

# **EDUCATIONAL LEADERSHIP**

**LEWIS & CLARK**  
**GRADUATE SCHOOL OF EDUCATION AND**  
**COUNSELING**

*Continuing Administrative Licensure Program*

**2012 - 2013**

**EDAD 549/649**  
*Professional Mentorship and Seminar*  
*(2 semester hours credit)*

**LEWIS & CLARK COLLEGE**  
**EDUCATIONAL LEADERSHIP PROGRAM**  
**Continuing Administrator License**  
**Professional Mentorship and Seminar**

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**2012-2013 Lewis & Clark College  
Educational Leadership Program**

**Contact Information**

*FOR LATEST COURSE INFORMATION, REGISTRATION FORMS AND INSTRUCTIONS, SEE  
GRADUATE REGISTRAR'S WEBSITE: <http://www.lclark.edu/dept/gradreg>*

**PORTLAND CAMPUS**

EDAD 549 (MENTORSHIP & SEMINAR) 2 hrs credit earned over 2 semesters

Instructors: Bob McKean                    [mckeanbob@gmail.com](mailto:mckeanbob@gmail.com)  
(Cell) 971-404-5659

Betty Flad                                    [flad@lclark.edu](mailto:flad@lclark.edu)  
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(Cell) 503-806-9200

**EASTERN OREGON / PENDLETON**

EDAD 649 (MENTORSHIP & SEMINAR) 2 hrs credit earned over 2  
semesters

Instructor: Mark Mulvihill                [mmulvihill@umesd.k12.or.us](mailto:mmulvihill@umesd.k12.or.us)  
(W) 541-966-3102

**EASTERN OREGON VALE/ONTARIO**

EDAD 649 (MENTORSHIP & SEMINAR) 2 hrs credit earned over 2  
semesters

Instructor: Sherri Hironaka                [sherris@srvinet.com](mailto:sherris@srvinet.com)  
(H) 541-889-8703  
(Cell) 541-881-9643

**CENTRAL OREGON / BEND**

EDAD 649 (MENTORSHIP & SEMINAR) 2 hrs credit earned over 2 semesters

Instructor: Lora Nordquist                [lora.nordquist@bend.k12.or.us](mailto:lora.nordquist@bend.k12.or.us)  
    [loran@lclark.edu](mailto:loran@lclark.edu)  
(Cell) 541-410-5407

## EDAD 549/649

### Professional Mentorship and Seminar

(2 semester hours)

#### *Final Class in CAL Program*

The practicum creates hands-on experiences to develop and practice the knowledge and skills necessary for successful school administration. The goal is to learn and practice both leadership and management responsibilities. Under the supervision and guidance of experienced site and campus supervisors, the practicum is intended to provide continuing license students with opportunities to apply and implement the seven standards required by Oregon Teacher Standards and Practices Commission (TSPC) (OAR 584-017-0261).

The Practicum and Seminar (EDAD 549/649) consists of two semesters of supervised, on-site, pre-designed administrative experience along with campus seminars with other CAL students and a campus supervisor. Each candidate for a Continuing Administrator License (CAL) completes a practicum in a public or approved private school setting for a minimum of 220 hours under the direct supervision of a campus supervisor and a licensed school administrator. Each CAL candidate assembles a portfolio for the Seminar portion of the class which documents satisfactory performance in the standards contained in OAR 584-017-0261.

The standards for the Practicum include:

- 1.0 Visionary Leadership
- 2.0 Instructional Improvement
- 3.0 Effective Management
- 4.0 Inclusive Practice
- 5.0 Ethical Leadership
- 6.0 Socio-Political Context
- 7.0 Practicum

#### GOALS OF THE PRACTICUM

- Completion of 220 hours of field experience in multiple settings **at the district level** that allow for a wide range of relevant knowledge and skills, including work with community organizations, parent groups and school boards. Practicum experiences are planned cooperatively by the individual, the site supervisor and the university supervisor in order to provide inclusion of appropriate opportunities to apply skills, knowledge and research contained in the standards.

## GENERAL REQUIREMENTS

### SITE SUPERVISORS

Your site supervisor is responsible for supervision of your practicum activities. This person is a central office administrator with at least 3 years of licensed administrative experience. It is essential that site supervisors are willing administrators who are dedicated to spending the necessary time and energy in helping you plan for a variety of experiences to meet the standards of your practicum.

In addition, the site supervisor must:

- Have a commitment to have regular contact with you;
- Hold the administrative license appropriate to your practicum level;
- **Have three years of administrative experience in K-12 schools;**
- Have a **resume** on file with the Lewis & Clark College Educational Leadership office.

### SITE SUPERVISOR RESPONSIBILITIES

The site supervisor:

1. Works with the student to create a rich and workable practicum plan that provides a variety of leadership experiences and opportunities.
2. Meets with the student regularly to review and approve hours logged and to ensure standards are being sufficiently met through the activities and projects
3. Provides ongoing feedback as well as support, advice and counsel.

### UNIVERSITY SUPERVISOR

The Educational Leadership Department actively recruits retired or active school/district administrators to serve as campus supervisors for the Practicum experience. Typically these supervisors have served in a variety of building and district level positions in K-12 school districts. The focus on equity and social justice as a basis for understanding the critical role of leadership is expected of campus supervisors.

### UNIVERSITY SUPERVISOR RESPONSIBILITIES

The campus supervisor:

1. Helps to foster and mediate a working relationship with site supervisors; works with supervisors to identify how the student might participate in an extended administrative

experience; visits with or observes the students at two to three times during the year; conducts a three-way conference with the student and supervisors and maintains regular communication via phone or email as needed with the practicum student at the beginning and end of the practicum.

2. Advises from a position of vast field experience; provides understanding of university program and requirements based on coordinated supervisor efforts and meetings throughout the year.
3. Provides support, advice and counsel throughout the practicum experience.
4. Evaluates and summarizes, with feedback from the site supervisor, student activities and projects for program approval; signs off on credits and enters practicum summary forms into students' records in the Educational Administrative Licensure Office. The Assessment Rubric will be completed by the university supervisor and the site mentor at the completion of the Mentorship/Seminar (EDAD 549/649).

## **DEVELOPING THE WRITTEN PRACTICUM PROPOSAL**

The written proposal must be developed as an integral part of your total educational administration program. It should be based upon professional experiences, goals and objectives, your leadership skills, areas to strengthen and the standards as defined by TSPC. This is an individual plan to give you the skills, knowledge and experiences required to become a successful continuing administrator. It is important to reflect on what activities will best make this happen. Proposals should be submitted to the campus supervisor for review and approval after you have discussed it thoroughly with your site supervisor. The proposal should:

- Briefly describe your professional background with emphasis on your administrative/leadership experience. Describe your mentor, their background and expertise.
- Comment on your administrative career goals.
- Describe the activities you will perform under each standard. Some standards will be more emphasized depending on your administrative strengths and previous experiences. You should pay particular attention to those areas you identify as needing growth.

## **PRACTICUM COMPONENTS**

The Continuing Administrator License requires students demonstrate proficient performance by assembling a portfolio of evidence that meets TSPC's proficiencies or standards. The CAL mentorship experiences must total a minimum of 220 hours of planned activities which are documented in the log and assembled in a portfolio to be shared during the final class of the Mentorship/Seminar (EDAD 549/649). The electronic CAL Seminar log should be used to track and calculate practicum hours.

## **VISITATIONS**

During the mentorship class (EDAD 549/649) the campus supervisor will schedule periodic meetings with the student to review progress on the practicum activities, discuss leadership

challenges and successes, problem solve any issues and provide ongoing support. These visits may include the site supervisor. The student will also have an opportunity to showcase their portfolio and accomplishments with the campus instructor and site supervisor at the end of the practicum experience.

## **MAINTAINING A LOG**

The log is a date and time record of your practicum activities as defined in your proposal. The log is aligned to TSPC's standards and should reflect only those current and planned activities related to administration or leadership. The log should contain a short statement describing the nature of each entry. **An electronic template for your log will be emailed to you after the first seminar meeting.**

- A signed final log (by student, mentor, & university supervisor) is required before course credit is granted.

## **ADDITIONAL COURSE REQUIREMENTS**

### **CREDIT AND GRADE**

The CAL mentorship practicum is a year-long experience. Students may begin the practicum in the fall or spring semesters and complete the practicum in the following semester. Grades are issued as credit/no credit and can be accessed via WebAdvisor (consult Graduate Registrar's website at <http://www.lclark.edu/dept/gradreg/webadv.html>) following the completion of the course. If you receive an incomplete, it will be changed to credit upon successful completion of practicum requirements. Incompletes become permanent incompletes after one year. For more information on permanent incompletes please consult the current Graduate School of Education Catalog.

### **Student Evaluation Instruments**

1. Students are assessed in the Practicum Seminar on the successful completion of the practicum requirements. Successful completion includes: an approved practicum proposal, a portfolio that demonstrates evidence of meeting the six TSPC Standards, a log documenting hours and experiences in the six Standards. The practicum is a credit/no credit course.

EDAD 549/649  
GUIDELINES FOR DEVELOPMENT, IMPLEMENTATION & ASSESSMENT  
OF THE WRITTEN MENTORSHIP PLAN

This class is designed to establish a formal mentor relationship with an experienced school or district administrator(s) and the Field Supervisor/Mentor. The Mentorship encourages collaboration, direct guidance and joint problem solving with both the Mentor and the assigned Educational Administration Program faculty member, the Campus Supervisor.

In consultation with your Mentor(s), develop a Mentorship Plan consistent with the course objectives outlined in the syllabus. Identify questions/issues at your administrator goal level and develop learning objectives to meet these growth areas. Identify in the Plan a proposed date for a final conference where you and your Mentor(s) will assess the Mentorship Plan and a portfolio documenting activities in the learning plan. Both you and your Mentor(s) will sign and date the Plan and send a copy of it to the campus supervisor. Include the following information in the Mentorship Plan (see attached sample format):

I. About you

- a) Identify your current job position, title, number of years in this position and a *brief* summary of your job responsibilities;
- b) *Briefly* summarize your past professional experiences prior to this position;
- c) Identify your administrative goal(s).

II. About your mentor(s)

- a) Identify the position, title and number of years your mentor has served in the current position;
- b) *Briefly* outline your mentor(s)' past experience;
- c) *Briefly* address why you chose your mentor(s).

III. Mentorship learning objectives and assessment

- a) State the professional questions/issues you have identified at your administrative goal level;
- b) Discuss why each question/issue is an area of growth and why it is being chosen;
- c) Identify your learning objective(s) for each professional question/issue;
- d) Identify how you and your mentor(s) will assess whether your learning objectives have been met.

IV. Plan implementation and proposed Mentor contact time line

- a) Identify the methods of contact (phone calls, email, visits etc.) agreed upon by you and your mentor(s);
- b) Identify the frequency of contacts between the mentor(s) and you which you believe will met your learning goals;
- c) Keep the Campus Supervisor apprised of progress throughout the Mentorship;
- d) Initiate the discussions with the mentor(s) and campus supervisor regarding relevant questions, problems or issues encountered throughout the Mentorship.

V. Reflection Paper and Mid-Year Reflection

- a) Keep a journal of key lessons learned from both contacts with your mentor(s) and from progress towards meeting your learning objectives---use it in developing your reflection paper;
- b) As appropriate, include in your journal day-to-day reflections on your current professional practices and ethical issues which are impacted by your Mentorship;
- c) At the end of the first semester, submit to the campus supervisor a short mid-year reflection paper which identifies key lessons learned to date from your Mentorship.
- d) Send a copy to your chief mentor for discussion and to other students in the class for their information, learning and possible feedback.

VI. Mentorship Portfolio

- a) Compile evidence of completion of your Mentorship Plan activities---reminder, this is *not* multiple and extensive documentation but a careful identification of a few select, signature pieces of evidence (2-3 per standard);
- b) Include in the portfolio a written reflection containing key lessons learned during the year-long experience. Use your journal and build upon the previous midi-year reflection.

VII. Assessment of Mentorship Plan and Portfolio

- a) In a final conference with your mentor and university supervisor review and discuss the portfolio and reflection paper and assess evidence in meeting the standards OAR 584-017-0260
- b) Complete, sign and date the “Mentorship Plan and Portfolio Assessment” document with your chief mentor;
- c) Deliver completed and signed assessment document along with the portfolio to the university supervisor.

## SAMPLE CAL MENTORSHIP PLAN FORMAT

Name \_\_\_\_\_

Date \_\_\_\_\_

I. Paragraph about you

II. Paragraph about your mentor(s)

III. Mentorship Learning Objectives and Assessment

IV. Mentorship Plan Implementation and Proposed Mentor Contact Timeline

Mentor Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Campus Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

# APPENDICES

# PROFESSIONAL MENTORSHIP & SEMINAR

EDAD 549/ 649

## MENTORSHIP PLAN AND PORTFOLIO ASSESSMENT

**The Mentorship Plan and Portfolio is assessed by:**

- 1) A final conference between the Field Supervisor (Mentor), University Supervisor, and student;
- 2) Evidence of meeting Plan goals and objectives; and
- 3) A written reflection paper containing key lessons learned during the mentorship in each administrative standard.

**For completion of a successful mentorship, all of the following areas must be met:**

- A) The Mentorship Plan was developed to meet the learning objectives of the student. Yes\_\_\_\_ No\_\_\_\_
- B) The written reflection shows evidence that the Mentorship Plan was completed. Yes\_\_\_\_ No\_\_\_\_
- C) The portfolio and written reflection demonstrate meeting the standards of OAR 584-017-0260. Yes\_\_\_\_ No\_\_\_\_

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Mentor Signature Date

\_\_\_\_\_  
Campus Supervisor Signature Date

Lewis & Clark  
EDAD 549 Mentorship & Seminar  
Continuing Administrator License Evaluation Form

Candidate: \_\_\_\_\_ CAL Program admit date: \_\_\_\_\_

**Standard 1 Visionary Leadership – Evidence**

Not Present : \_\_\_\_\_  
Emerging: \_\_\_\_\_  
Proficient: \_\_\_\_\_  
Distinguished: \_\_\_\_\_  
Date: \_\_\_\_\_  
Approved by: \_\_\_\_\_

**Standard 5 Ethical Practice – Evidence**

Not Present: \_\_\_\_\_  
Emerging: \_\_\_\_\_  
Proficient: \_\_\_\_\_  
Distinguished: \_\_\_\_\_  
Date: \_\_\_\_\_  
Approved by: \_\_\_\_\_

**Standard 2 Instructional Improvement**

Not Present: \_\_\_\_\_  
Emerging: \_\_\_\_\_  
Proficient: \_\_\_\_\_  
Distinguished: \_\_\_\_\_  
Date: \_\_\_\_\_  
Approved by: \_\_\_\_\_

**Standard 6 Socio-Political Context**

Not Present: \_\_\_\_\_  
Emerging: \_\_\_\_\_  
Proficient: \_\_\_\_\_  
Distinguished: \_\_\_\_\_  
Date: \_\_\_\_\_  
Approved by: \_\_\_\_\_

**Standard 3 Effective Management**

Not Present: \_\_\_\_\_  
Emerging: \_\_\_\_\_  
Proficient: \_\_\_\_\_  
Distinguished: \_\_\_\_\_  
Date: \_\_\_\_\_  
Approved by: \_\_\_\_\_

**Standard 7 Practicum (Professional Mentorship)**

Not Present: \_\_\_\_\_  
Emerging: \_\_\_\_\_  
Proficient: \_\_\_\_\_  
Distinguished: \_\_\_\_\_  
Date: \_\_\_\_\_  
Approved by: \_\_\_\_\_

**Standard 4 Inclusive Practice**

Not Present: \_\_\_\_\_  
Emerging: \_\_\_\_\_  
Proficient: \_\_\_\_\_  
Distinguished: \_\_\_\_\_  
Date: \_\_\_\_\_  
Approved by: \_\_\_\_\_

Comment: \_\_\_\_\_

Continuing License approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Lewis & Clark

Educational Leadership Program  
Continuing Administrator License Evaluation Form

Candidate: \_\_\_\_\_

**Standard 1 – Visionary Leadership**

Evidence and Comments: \_\_\_\_\_

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**Standard 2 – Instructional Improvement**

Evidence and Comments: \_\_\_\_\_

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**Standard 3 – Effective Management**

Evidence and Comments: \_\_\_\_\_

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**Standard 4 – Inclusive Practice**

Evidence and Comments: \_\_\_\_\_

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**Standard 5 – Ethical Practice**

Evidence and Comments: \_\_\_\_\_

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**Standard 6 – Socio-Political Context**

Evidence and Comments: \_\_\_\_\_

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LEWIS & CLARK  
CONTACT INFORMATION

**EDAD 549 / 606 PROFESSIONAL MENTORSHIP & CAL Seminar**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Home Address & Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

School Telephone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Fax: \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

Mentor(s) Telephone: \_\_\_\_\_

**COMPLETE AND RETURN THIS FORM TO THE EDUCATIONAL  
ADMINISTRATION OFFICE**

## 2. Administrative Standards 1-6 (CAL Practicum Rubric)

Levels/Criteria	Unsatisfactory	Emerging	Proficient	Distinguished	Score/Level
1. An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by stakeholders.	Educational leader has not developed vision of learning.	Educational leader acknowledges the need to facilitate, develop, articulate, implement and steward a vision of learning and has begun the process.	Educational leader integrates principles of equitable practice and cultural competency that support the success of every student in a shared vision for learning that is collaboratively developed using data to identify and assess organizational effectiveness, that promotes continuous and sustainable improvement and is monitored and revised regularly.	Educational leader serves as a leader to others within the district and larger community to integrate the principles of equitable practice and cultural competency that support the success of every student in a shared vision for learning that is collaboratively developed, using data to identify and assess organizational effectiveness, that promotes continuous and sustainable improvement and is monitored and revised regularly.	

<p>2. An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional development.</p>	<p>Educational leader does not sustain a school culture and instructional program that are conducive to student learning.</p>	<p>Educational leader develops elements of a positive school culture which demonstrate early signs of improved student learning.</p>	<p>Educational leader nurtures and sustains a culture of collaboration, trust, learning and high expectations that is rooted in rigorous, coherent curriculum that ensures motivating learning environments for students and maximizes learning time for students. The leader continually supervises instruction, monitors and evaluates the impact of instruction, develops instructional and leadership capacity in others, promotes the effective and appropriate use of technologies.</p>	<p>Educational leader serves as a leader to others within the district and larger community to nurture and sustain a culture of collaboration, trust, learning and high expectations that is rooted in rigorous, coherent curriculum that ensures motivating learning environments for students and maximizes learning time for students. The leader continually supervises instruction, monitors and evaluates the impact of instruction, develops instructional and leadership capacity in others, promotes the effective and appropriate use of technologies.</p>	
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<p>3. An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.</p>	<p>Educational leader does not manage the organization and operation effectively and efficiently to promote the success of student learning.</p>	<p>Educational leader acknowledges the need to respond and influence the success of every student by insuring good management practices and is beginning to develop a safe, efficient and effective learning environment.</p>	<p>Educational leader manages the organization, operation and distribution of resources by integrating the principles of cultural competence and equitable practice to promote the success of every student in a safe learning environment that is conducive to student learning.</p>	<p>Educational leader serves as a leader to others within the district and the larger community by managing the organization, operation and distribution of resources while integrating the principles of cultural competence and equitable practice to promote the success of every student in a safe learning environment that is conducive e to student learning.</p>	
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<p>4. An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity and excellence, and to promote communication among diverse groups.</p>	<p>Educational leader does not respond to diverse interest and needs of students or mobilize community resources or promote communication among diverse groups.</p>	<p>Educational leader acknowledges the need to collaborate with faculty and community to respond to diverse interests and needs, and has begun to mobilize resources to promote ethical standards and communication among diverse groups.</p>	<p>Educational leader integrates the principles of cultural competency and equitable practice to promote the success of every student by collaborating with staff and community to respond to diverse needs and interests through mobilizing community resources that demonstrate and promote ethical standards of democracy, equity, diversity, excellence and promote communication among diverse groups.</p>	<p>Educational leader serves as a leader to others within the district and the larger community by integrating the principles of cultural competency and equitable practice to promote the success of every student by collaborating with staff and community to respond to diverse needs and interests through mobilizing community resources that demonstrate and promote ethical standards of democracy, equity, diversity, excellence and promote communication among diverse groups.</p>	
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<p>5. An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.</p>	<p>Educational leader does not act with integrity, fairness and in an ethical manner</p>	<p>Educational leader acknowledges the importance of acting with integrity, fairness and in an ethical manner, but is inconsistent in such behavior.</p>	<p>Educational leader integrates the principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.</p>	<p>Educational leader serves as a leader to others within the district and larger community by integrating the principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.</p>	
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<p>6. An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.</p>	<p>Educational leader does not understand or respond to influences beyond the school's social context.</p>	<p>Educational leader acknowledges the need to respond and influence the larger political, social, economic, legal and cultural contexts operating within the school environment and is beginning to take such steps.</p>	<p>Educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.</p>	<p>Educational leader serves as a leader to others within the district and larger community by integrating principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.</p>	
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# COURSE SYLLABUS COVER SHEET

Lewis & Clark College  
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

<b>Course Name</b>	<b>Prof Mentorship/ Pract</b>
<b>Course Number</b>	<b>EDAD 549</b>
<b>Term</b>	
<b>Department</b>	<b>Educational Leadership</b>
<b>Faculty Name</b>	

**Catalogue Description** *(copy from current catalogue):*

The Professional Mentorship and Seminar course is one academic year in length. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Continuing Administrator License program completion.

**GSEC Guiding Principles & TSPC Continuing Administrator Standards Addressed in Course:**

*(please fill in which class meeting or assignment addresses each principle or standard)*

<p>GSEC GP (9) Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s). <i>Class meeting(s) or assignment(s) addressing this standard: portfolio of evidence</i></p>
<p>TSPC OAR 584-017-0261 (1) 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. <i>Class meeting(s) or assignment(s) addressing this standard: portfolio artifacts for Visionary Leadership</i></p>
<p>TSPC OAR 584-017-0261 (2) 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. <i>Class meeting(s) or assignment(s) addressing this standard: portfolio of evidence for Instructional Leadership</i></p>
<p>TSPC OAR 584-017-0261 (3) 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. <i>Class meeting(s) or assignment(s) addressing this standard: portfolio of evidence for Effective Management</i></p>
<p>TSPC OAR 584-017-0261 (4) 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. <i>Class meeting(s) or assignment(s) addressing this standard: portfolio of evidence for Inclusionary Practices</i></p>
<p>TSPC OAR 584-017-0261 (5) 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. <i>Class meeting(s) or assignment(s) addressing this standard: portfolio of evidence for Ethical Leadership</i></p>
<p>TSPC OAR 584-017-0261 (6) 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. <i>Class meeting(s) or assignment(s) addressing this standard: portfolio of evidence for Social-Political Contexts</i></p>

**Student Performance:** Student performance criteria appear on page(s) \_\_\_\_\_ of this syllabus (student performance includes goals, evidence, and levels of performance).

## **EDAD 549 / 649 PROFESSIONAL MENTORSHIP & CAL Seminar**

**2 semester hour credits**

**Flad, Spring 2012**

**EDUCATIONAL ADMINISTRATION PROGRAM**

**CONTINUING ADMINISTRATOR LICENSE PROGRAM**

### **Introduction**

Teacher Standards and Practices Commission requires that candidates for a Continuing Administrator / Initial Superintendent License complete a one-year supervised mentor experience at a school district level. The requirements and objectives created by TSPC and implemented by Lewis & Clark College are **intended to give candidates practical, useful and timely experiences in school and district leadership**. This class is designed to establish a formal mentor relationship within a school district or other educational system. The Professional Mentorship will encourage collaboration and joint problem solving.

### **Course Description**

The Professional Mentorship & CAL Seminar course is one academic year in length (two successive semesters). It may encompass two academic semesters in successive academic years. Students must have a minimum of 3 years as a practicing administrator to enroll in the class. The class should be taken during the final phase of CAL program requirements. A Credit / No Credit grade will be submitted by the campus supervisor upon successful completion of course requirements.

### **Objectives**

The Professional Mentorship is designed:

- a) To provide candidates with practical, useful and timely experiences in school and district leadership. Through the mentorship, the candidate will establish a formal relationship with an experienced school or district administrator. The mentorship will **encourage collaboration, direct guidance and joint problem solving**.
- b) To provide candidates with experiences that develop **an understanding of the social, cultural, ethnic and gender issues in a pluralistic society**.
- c) To assist candidates **to become familiar with leadership skills, techniques and practices which promote diversity**.
- d) To provide opportunities for candidates to be involved in leadership activities to use a variety of technologies to enhance student performance and school improvement.

### **Procedures**

1. The student will be assigned to an Educational Administration Program faculty member who will act as the student's campus supervisor. Usually this is the course instructor.
2. The student and a campus supervisor will discuss professional objectives, academic needs and course options.
3. The student will select a Field Supervisor (mentor) who will assist in developing and planning professional experiences consistent with the course objectives.
4. The student will provide a written mentorship plan to the Campus Supervisor that is signed by the candidate and the Field Supervisor.
5. The student is expected to keep the Campus Supervisor and mentor apprised of progress throughout the course of study.
6. Upon completion of the course requirements, the student will be expected to submit a written reflection paper about the mentorship experience. The content of this paper centers on the personal learning of the student during the mentorship. In addition, the student will prepare a portfolio of evidence documenting activities in the learning plan.
7. The student will keep a log that will document 200 hours of Mentorship Activity during the year. ( see attached sample)

### **Assessment**

The Professional Mentorship course is a full-year (two semesters), two hour credit experience. The student may enroll fall or spring semester. A Credit / No Credit grade will be submitted by the Campus Supervisor upon completion activities described in the Mentorship Plan created by the student based on the rubric attached.

### **Course Requirements**

1. Create a written mentorship plan;
2. Agree with the mentor concerning the activities designed to meet the goals of the plan;
3. Submit a plan signed by both Field Supervisor (mentor) and student to the instructor.
4. Create a portfolio documenting plan activities if appropriate;
5. Submit a portfolio and/or written reflection paper about key learning to Campus Supervisor (instructor) at the final class session.
6. Attend a final seminar, designed to serve as a capstone experience for the professional mentorship where each candidate will present their prepared portfolio of experiences to a group of administrative colleagues demonstrating scholarly reflection and genuine learning experiences and growth.
7. At the final CAL Seminar, candidates will present their portfolio using the following questions as guidelines for leading the discussion: (Candidates are encouraged to create their own focus questions)
  - a. What makes the chosen piece of evidence different from other things not chosen?
  - b. If the presenter could work further on a particular piece, what would be done?
  - c. What piece best illustrates the professional growth over a 5-year (extended) period of time?
  - d. How has work planning and leadership changed over time?

## Knowledge, Skills and Abilities Required for Continuing Administrator License

**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.

- 1.1 a. Develop a vision of learning for a school that promotes the success of all students; and
  - b. Base this vision on culturally relevant knowledge and theories, including but not limited to an understanding of learning goals in a democratic and pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.
- 1.2 Candidates articulate a vision.
  - a. Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision;
  - b. Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs; and
  - c. Demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
- 1.3 Candidates implement a vision.
  - a. Can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision; and
  - b. Develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).
- 1.4 Candidates steward a vision.
  - a. Demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision;
  - b. Design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision; and
  - c. Assume stewardship of the vision through various methods.
- 1.5 Candidates promote community involvement in the vision.
  - a. Demonstrate the ability to involve community members in the, realization of the vision and in related school improvement efforts; and

b. Acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

**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.

2.1 Candidates promote positive school culture.

a. Assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Candidates provide effective instructional program.

a. Demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials;

b. Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs;

c. Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement;

d. Demonstrate the ability to use aggregated and disaggregated student achievement data to develop effective instructional programs;

e. Demonstrate the ability to use individual and group achievement data to develop school improvement plans; and

f. Are able to use a variety of assessment tools and techniques to improve student achievement.

2.3 Candidates apply best practice to student learning.

a. Demonstrate the ability to assist school personnel in understanding and applying best practices for student learning;

b. Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process; and

c. Demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Candidates design comprehensive professional growth plans.

a. Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process; and

b. Demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

- 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.
- 3.1 Candidates manage the organization.
- a. Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency;
  - b. Develop plans of action for focusing on effective organization and management of fiscal, human and material resources, giving priority to student learning, safety, curriculum, and instruction; and
  - c. Have knowledge of licensure rules and apply them properly to assignment of personnel.
- 3.2 Candidates manage operations.
- a. Demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision; and
  - b. Develop communications plans for staff to develop their family and community collaboration skills.
- 3.3 Candidates manage resources.
- a. Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning; and
  - b. Creatively seek new resources to facilitate learning.
- 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.
- 4.1 Candidates collaborate with families and other community members.
- a. Demonstrate an ability to bring together, the resources of family members and the community to positively affect student learning;
  - b. Demonstrate an ability to involve all families in the education of their children based on the belief that families have the best interests of their children in mind;
  - c. Demonstrate the ability to-use public information and research-based knowledge of issues and trends to collaborate with families and community members;

d. Apply an understanding of community relations models, marketing strategies and processes, data-based decision- making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships;

e. Develop various methods of outreach aimed at business, religious, political, and service organizations;

f. Demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community;

g. Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services; and

h. Develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Candidates respond to community interests and needs. Candidates:

a. Demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives;

b. Demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics;

c. Provide leadership to programs serving students with special and exceptional needs; and

d. Demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3 Candidates mobilize community resources.

a. Demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals;

b. Demonstrate how to use school resources and social service agencies to serve the community; and

c. Demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

**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.

5.1 Candidates act with integrity.

a. Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions promote such respect; and

b. Demonstrate behaviors that are honest and consistent.

5.2 Candidates act fairly.

- a. Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others;
- b. Make decisions using an inclusive process; and
- c. Understand and avoid any conflict of interest and avoid the appearance of impropriety.

5.3 Candidates act ethically.

- a. Make and explain decisions based upon ethical and legal principles; and
- b. Demonstrate respect and diligence regarding the law and compliance with its requirements.

**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.

6.1 Candidates understand the larger context.

- a. Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context;
- b. Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school;
- c. Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning;
- d. Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities;
- e. Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools;
- f. Demonstrate the ability to analyze and describe the cultural diversity in a school community;
- g. Can describe community norms and values and how they relate to the role of the school in promoting social justice; and
- h. Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Candidates respond to the larger context.

- a. Demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Candidates influence the larger context.

- a. Demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws;
- b. Apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families; and
- c. Advocate for policies, programs and instructional strategies that promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

**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.

7.1 The practicum will be substantial.

- a. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide candidates with substantial responsibilities that increase overtime in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders; and
- b. Each candidate should have a minimum of six months (or equivalent, see note below) of full-time practicum experience.

7.2 The practicum will be sustained.

- a. Participate in planned practicum activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

7.3 The practicum will be standards-based.

- a. Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders; and
- b. Experiences are designed to accommodate candidates' individual needs.

7.4 The practicum will be in real settings.

- a. Experiences occur in multiple that allow for the demonstration of a wide range of relevant knowledge and skills; and
- b. Experiences include work with appropriate community organizations such as service groups and local businesses.

7.5 The practicum will be planned and guided cooperatively.

- a. Experiences are planned cooperatively by the individual, the site supervisor, and school district personnel to provide appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.

Lewis & Clark Graduate School of Education and Counseling  
**Continuing Administrator Program Planning Worksheet**  
 18 semester hours

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Select two courses from each strand, not including Final Required Course EDAD 549/649. **A total of 18 semester hours required for CAL license.** Procedure for Course Substitution: Place the letter "T" in the box of the course being transferred. A Petition for Transfer of Credit form must be on file. **A maximum of 8 semester hours may be transferred into CAL Program.**

	Credit	Completed Term & Year	Forecast Term & Year
<b>STRAND ONE: Visionary &amp; Ethical Leadership</b> (Must take 2 classes from this strand)			
EDAD 523/623 Communication Skills and Conflict Resolution	2		
EDAD 540/640 Organizational Change for Action	2		
EDAD 547/647 Ethical Leadership and Decision-making	2		
EDAD 553/653 Priority Leadership: Leading Systemic Change	2		
EDAD 559/659 Collaborative Leadership & Team Building	2		
<b>STRAND TWO: Instructional Improvement</b> (Must take 2 classes from this strand)			
EDAD 532/632 Leading Difficult & Underperforming People to Excellence	2		
EDAD 533/633 Professional Development for Instructional Leaders	2		
EDAD 536/636 Leading Schools through Instructional Technologies	2		
EDAD 537/637 Educational Research and Assessment	2		
EDAD 548/648 Leadership for Learning & School Culture	2		
<b>STRAND THREE: Effective Management</b> (Must take 2 classes from this strand)			
EDAD 535/635 Managing Facilities and Resources	2		
EDAD 546/646 Negotiation, Collective Bargaining, & Contract Management	2		
EDAD 556/656 School Finance & District Budgeting	2		
EDAD 555/655 Building Positive Behavior Supports for All Students	2		
EDAD 577/677 Advanced Colloquium for Practicing Administrators	2		
<b>STRAND FOUR: Socio-Political Contexts &amp; Inclusive Practices</b> (Must take 2 classes from this strand)			
EDAD 531/631 Colloquium for New Administrators	2		
EDAD 551/651 Legal/Procedural Aspects of Special Education	2		
EDAD 552/652 Culturally Responsive Practices for School Leaders	2		
EDAD 567/667 Developing Leadership Intelligences	2		
EDAD 574/674 Foundations for Administrators Leading Diverse Schools	2		
<b>REQUIRED FINAL COURSE:</b>			
EDAD 549/649 Professional Mentorship & Seminar	2		
<b>Total Semester Credits</b>	<b>18</b>		

	<b>EDAD 523/623:</b> Communication Skills & Conflict Resolution	<b>EDAD 540/640:</b> Organizational Change for Action	<b>EDAD 553/653:</b> Priority Leadership: Leading Systemic Change	<b>EDAD 547/647:</b> Ethical Leadership & Decision-making	<b>EDAD 559/659:</b> Collaborative Leadership & Team Building	<b>EDAD 548/648:</b> Leadership for Learning & School Culture	<b>EDAD 533/633:</b> Professional Development for Instructional Leaders	<b>EDAD 536/636:</b> Leading Schools Through Instructional Technologies	<b>EDAD 537/637:</b> Educational Research and Assessment	<b>EDAD 532/632:</b> Leading Difficult & Underperforming People to Excellence	<b>EDAD 535/635:</b> Managing Facilities and Resources	<b>EDAD 546/646:</b> Negotiation & Collective Bargaining	<b>EDAD 531/631:</b> Colloquium for New Administrators	<b>EDAD 556/656:</b> School Finance & District Budgeting	<b>EDAD 577/677:</b> Advanced Colloquium for Practicing Administrators	<b>EDAD 578/678:</b> Leader as Ethnographer: Exploring School & Community	<b>EDAD 552/652:</b> Culturally Responsible Practices for School Leaders	<b>EDAD 567/667:</b> Developing Leadership Intelligences	<b>EDAD 549/649:</b> Professional Mentorship & Seminar
<b>Strand 1:</b> Visionary Leadership & Ethical Practice	X	X	X	X	X														X
<b>Strand 2:</b> Instructional Improvement						X	X	X	X	X									X
<b>Strand 3:</b> Effective Management											X	X	X	X					X
<b>Strand 4:</b> Socio-Political Context Inclusive Practices														X	X	X	X	X	X
<b>Practicum</b>																			X

# How to Apply to the Oregon \*TSPC for a Continuing Administrator License

\*TSPC = Teacher Standards and Practices Commission

## STEP 1—Have I Completed the Program?

Begin the process of applying for a Continuing Administrator License as soon as:

- You have been admitted to the Continuing Administrator License program;
- \*Grades for all license courses have been posted to your Lewis & Clark College transcript;
- \*All course waivers and transfers, if any, have been approved; and
- You have successfully completed any program-specific experience and/or testing requirements.

\*Course grades, waivers and transfers, Lewis & Clark degree postings, and test scores received by Lewis & Clark can be checked by logging into your WebAdvisor account and following the links to "Program Evaluation," "Grades," "Transcripts," and/or "Test Summary."

## STEP 2—Transcripts

Request an official transcript from the Graduate Registrar's office at Lewis & Clark College and from any other colleges or universities from which you transferred credit for your license program. Your Lewis & Clark College transcript should show all courses required for the license, including course grades and degree, if required. **Your official Lewis & Clark transcript can be sent electronically to TSPC; all other official transcripts should be sent to you at your home address in individually sealed envelopes.**

<http://www.lclark.edu/graduate/offices/registrar/transcripts/>

## STEP 3—Requesting the e-C-2 Form

Complete and submit electronically to the Educational Career and Licensing Services office (ECLS) the on-line *Request for Oregon Licensure Recommendation (ROLR)* form:

[http://www.lclark.edu/graduate/career\\_and\\_licensing/k-12/licenses\\_endorsements/request\\_licensure\\_recommendation\\_form/](http://www.lclark.edu/graduate/career_and_licensing/k-12/licenses_endorsements/request_licensure_recommendation_form/).

Upon receipt of the ROLR form, the ECLS will verify that you have completed all requirements for the endorsement and will then submit an electronic *Program Completion Report (Form C-2)* to TSPC. The ECLS will send to you in a sealed envelope a copy of the electronic *Program Completion Report (Form C-2)* which you can keep for your records.

## STEP 4

All TSPC-required forms are available on their website at: [http://cms.oregon.egov.com/tspc/Pages/Forms\\_and\\_Instruct.aspx](http://cms.oregon.egov.com/tspc/Pages/Forms_and_Instruct.aspx)

- Complete TSPC's *Application for Educator License Form C-1*.
- Request that your employing school district complete TSPC's *Professional Educational Experience Report (PEER)*.

## STEP 5

Once you receive the sealed electronic *Program Completion Report (Form C-2)* from the ECLS, submit the following to TSPC in a single envelope (incomplete applications will be returned):

- One set of **official (sealed) transcript(s)** of all course work that is new since applying for previous Oregon licenses. The Lewis & Clark official transcript may be sent electronically by the college to TSPC.
- A completed *C-1 form*.
- A *Professional Educational Experience Report (PEER)* completed and signed by your employing school district(s).
- A **cheque** made out to TSPC for \$100.00.

**Teacher Standards and Practices Commission, 250 Division Street, NE, Salem, Oregon 97301**  
[contact.tspc@state.or.us](mailto:contact.tspc@state.or.us) or <http://oregon.gov/TSPC/index.shtml>

## HOW LONG DO I HAVE TO APPLY FOR MY CONTINUING ADMINISTRATOR LICENSE?

You have 3 years from the time that you complete your program to apply for your Continuing Administrator License. Beyond 3 years, you will have to meet all new program requirements, often including additional course work.

## WHOM DO I CONTACT WITH QUESTIONS ABOUT MY PROGRAM?

The faculty program advisors for the Continuing Administrator License program are Betty Flad for students in the Portland Metro Area students (503-768-6087 or [flad@lclark.edu](mailto:flad@lclark.edu)) and Dawn Montgomery for students outside of the metro area (503-768-6090 or [dawnm@lclark.edu](mailto:dawnm@lclark.edu)).