

EDUCATIONAL LEADERSHIP

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Continuing Administrative Licensure Program

2011 - 2012

EDAD 549/649

Professional Mentorship and Seminar

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

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2009-2010 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) 2.0 hour for 2 semesters

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EASTERN OREGON / PENDLETON EDAD 649 (MENTORSHIP/SEMINAR) 2.0 hour for 2 semesters

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EASTERN OREGON VALE/ONTARIO EDAD 649 (MENTORSHIP/SEMINAR) 2.0 hour for 2 semesters

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CENTRAL OREGON / BEND EDAD 649 (MENTORSHIP/SEMINAR) 2.0 hour for 2 semesters

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MAJOR PRACTICUM INSTRUCTIONS
FOR ADMINISTRATORS
Continuing Administrator Program

EDUCATIONAL LEADERSHIP PROGRAM
Lewis & Clark College

INTRODUCTION

Graduate School Vision Statement

We join with students to learn, to serve, and to lead through deep engagement with the self and the world. Together we reach for wisdom, justice, compassion and bold ideas in education and counseling.

Educational Leadership Program Vision Statement

Leaders coming from the Lewis & Clark Educational Leadership Program create learning cultures that transform schools. The learning culture supports individual and collective excellence, transcending the actions of any one individual. When a robust learning culture is in place, student and staff performance will achieve new levels of excellence; and the learning culture endures as changes in leadership occur.

Core Principles of the Educational Leadership Program

The Educational Leadership license and degree programs grow from the following Core Principles:

School leaders cultivate a collaborative vision of excellence and are able to communicate that vision in a powerful way to parents, students and patrons;

School leaders should be thoughtful and reflective;

Leadership lives at all levels of the organization;

Leaders must work for the best education for all children by embracing the tenets of cultural competence, social justice, integrity and democracy, and promoting diversity and pluralism through seeking full participation from all people;

Collaborative and participatory processes are necessary for successful schools;

Leaders use assessment data, research, and best practices to improve student learning;

Leaders create democratic communities in which caring, equity, social justice, and inclusion are practiced and supported;

Students learn best when the adults they work with are themselves continuous learners.

Foundation of the Educational Leadership Program

1. School leaders create collaborative and empowering organizational systems.

School leaders are continually challenged to find meaningful ways for constituents to participate in conversation about their school. Effective participation processes have implications for how individuals perceive themselves and others, how groups work and how organizations evolve. Commitment to participative processes means a commitment to self-reflection which involves recognizing that individuals begin with specific lived experiences and biases and work to accept multiple world views, and the development of skills necessary for facilitating and participating in collaborative processes.

2. School leaders incorporate systems perspectives in their work.

Schools and districts are not isolated units, but are parts of a larger whole – communities, states, and the business community, for example. Each element affects the other. As a result, schools are culturally complex systems and are often faced with unpredicted influences from the larger system, or find themselves influencing others in unplanned ways. Thinking and acting from a systems perspective is a more complex and demanding process than thinking from a more traditional, hierarchical model and is necessary for effective leadership in administration.

3. School leaders collaborate to develop a shared vision.

The leader's work is "honoring the people." This means integrating patterns of human behavior that include language, thoughts, communications, actions, customs, beliefs, values, and norms of racial, ethnic, religious and social groups. Servant leadership is recognized throughout all levels and positions in the organization. It is not so much what you want as the leader, as it is in asking, "Who are these people I am working with? And what are they calling for?" Our work is to find out what it is that they are passionate about and then working to make those passions a reality. Leadership is about facilitation; it is all about skillfully facilitating what the people truly and deeply desire for their children and then helping them achieve those aspirations. Facilitation is an art that can be learned by willing learners at the Lewis & Clark College Graduate School.

4. School leaders, as reflective practitioners, are architects of change.

When we consider the implications of the complexity of the education system and the participative processes needed to engage the many elements that influence or are influenced by school systems, changing roles for administrators become evident. Leaders must be able to design and develop systems that provide for necessary conversation and desired results, and be able to design and implement a safe, efficient and effective learning environment. To do so, leaders must be willing to continuously examine personal beliefs, values, principles, and goals as part of the change effort.

5. School leaders are developers of human potential.

The role of the formal leader is to help everyone to develop and improve the skills and knowledge appropriate to their role within the school. As an instructional leader, the administrator's central task is to create conditions where all staff seek to improve their skills and to enable support personnel to be more effective and efficient. Through acquiring and institutionalizing cultural knowledge, effective instructional leaders develop the human potential of all members of the school community. These leaders work from a perspective of learning, rather than power and positional authority.

6. School leaders nurture a sense of community.

A sense of community is what causes each staff member to work together on behalf of students, parents, citizens, and employers within the neighborhood environment of the school. In addition, the school is a hub, and its services emanate throughout the community as it interacts with businesses, social agencies, and associations to partner their work on behalf of students and families. An inclusive school community seeks to mobilize community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence.

7. School leaders advocate for continuous improvement in student learning.

The purpose of school is to provide opportunities for all students to learn and maximize their unique potential. The school leader is the champion of student learning in all forms whether measured by national, state, local, and personal benchmarks and standards. Leaders who graduate from Lewis & Clark seek to find congruence in continuous student improvement and healthy interpersonal relationships. As school leaders, they adapt to the diversity and the cultural contexts of the students, families and communities they serve. The work of the leader is guided by the recognition that school programs and the adults who lead these programs, must be challenged to improve their performance. When faced with critical decisions, a leader is always mindful of the way the decision will impact student learning.

8. School leaders demonstrate the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students.

Cultural competence is based upon a commitment to social justice and equity. Culture refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and norms of racial, ethnic, religious, or social groups.

Cultural competence is a developmental process occurring at the individual and system levels that evolves and is sustained over time. Recognizing that individuals begin with specific lived experiences and biases, and that working to accept multiple world views is a difficult choice and task, cultural competence requires individuals and organizations:

a) To have a defined set of values and principles, demonstrated behaviors, attitudes, policies, and structures that enables them to work effectively in a cross-cultural manner.

b) Demonstrate the capacity to 1) value diversity, 2) engage in self-reflection, 3) facilitate effectively (manage) the dynamics of difference, 4) acquire and institutionalize cultural knowledge, 5) adapt to the diversity and the cultural contexts of the students, families, and communities they serve, and 6) support actions which foster equity of opportunity and services.

c) Institutionalize, incorporate, evaluate and advocate the above in all aspects of leadership, policy making, administration, practice, and service delivery while systematically involving staff, students, families, key stakeholders, and communities.

(Adapted from ODE Cultural Competency Summit Proceedings)

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 campus supervisor 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.

CAMPUS 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.

CAMPUS 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 at least once during the year and maintains regular communication via phone or email as needed with the practicum student.

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 (EDAD 549/649).
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 campus 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.
- Comment on your administrative career goals.
- Describe the activities you will perform under each standard.

PRACTICUM COMPONENTS

The Continuing Administrator License requires students demonstrate satisfactory 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.

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 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 succeeding 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 meet 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 mid-year reflection.

VII. Assessment of Mentorship Plan and Portfolio

- a) In a final conference with one mentor only---your chief mentor:
 - 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) Send the completed and signed assessment document along with the portfolio to the campus supervisor.

SAMPLE CAL MENTORSHIP PLAN FORMAT
EDAD 549/649 Professional Mentorship/Seminar for Administrators

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

Proposed date of final conference to assess the Mentorship Plan Portfolio: _____

Mentor Signature _____

Date _____

Student Signature _____

Date _____

Campus Supervisor Signature _____

Date _____

APPENDICES

PROFESSIONAL MENTORSHIP

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) and student;
- 2) Evidence of meeting Plan goals and objectives; and
- 3) A written reflection paper containing key lessons learned during the mentorship.

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 College

Educational Leadership Program
Continuing Administrator License Evaluation Form

Candidate: _____

Cal Program admit date: _____

Standard 1 Visionary Leadership - Evidence

Unsatisfactory: _____

Emerging: _____

Proficient: _____

Distinguished: _____

Date: _____

Approved by: _____

Continuing License approved by:

Signature

Date

Standard 2 Instructional Improvement -

Unsatisfactory: _____

Emerging: _____

Proficient: _____

Distinguished: _____

Date: _____

Approved by: _____

Standard 5 Ethical Practice - Evidence

Unsatisfactory: _____

Emerging: _____

Proficient: _____

Distinguished: _____

Date: _____

Approved by: _____

Standard 3 Effective Management

Unsatisfactory: _____

Emerging: _____

Proficient: _____

Distinguished: _____

Date: _____

Approved by: _____

Standard 6 Socio-Political Context

Unsatisfactory: _____

Emerging: _____

Proficient: _____

Distinguished: _____

Date: _____

Approved by: _____

Standard 4 Inclusive Practice

Unsatisfactory: _____

Emerging: _____

Proficient: _____

Distinguished _____

Date: _____

Approved by: _____

**Standard 7 Practicum (Professional
Mentorship)**

Unsatisfactory: _____

Emerging: _____

Proficient: _____

Distinguished: _____

Date: _____

Approved by: _____

Comment:

Lewis & Clark College
Educational Leadership Program
Continuing Administrator License Evaluation Form

Candidate: _____

Standard 1 – Visionary Leadership

Evidence and Comments: _____

Standard 2 – Instructional Improvement

Evidence and Comments: _____

Standard 3 – Effective Management

Evidence and Comments: _____

Standard 4 – Inclusive Practice

Evidence and Comments: _____

Standard 5 – Ethical Practice

Evidence and Comments: _____

Standard 6 – Socio-Political Context

Evidence and Comments: _____

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**

ASSESSMENT RUBRIC FOR THE PROFESSIONAL MENTORSHIP

Standard	Unsatisfactory	Basic	Proficient	Distinguished
<p>1.0 Candidates who complete the program are educational leaders who have the knowledge, <u>ability and cultural competence to improve learning and achievement to ensure success</u> of all students by facilitating the development, articulation, implementation and stewardship of a district vision of learning supported by the school community.</p>	<p>The Candidate does not appear to understand the concepts underlying the standard. The Candidate does not demonstrate the ability or cultural competence to develop, articulate, implement or steward a vision of student success.</p>	<p>The candidate demonstrates that they understand the concepts underlying the standard and attempts to implement the goals of the standard. Implementation is inconsistent or otherwise not entirely successful. They need additional education and cultural competence skills to fully implement a vision of success for all students.</p>	<p>The candidate clearly understands the concepts underlying the standard and is able to successfully develop, articulate, implement, and steward a vision of success for all students which is supported by the community. The candidate is developing skills necessary to be a culturally competent leader.</p>	<p>The candidate is considered to be a leader in their ability to apply the concepts that underlie the standard. The candidate is able to synthesize information and integrate new concepts about developing, articulating, implementing and stewarding a vision of success for all students through high levels of cultural competence.</p>
<p>2.0 Candidates who complete the program are educational leaders who have the knowledge, <u>ability and cultural competence to improve learning and achievement to ensure success</u> of all students by promoting a positive school culture, providing an effective instructional program, applying the best practice to student learning, and designing comprehensive professional growth plans for staff.</p>	<p>The Candidate does not appear to understand the concepts underlying the standard. The Candidate does not demonstrate the ability or cultural competence to promote a positive school culture, an effective instructional program or best practice for student learning. The candidate may be able to recognize the need for these elements to be present in the school but is unable to create conditions that lead to these elements being present in the school.</p>	<p>The candidate demonstrates that they understand the concepts underlying the standard and attempts to implement the goals of the standard. Implementation is inconsistent or otherwise not entirely successful. The candidate is able to begin implementing the necessary elements of positive school culture, improved instructional strategies and best practice. The candidate requires additional education, coaching or mentorship in order to successfully develop the skills for instructional programs that will promote success for all students.</p>	<p>The candidate clearly understands the concepts underlying the standard and is able to successfully promote a positive learning environment, develop best practice and sound instructional strategies that promote success for all students. The candidate demonstrates a level of cultural competence that engages the community in programs that support all students.</p>	<p>The candidate is considered to be a leader in their ability to apply the concepts that underlie the standard. The candidate is recognized as a leader in promoting a positive school climate, providing an effective instructional programs and applying best practices for high levels of learning for all students through high levels of culturally competent leadership.</p>

<p>3.0 Candidates who complete the program are educational leaders who have the knowledge, <u>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.</u></p>	<p>The Candidate does not appear to understand the concepts underlying the standard. The Candidate does not demonstrate the ability or cultural competence to manage the organization and resources in ways that promote a safe and effective learning environment.</p>	<p>The candidate demonstrates that they understand the concepts underlying the standard and attempts to implement the goals of the standard. Implementation is inconsistent or otherwise not entirely successful. They need additional education and cultural competence skills to manage the organization in ways that promote a safe and effective learning environment.</p>	<p>The candidate clearly understands the concepts underlying the standard and is able to successfully manage the organization and the available resources in ways that promote a safe and effective learning environment for all students. The candidate is developing the cultural competence skills necessary to manage the organization effectively.</p>	<p>The candidate is considered to be a leader in their ability to apply the concepts that underlie the standard. The candidate is able to synthesize information and integrate new concepts about managing a learning organization. They demonstrate cultural competence skills for effective management of the organization for the success all students.</p>
<p>3.0 Candidates who complete the program are educational leaders who have the knowledge, <u>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.</u></p>	<p>The Candidate does not appear to understand the concepts underlying the standard. The Candidate does not demonstrate the ability or cultural competence to collaborate with families or other community members or respond to diverse community interests and needs to promote student success. The candidate appears to be unable to demonstrate the ethical standards of democracy, equity, diversity or excellence among diverse groups.</p>	<p>The candidate demonstrates that they understand the concepts underlying the standard and attempts to implement the goals of the standard. The candidate is able to work with students, families, community and diverse constituents to promote ethical standards of democracy, equity, justice and excellence for the success of students.</p>	<p>The candidate clearly understands the concepts underlying the standard and is able to successfully lead the school and all diverse constituencies within the community to promote student success. The candidate also demonstrates and promotes a clear understanding of democracy, equity, diversity and excellence.</p>	<p>The candidate is considered to be a leader in their ability to apply the concepts that underlie the standard. The candidate is able to synthesize information and integrate new concepts about diverse community needs and aspirations. The candidate promotes ethical standards of democracy, equity, justice and excellence though high levels of cultural competence.</p>

<p>5.0 Candidates who complete the program are educational leaders who have the knowledge, <u>ability and cultural competence to improve learning and achievement to ensure</u> success of all students by acting with integrity, fairness and in an ethical manner.</p>	<p>The Candidate does not appear to understand the concepts underlying the standard. The Candidate does not demonstrate the ability or cultural competence to act with integrity, fairness or in an ethical manner to ensure success for all students.</p>	<p>The candidate demonstrates that they understand the concepts underlying the standard and attempts to implement the goals of the standard by acting with integrity and fairness. The candidate's leadership is inconsistent or otherwise not entirely successful. They need additional education and cultural competence skills to promote success for all students.</p>	<p>The candidate clearly understands the concepts underlying the standard and acts with fairness, integrity and in an ethical manner. The candidate demonstrates honest, consistent, respectful actions which promote the success of all students. The candidate is developing skills necessary to be a culturally competent leader.</p>	<p>The candidate is considered to be a leader in their ability to apply the concepts that underlie the standard. The candidate is known for their leadership that is grounded in integrity, fairness and ethical judgment. The candidate promotes the success for all students through high levels of cultural competence.</p>
<p>6.0 Candidates who complete the program are educational leaders who have the knowledge, <u>ability and cultural competence to improve learning and achievement to ensure</u> success of all students by understanding, responding to, and influencing the larger political, social, legal and cultural context.</p>	<p>The Candidate does not appear to understand the concepts underlying the standard. The Candidate does not demonstrate the ability to work successfully in the larger political, social, economic, legal or cultural context.</p>	<p>The candidate demonstrates that they understand the concepts underlying the standard and attempts to implement the goals of the standard. The candidate demonstrates inconsistent leadership in the socio-political context. They need additional education and cultural competence skills to promote success for all students.</p>	<p>The candidate clearly understands the concepts underlying the standard and is able to work effectively in the socio-political context with constituents, regulators and policy makers. The candidate is able to use these skills to promote student success. The candidate is developing skills necessary to be a culturally competent leader.</p>	<p>The candidate is considered to be a leader in their ability to apply the concepts that underlie the standard. The candidate is able to influence important constituencies in the socio-political context. The candidate promotes a vision of success for all students through high levels of cultural competence.</p>
<p>7.0 <u>Practicum Experience</u> :</p> <p>The <u>practicum</u> (PROFESSIONAL MENTORSHIP) 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.</p>	<p>The Candidate either does not design or complete a Professional Mentorship (CAL practicum) that meets the license requirements. The Professional Mentorship is not substantial. Sustained or does not involve work in real settings guided by institution and school district personnel.</p>	<p>The Candidate designs and completes a Professional Mentorship (CAL practicum) that meets the minimum standards for the Continuing License. It is substantial, sustained and demonstrates work in real settings. The Professional Mentorship is planned and guided by institution and school district personnel.</p>	<p>The Candidate designs and completes a Professional Mentorship (CAL practicum) that uses the standards to improve their personal and professional leadership skills. The Professional Mentorship experience gives the candidate solid experience that will assist them in making professional career choices.</p>	<p>The Candidate designs and completes a Professional Mentorship (CAL practicum) that enhances their career options and improves school or district services or operations. The candidate successfully demonstrates that the Professional Mentorship has enhanced their leadership in their current or future role.</p>

**EDUCATIONAL ADMINISTRATION
 COURSE SYLLABUS COVER SHEET**
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	<u>Professional Mentorship</u>
Course Number	<u>EDAD 549/649</u>
Term	<u></u>
Department	<u>Educational Leadership</u>
Faculty Name	<u></u>

Catalogue Description *(copy from current catalogue):*

The Professional Mentorship course is one academic year in length. It may encompass two academic semesters in successive academic years. Students are encouraged to enroll in EDAD 549 / 606 for 1.0 semester hour of credit after they have service as an administrator. Credit / No Credit grade will be submitted by the campus supervisor upon successful completion of course requirements.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, s
Content Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance thei students' capacity to solve problems.
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, development and cultural contexts.
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learni
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of soc institutional barriers to academic success and personal growth.
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.

Licensure Objectives Addressed in Course:

(please check license box, as appropriate, and list license objective number(s))

Licensure Objectives	License	Objective <i>(refer to Initial Licensure Objectives)</i>
Objectives from Initial Administrator License This course addresses preparation by meeting the following objectives for Initial Administrator Licensure (OAR 584-017-0250).		<i>(refer to Initial Licensure Objectives)</i>
Objectives from Continuing Administrator/Initial Superintendent License This course addresses preparation by meeting the following objectives for Continuing Administrator/Initial Superintendent Licensure (OAR 584-017-0260).	X	<i>(refer to Continuing Licensure Objectives)</i>
This course is an elective.		

Student Performance:

Student performance criteria appear on page(s) 5 of this syllabus (student performance includes goals, evidence, and levels of performance).

EDAD 549 / 649 PROFESSIONAL MENTORSHIP & CAL Seminar
2 semester hour credits
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. 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. 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.

Recommended Text : Price, Alan, 2004, Ready To Lead, A Story for Leaders and Their Mentors Jossey –Bass: San Francisco

This text is to be read by the student enrolled in Professional Mentorship and their mentor (field supervisor).

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 semester 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?

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
STRAND ONE: Visionary & Ethical Leadership (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		
STRAND TWO: Instructional Improvement (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		
STRAND THREE: Effective Management (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		
STRAND FOUR: Socio-Political Contexts & Inclusive Practices (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		
REQUIRED FINAL COURSE:			
EDAD 549/649 Professional Mentorship & Seminar	2		
Total Semester Credits		18	

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

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 institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs; and

b. Mentors are provided training to guide the candidate during the practicum experience.

7.6 The practicum will be for credit.

a. Earn graduate credit for their practicum experience.

November 15, 2010