughout the Pre-AL practicum. Under guidelines for the administrative practicum, TSPC requires that candidates “Assemble a portfolio which documents satisfactory performance in . . . the following areas of responsibility.”

Layout of the Portfolio

Portfolio contents should be housed in an electronic file, using the following format, with each enumerated title representing a specific page (as in the Title Page) or portfolio division. Note: Please use current APA formatting.

1. Front Cover/Title Page

Administrative License Portfolio
Candidate’s full name
Date of completion
In Preparation for
Preliminary Administrator License

2. Table of Contents

3. Professional résumé and three to five letters of recommendation

4. Site Confirmation

5. Professional Education Plan – The PEP plan should be reviewed and updated at the start of the practicum. Goals should be addressed during the Initial Orientation Meeting and/or at the beginning of the practicum with the mentors and supervisor. The revised PEP plan is due one month after the Initial Orientation Meeting.

6. Practicum Log – The log must show dates, number of hours, site, activities, and competencies tied to activities.

7. Journal of Significant Events

8. Assessment of Teacher Performances (3) (de-identified)

9. Parent Interviews (2)

10. Assessment of Alternative Learning Site(s)

11. Administrative Responsibilities – Each administrative competency/responsibility should have its own section and each should be clearly identified/ labeled.

12. Graphic Representation of Site Community

13. Mentor Mid-Practicum Evaluations (one from each site)

14. Mentor Final Practicum Evaluations (one from each site)

15. Supervisor Final Practicum Evaluations (one for each site)

16. Supervisor Portfolio Assessment

17. FAIACC (Final Assessment of Preliminary Administrative Competencies Checklist)

Guidelines for Artifacts

Artifacts are an essential part of the portfolio that candidates will showcase.

- A *minimum* of two artifacts need to be created for each competency, as well as notes that will help complete the portfolio. Candidates are encouraged to include more artifacts that will reflect the depth of experience in each area, with two artifacts highlighted.
- **Formatting:** As with all parts of the Portfolio, the artifacts should be completed using current APA formatting.
- Each artifact should include the following:
 1. A description of the artifact
 2. When the artifact was used
 3. Where the artifact was used
 4. Why you chose the artifact as support for the competency
 5. An explanation of your role in the activity
 6. Explain: What difference did the artifact make in improving my practice? What difference did the artifact make in increasing students' or staff members' potential for success?
- The Context and Expectations should be clearly explained in the artifact.
- Each artifact's description should be 4 – 7 paragraphs with a *minimum* of 3 sentences per paragraph.
- The artifacts will be scored for clarity and relevance.

Candidates should address any questions to the supervisor. Research has shown that through meta-cognition we truly grow. Thinking about our own thinking is the important aspect of these documents. There is no right or wrong way to approach this portfolio component, and the process is more important than the product. This experience designed to be positive and meaningful. Quality writing (collegiate-level) is expected with proper grammar and spelling.

Assessment of the Practicum

The Preliminary Administrative Practicum has a number of assessments that are both formative and summative.

Supervisor Visits:

Although the candidate has developed an ongoing relationship with the supervisor, there will be at least five scheduled visits with the candidate and the supervisor at the practicum sites during the course of the practicum: three at Site 1 – (240 hours), and two at Site 2 – (120 hours).

- ✓ The nature of these visits is both supportive and evaluative.
- ✓ These visits can be scheduled alongside the joint meetings with the mentor, or on separate occasions.

Mid-Practicum Conferences

There will be two conferences held mid-way through the practicum: one at each site. During this meeting, the supervisor, mentors and candidate will review the work completed thus far (hours logged, activities aligned with competencies, etc.) and determine what may be missing from the required activities. This is a time in which targets can be set for the next few months of work, and specific questions that may have arisen can be discussed. The mentor will complete a mid-evaluation form for the candidate's progress thus far.

Final Evaluations:

There will be two summative assessments: one at the completion of hours at Site 1 of the practicum, and one at the completion of hours at Site 2. The final evaluation form will be completed separately by the mentor and the supervisor. The supervisor and the mentor will provide recommendations to the university that the candidate has demonstrated the knowledge, skills and competencies specified for the license.

Each final evaluation will be reviewed at a final evaluation meeting at with the mentor at each site, the candidate, and the supervisor in attendance. **The candidate's performance must be proficient or exceptional for each final evaluation rubric final score for successful completion of the practicum.**

Portfolio and Supervisor Recommendation:

The supervisor will grade the candidate's portfolio of work at the end of the practicum and submit a final assessment and recommendation to the M.Ed. Office. The Supervisor will base his/her recommendations on the above evaluations and the portfolio, as well as demonstration on the part of the candidate in areas such as professional conduct, knowledge of rules and policies, planning and implementation of tasks, follow-through, involvement with parents, school personnel, and students, communication skills, etc.

The practicum is a Pass/No Pass course, and the grade will be posted grade after all documents are submitted by the supervisor and the candidate to the M.Ed. Office. A "No Pass" indicates that the candidate has failed to demonstrate competency in one or more areas listed above. In this case, the candidate will not receive credit for the practicum and Concordia will not recommend the candidate for the Preliminary Administrative License. See the next section for more details.

Completion of the Practicum

As stated previously, all Preliminary Administrative Practicum (EDAD 650) requirements must be completed and a grade submitted to the M.Ed. office **within one calendar year from enrollment in the placement.**

Electronic Portfolio Creation & Submission

Format: Candidates should submit the portfolio electronically to the supervisor, and if the candidate needs assistance with creating or submitting this in electronic format, s/he should contact the supervisor or Patti Vermillion. Electronic submission means this can be created and submitted online with Google Docs, Microsoft OneDrive or another cloud-based technology, etc. **Approval for desired technology to use should be obtained by the supervisor before starting.** All work should be set at high privacy levels keeping in mind that only the candidate and supervisor should see the document, and then share it with Patti Vermillion in the M.Ed. Office upon completion. Only electronic documentation will be accepted by the M.Ed. Office. Portfolios submitted in hardcopy will not be accepted.

After receiving the portfolio electronically from the candidate, the supervisor will grade it. Successful completion of the portfolio requires a minimum score of “3” in each section of the assessment.

The Completed Portfolio will be submitted as follows:

1. The completed portfolio is sent electronically to the supervisor for grading by the due date set by the supervisor.
2. The portfolio PDF file should be named as follows:
Last name, First name – Preliminary Admin Portfolio
3. After being graded, the required documentation is sent electronically to Patti Vermillion, pvermillion@cu-portland.edu. These items are:

Candidate Submits	Supervisor Submits
<ul style="list-style-type: none"> ✓ Practicum Log documenting hours ✓ Journal of significant events ✓ Completed FAIACC ✓ PEP <p><i>Submitted directly to the M.Ed. office – Do Not include in the portfolio</i></p> <ul style="list-style-type: none"> ✓ Candidate’s evaluation of each mentor ✓ Candidate’s evaluation of the supervisor ✓ Disposition/Critical Assessment Survey 	<ul style="list-style-type: none"> ✓ Supervisor Checklist ✓ Supervisor Portfolio Assessment ✓ Mentor Mid Practicum evaluations (one from each site mentor) ✓ Mentor Final Practicum evaluations (one from each site mentor) ✓ Supervisor Practicum final evaluations (one for each site)

Posting of the Portfolio Grade

The practicum grade will be posted only after all the required documentation is received by Patti Vermillion. The candidate should contact Patti Vermillion with any questions regarding the licensure process after completing the program requirements.

Other Required Final Paperwork

At the end of the practicum, the candidate will complete three evaluations and a Disposition/Critical Assessment Survey.

Two Site Mentor Evaluations

One evaluation should be completed for each mentor that was formally confirmed by the M.Ed. Placement Coordinator. These evaluations are found on the placement website and will be emailed directly to Patti Vermillion. If the candidate has more than one formally confirmed mentor at a site, an evaluation should be completed for each one. If work was done informally with an administrator (e.g., visits to other schools for the alternative site hours, participation does not require an evaluation for the principals at those sites.

One University Supervisor Evaluation

This evaluation is to be emailed directly to Patti Vermilion. **Do not give this form to the supervisor or include this form in the Portfolio.**

M.Ed. Disposition/Critical Assessment

Candidates will complete the second of two self-reflections on various statements about students, teaching, and education. Although the survey itself is not graded, completion of this survey is required for program enrollment and program completion. These evaluations will be submitted to Patti Vermillion in the M.Ed. Office. **Do not include these in the materials submitted to the supervisor for grading.**

The Portfolio Assessment (a required critical assessment rubric) will be completed by the supervisor to accompany your portfolio submission and used for final grading and to meet CAEP Accreditation requirements for Concordia University. Please see the rubrics in the Appendix at the end of this handbook.

Practicum Grade

The practicum grade will be posted only after all required documentation is received by Patti Vermillion

Pass / No Pass

The practicum is a Pass/No Pass course, and the grade will be posted grade after all documents are submitted by the supervisor and the candidate to the M.Ed. office.

“Pass” → Candidate has successfully demonstrated competency as an administrator. It also includes:

- Personal characteristics and professional conduct/ethics
- Communication and interpersonal relationship skills
- Demonstrating **competency in all areas being evaluated**
- Involvement in the total school program and related community activities
- Participation in wider professional and community affairs

“Pass with Reservations” (Mid-practicum only) → The mentor and/or supervisor have reservations about the candidate meeting all the requirements satisfactorily, and has reservations about recommending the practicum candidate. Candidates may be put on a plan of assistance if it is deemed necessary at this time, and the program chair will be notified.

“No Pass” → The candidate has failed to demonstrate competency in one or more areas listed above. In this case, the candidate will not receive credit for the practicum, Concordia will not recommend the candidate for the Preliminary Administrative License, and the M.Ed. Placement Coordinator and Program Chair will meet with the candidate.

When a mentor and supervisor do not agree on a pass or fail, a conference must be held with the M.Ed. Placement Coordinator and Program Chair to consider all sides of the situation. An “Incomplete” or Course in Progress may be issued only for extenuating circumstances and must be approved by the College of Education.

Leaving Your Practicum Sites

If the school where the candidate completes the practicum is not the place of employment, it is important to follow all district protocols completely when finishing your practicum there as a candidate.

Whether working in the school / district or not, a formal “thank you” to your mentors would be a great way to show appreciation and keep those “networking” ties open, especially if a position at that school is desired or sought at a later date, or if the candidate needs a letter of recommendation. More than that, it is a professional gesture.

Return All School Property

All school property, such as name badges, keys, etc., must be returned to the school and/or district, and it is expected that the candidate follow any protocols the district has upon completing the practicum experience in the schools.

Placement & Practicum FAQs

Below are some common questions from candidates. Please contact the M.Ed. Placement Coordinator if you have any other questions or clarification is needed.

Can I work in a school where I have immediate family?

No. Candidates in the M.Ed. or Preliminary Administrator licensure program may not complete that clinical experience in a school where they have immediate family members. Exceptions to this may be considered if:

- ✓ The candidate is already employed at the school of placement, **and**
- ✓ The candidate is willing to follow any and all provisions determined by the Placement Office and/or district with regards to placement activity in that school, **and**
- ✓ The placement is pre-approved by the M.Ed. Placement Coordinator, the District Office, and the site principal.

Can I find my own placement?

As noted in the first part of this handbook, all placements are secured through the M.Ed. Placement Coordinator. Candidates should not reach out to a district for inquiries about placement or formally ask a principal if they can fill the role of mentor. If you have an existing personal or professional relationship with a principal, please feel free to network and “send out feelers” to see if there is an openness on their part, but this contact should only be with those people you know and should only be on a very informal basis. It is the responsibility of the M.Ed. Placement Coordinator to request and seek approval for placements from districts and schools. Any involvement outside of these protocols can jeopardize the candidate’s opportunity for placement in that district.

What do I do if I find my mentor cannot work with me or there is a problem with the placement?

As early as possible in the placement, the candidate needs to contact the M.Ed. Placement Coordinator AND the supervisor. Help reaching out to the mentor or a change in placement may be needed. A mistake candidates sometimes make in this area is that they wait and / or complete the practicum without assistance from the mentor or university supervisor. The consequences of not contacting the M.Ed. Placement Coordinator as soon as possible may have financial consequences. **If there are any problems in the placement, the candidate should call or email the supervisor and the M.Ed. Placement Coordinator immediately.**

Can I be placed in an online or non-traditional school setting?

Practicum experiences must take place within traditional school/classroom settings, where both children and mentors are physically present on a regular, daily basis. Therefore, Pre-AL candidates may not complete any part of their placement in non-traditional school/classroom settings (e.g. online/web-based schools, camps, tutoring facilities, etc.). Exception to the above rule: Pre-AL candidates may complete their Site 2 (120 hour) placement in a virtual academy only if the following requirements are met:

1. The candidate must be employed full-time in the online school. If the candidate is less than full-time or not employed in the online school, they must complete all 360 hours in a Pk-12 building where children are present, AND ...
2. The candidate may only complete the 120 hour placement (Site 2) in that setting. The 240 hour placement must be done in a “brick and mortar” Pk-12 building where children are physically present.
3. The 10 hours in an alternative site may be completed in a virtual school, unless exceptions 1 and 2 above are being used.

I have read the handbook, but I still have unanswered questions.

This handbook, although providing a good general overview of the clinical experience, the roles and requirements, is not comprehensive. If you have questions remaining after reading this handbook, please seek guidance from your supervisor, your mentor, your program advisor, the M.Ed. Placement Coordinator or Program Chair (depending on the question or issue)..

Preliminary Administrative Practicum Checklist

Due	Requirement	Responsibility	Completed
Within 2-3 weeks of start	Initial Orientation Meeting Site 1 to be completed before or at the beginning of the practicum	Candidate or Supervisor	
	Initial Orientation Meeting Site 2 to be completed before or at the beginning of the practicum	Candidate or Supervisor	
1 Month after start	Review and revise PEP plan with supervisor	Candidate	
Site 1 = after 120 hours Site 2 = after 60 hours Or, before 6 months	Mid Practicum Conference Site 1	Candidate or Supervisor	
	Mentor Mid Practicum Evaluation Site 1	Site Mentor	
	Mid Practicum Conference Site 2	Candidate or Supervisor	
	Mentor Mid Practicum Evaluation Site 2	Site Mentor	
End of Practicum	Practicum Log documenting a minimum of 360 hours	Candidate	
	Practicum Journal of Significant Events	Candidate	
	Assessment of Teacher Performance (at least 3)	Candidate with Site mentor	
	Parent interviews (at least 2)	Candidate	
	Assessment of Alternative Learning Site	Candidate	
	Organizational Chart of Site Community	Candidate	
	Administrative Practicum Portfolio	Candidate	
	Final Practicum Conference Site 1	Candidate or Supervisor	
	Mentor Final Evaluation Site 1	Site Mentor	
	Final Practicum Conference Site 2	Candidate or Supervisor	
	Mentor Final Evaluation Site 2	Site mentor	
	Supervisor Final Evaluation Site 1	Supervisor	
	Supervisor Final Evaluation Site 2	Supervisor	
	Supervisor Portfolio Assessment	Supervisor	
	Professional Education Plan (PEP)	Candidate	
	FAIACC (Final Assessment of Preliminary Administrative Competencies Checklist)	Candidate	
	Rewritten Practicum Proposal	Candidate	
Evaluation of Site Mentors and University Supervisor	Candidate		
Disposition/Critical Assessment	Candidate		

Preliminary Administrative Competencies

(Aligned with OAR 584-080-0012)

Note: Oregon Competencies' Categories are listed below in **Boldface**; NELP Standards are in plain text.

COMPETENCY 1

Visionary Leadership (NELP Standard One, Mission, Vision, and Core Values):

- Element 1.1. Shared mission and vision
- Element 1.2. A set of core values
- Element 1.3. A support system
- Element 1.4. A school improvement process

COMPETENCY 2

Instructional Improvement (NELP Standard Four, Instructional Leadership):

- Element 4.1 Learning System
- Element 4.2 Instructional Practice
- Element 4.3 Assessment System
- Element 4.4 Learning Supports

COMPETENCY 3

Effective Management (NELP Standard Six, Operations and Management; Standard Seven, Human Resource Leadership):

- Element 6.1 Management and Operation Systems;
- Element 6.2 Data and Resources;
- Element 6.3 Communication Systems;
- Element 6.4 Legal Compliance
- Element 7.1 Human Resource Management
- Element 7.2 Professional Culture
- Element 7.3 Workplace Conditions
- Element 7.4 Supervision and Evaluation

COMPETENCY 4

Inclusive Practice (NELP Standard Three, Equity and Cultural Leadership):

- Element 3.1 Equitable Protocols
- Element 3.2 Equitable Access
- Element 3.3 Responsive Practice
- Element 3.4 Supportive School Community

COMPETENCY 5

Ethical Leadership (NELP Standard Two, Ethics and Professional Norms):

- Element 2.1 Professional Norms
- Element 2.2 Decision-Making
- Element 2.3 Values
- Element 2.4 Ethical Behavior

COMPETENCY 6

Socio-Political Context (NELP Standard Five, Community and External Leadership):

- Element 5.1 Communication
- Element 5.2 Engagement
- Element 5.3 Partnerships
- Element 5.4 Advocacy

See the next section for descriptions of the NELP standards.

NELP Standards – Building Level

(National Educational Leadership Preparation Standards)

www.npbea.org

Standard One: Mission, Vision, and Core Values

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) a shared mission and vision; 2) a set of core values; 3) a support system; and 4) a school improvement process.

Element 1.1 (MISSION AND VISION)

Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

Element 1.2 (VALUES)

Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.

Element 1.3 (SUPPORT SYSTEM)

Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.

Element 1.4 (IMPROVEMENT)

Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.

Standard Two: Ethics and Professional Norms

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) professional norms; 2) decision-making; 3) educational values; and 4) ethical behavior.

Element 2.1 (PROFESSIONAL NORMS)

Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.

Element 2.2 (DECISION-MAKING)

Program completers understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.

Element 2.3 (VALUES)

Program completers understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.

Element 2.4 (ETHICAL BEHAVIOR)

Program completers understand and demonstrate the capability to model ethical behavior in their actions and relationships with others.

Standard Three: Equity and Cultural Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) equitable protocols; 2) equitable access; 3) responsive practices; and 4) a supportive school community.

Element 3.1 (EQUITABLE PROTOCOLS)

Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

Element 3.2 (EQUITABLE ACCESS)

Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

Element 3.3 (RESPONSIVE PRACTICE)

Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.

Element 3.4 (SUPPORTIVE SCHOOL COMMUNITY)

Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.

Standard Four: Instructional Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) learning system; 2) instructional practice; 3) assessment system; and 4) learning supports.

Element 4.1 (LEARNING SYSTEM)

Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.

Element 4.2 (INSTRUCTIONAL PRACTICE)

Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.

Element 4.3 (ASSESSMENT SYSTEM)

Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.

Element 4.4 (LEARNING SUPPORTS)

Program completers understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.

Standard Five: Community and External Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) effective communication; 2) engagement; 3) partnerships; and 4) advocacy.

Element 5.1 (COMMUNICATION)

Program completers understand and demonstrate the capability to maintain effective two-way communication with families and the community.

Element 5.2 (ENGAGEMENT)

Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.

Element 5.3 (PARTNERSHIPS)

Program completers understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.

Element 5.4 (ADVOCACY)

Program completers understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community.

Standard Six: Operations and Management

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) management and operation; 2) data and resources; 3) communication systems; and 4) legal compliance.

Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS)

Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.

Element 6.2 (DATA AND RESOURCES)

Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

Element 6.3 (COMMUNICATION SYSTEMS)

Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.

Element 6.4 (LEGAL COMPLIANCE)

Program completers understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.

Standard Seven: Human Resource Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) human resources; 2) professional culture; 3) workplace conditions; and 4) supervision and evaluation.

Element 7.1 (HUMAN RESOURCE MANAGEMENT)

Program completers understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

Element 7.2 (PROFESSIONAL CULTURE)

Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.

Element 7.3 (WORKPLACE CONDITIONS)

Program completers understand and have the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.

Element 7.4 (SUPERVISION AND EVALUATION)

Program completers understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

Standard Eight: Internship and Clinical Practice

Program completers who successfully complete a building level educational leadership preparation program engaged in a substantial and sustained educational leadership internship experience that developed their ability to promote the success and well-being of each student, teacher and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

Element 8.1 (FIELD EXPERIENCES)

Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP Building-Level Program Standards one through seven.

Element 8.2 (AUTHENTIC)

Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) building-level internship or clinical experiences that are authentic leadership activities within a building setting.

Element 8.3 (MENTOR)

Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.