GEORGE FOX
UNIVERSITY
SCHOOL OF EDUCATION

Administrative Licensure Program Handbook
2012-2013

(Initial Administrator Course Syllabus: EDFL 648 & EDFL 649)
(Continuing Administrator Course Syllabus: EDFL 668 & EDFL 669)

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GEORGE FOX UNIVERSITY
School of Education / Educational Foundations & Leadership (EDFL)
Administrative Licensure Program Handbook
(*Course Syllabus: EDFL 648; EDFL 649; EDFL 668; EDFL 669*)

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Administrative Licensure Program Description

The Initial Administrator License and Continuing Administrator License programs include foundation courses followed by a sequence of practicum experiences and projects in which course content is translated into professional practice in school settings. These 18-semester hour programs meet the requirements of the Oregon Teacher Standards and Practices Commission (TSPC). Students can transfer up to three hours of equivalent coursework (as verified by a review committee) into the licensure programs.

Initial Administrator Program Summary (18 semester hours)

Core Courses	**13 semester hours**
Portfolio Capstone	**1 semester hour**
Practicum I & II	**4 semester hours**

Core Courses

- Instructional Supervision - EDFL 500 — 3 semester hours
- Leadership in Education - EDFL 640 — 3 semester hours
- Managing the Instructional Budget – EDFL 646 — 1 semester hour
- Ethical Perspectives on Ed Leadership - EDFL 671 — 3 semester hours
- Legal Perspectives on Ed Policy & Finance - EDFL 682 — 3 semester hours

Experiential Courses

- Portfolio Capstone – EDFL 647 — 1 semester hour
- IAL Practicum I & II – EDFL 648/649 — 4 semester hours

Continuing Administrator Program Summary (18 semester hours)

Core Courses	**15 semester hours**
Practicum I & II	**3 semester hours**

Core Courses

- Managing Organizational Resources - EDFL 650 — 3 semester hours
- Program Evaluation for Educational Success– EDFL 654 — 3 semester hours
- School District Leadership - EDFL 660 — 3 semester hours
- Administration of Specialized Programs - EDFL 661 — 3 semester hours
- Executive Leadership for the 21st Century - EDFL 662 — 3 semester hours

Experiential Courses

- CAL Practicum I & II – EDFL 668/669 — 3 semester hours

Portfolio

Throughout both programs, candidates will contribute to a portfolio in which evidence will be documented to meet the competencies required by TSPC standards. Candidates will be given detailed information by university supervisors about the compilation of the portfolio at the first meeting during the fall semester of the practicum. Further details are contained in the section *Portfolio Information Guide* later in the Program Handbook.

Practicum Experiences

Initial Administrator Licensure candidates are required by TSPC to participate in a yearlong, **360-hour** practicum experience at the building level. This will be structured flexibly for each individual candidate through dialog with a George Fox supervisor and school site mentor. Practicum I and II involve working concurrently in two different school sites: an Elementary site will be a placement at the Pre-K–6 grade level, and a Secondary site will be a placement at the 7–12 grade level.

Note: The entire program can be completed within one year although some candidates choose to take more time; the flexibility to do either is built into the program. Practicum enrollment is allowed before coursework is completed on the approval of the program director when a candidate's assignment includes administration, or when participating in a one-year cohort.

Continuing Administrator Licensure candidates are required by TSPC to participate in a yearlong **216-hour** practicum experience at the district level. This will be structured for each candidate through dialog with a George Fox supervisor and the district-level mentor.

George Fox University Initial and Continuing Administrator License Programs Sample Schedule
- Coursework with embedded practicum activities: *14 semester hours – IAL; 15 semester hours – CAL*
- School-level or district-level practicum experience: *4 semester hours – IAL; 3 semester hours – CAL*
- Either program can be embedded in the Doctor of Education Degree (EdD)
- Mix of online offerings, courses offered at metro school districts, summer coursework, and cohort program
- After admission, start coursework at any time that is convenient for your schedule and needs, and proceed at a pace appropriate for you to reach your goals

IAL Program (18 semester hours)	Sem hrs	*Curriculum Schedule
Core Courses (13 hours)		
EDFL 500 – Instructional Supervision	3	fall
EDFL 640 – Leadership in Education	3	fall or summer
EDFL 646 – Managing the Instructional Budget	1	summer
EDFL 671 – Ethical Perspectives on Ed Leadership	3	spring or summer
EDFL 682 – Legal Perspectives on Ed Policy & Finance	3	spring or summer
Practicum (4 hours)		
EDFL 648 – Initial Administrative Practicum I	2	fall (preferred), spring, summer (w/ permission)
EDFL 649 – Initial Administrative Practicum II	2	spring (preferred), summer, fall (w/ permission)
Special Topics in Educational Leadership (1 hour)		
EDFL 647 – Portfolio Capstone	1	fall, spring, or summer

CAL Program (18 semester hours)	Sem hrs	*Curriculum Schedule & Delivery
Courses (15 hours)		
EDFL 650 – Managing Organizational Resources	3	fall (online w/ Exec. Weekend)
EDFL 654 – Program Evaluation for Org. Success	3	fall (online)
EDFL 660 – School District Leadership	3	spring (online w/ Exec. Weekend)
EDFL 661 – Administration of Specialized Programs	3	spring (online w/ Exec. Weekend)
EDFL 662 – Executive Leadership for the 21st Century	3	fall (online w/ Exec. Weekend – OSBA Conf.)
Practicum (3 hours)		
EDFL 668 – Continuing Administrator Practicum I	2	fall, spring, or summer
EDFL 669 – Continuing Administrator Practicum II	1	fall, spring, or summer

* Course schedules are subject to change and should be considered general projections only.

Administrative License FAQ's

1. **What licenses are needed for school administration in Oregon?**
   Oregon has two licenses for school administration: the Initial Administrator License (IAL) and the Continuing Administrator License (CAL). The IAL focuses on leadership at the school building level. The CAL focuses on school district level leadership.

2. **Who can get an Oregon administrative license?**
   Any licensed (certified) educator who has three years of experience as an educator working full time in a position that requires a license and who held a license appropriate for the position can apply for George Fox University's Initial Administrator program. Admission to the program is competitive and is based on evidence of professional maturity, ethical disposition, leadership qualities, and academic competence.

3. **How long is the Initial Administrator License valid? (check with advisor for any changes)**
   The Initial Administrator License is valid for three years expiring on the educator's birthday during the fourth year. It can be renewed twice for three additional years each time. Each renewal requires 6 semester hours (9 quarter hours) of progress toward the Continuing Administrator License.

4. **What positions can I hold with an administrative license?**
   The Initial Administrator License qualifies an educator to work in Oregon in any school administrative position including superintendent of schools. If an educator is hired as a superintendent while holding an Initial Administrator License, the educator would be limited to one renewal prior to earning the Continuing Administrator License.

5. **How long does it take to complete the program at George Fox University?**
   The Initial Administrator program for an educator with a Master's degree is an 18-semester hour program, which has embedded practicum. It is self-paced and can be completed in as little as nine months or over several years' time depending on the motivation of the candidate. Educators without a Master's degree must complete the Master's requirements in addition to the Initial Administrator program. The Master's degree with administrative licensure is a 36-semester hour program.

6. **How much does it cost to complete the program at George Fox?**
   The tuition cost for George Fox University's administrative program at this time is $561 per semester hour for a total of $10,098 (18 X $530). There is a $40 application fee.

7. **How can I do a practicum while teaching full time?**
   The practicum is demanding under any circumstances and requires a high level of commitment for full time teachers. Your district may offer you some release time or other accommodations to make your practicum easier, but each district make those decisions differently. Most full-time teachers use before and after school time, prep time, lunchtime, and even summer time to accumulate the 360 required hours. Similarly, the Continuing Administrator License requires 216 hours at the district level which must be done in addition to school-level duties.

8. **I work in a private school. Can I do an administrative program?**
   Yes, but you still must have three years of full time teaching on an appropriate license in a public school, regionally accredited private school, or Oregon registered private school. In addition, you will be required to do part of your practicum in a public school.

9. **Can I do the administrative program if I am not working as an educator right now?**
   Candidates do not need to be currently employed to do the Initial Administrator program, but they must find a sponsoring district that will support a practicum placement in their schools.

10. **Why should I do an administrative program if I am not sure I want to be an administrator?**
    Only you can determine appropriate professional goals for yourself. However, the Initial Administrator courses will make you a better teacher and will give you a clearer understanding of how the larger educational system works. Teacher leadership is crucial to the success of all schools.

11. **Do I have to pass any state tests to be a school administrator?**
    *George Fox University requires that candidates for the Initial Administrator License pass the ORELA Administrator Examination (Part I or II). TSPC requires that CAL candidates have evidence of passing scores on the ORELA Administrator Examination. Registration information can be accessed at http://www.orela.nesinc.com/OR_viewobjs_opener.asp. As of September 1, 2009 all IAL candidates and candidates for the CAL, who did not complete the IAL at GFU and who do not have passing scores for the PRAXIS Test #10410 on file with TSPC before 9/1/2009, will be required to pass the ORELA with a score of 240 or higher. The Administrator Examination is conducted in an afternoon test session that is four hours in length. This test session has a reporting time of 1:30 p.m. and ends at approximately 6:00 p.m. At a single test administration, candidates may take either **one** or **two** **subtests** of the Administrator examination. This information was updated in September 2010.*

12. **If I am already a George Fox student, do I still have to apply to the administrative program?**
    The Initial Administrator program is a separate program with separate admission requirements. Applicants who wish to earn an administrative license must be admitted specifically to the administrative program regardless of their participation in any other program.

13. **Can I do the administrative program if I live out of state?**
    It is possible to do the Oregon administrative program though George Fox as an out-of-state student, but there are other requirements. First, a waiver is required from TSPC to do the practicum out of state. Second, the additional costs of practicum supervision by our faculty in an out-of-state setting must be assumed by the student.

14. **If I started an administrative program at another institution and quit, can I transfer those hours into George Fox's program?**
    Perhaps. A maximum of three semester hours can be transferred into George Fox's program from another institution, but that transfer is subject to review of the content and alignment with our program.

15. **Is there a way to get an administrative license if I do not meet the regular criteria?**
    There are ways to waive program requirements, but that option is reserved for candidates with truly unique and equivalent experience. There is also a TSPC license called the Exceptional Administrator License, which is rarely used but designed for candidates with other unique qualifications (see OAR 584-080-0161).

Administrative Licensure Standards

OAR 584-018-0205 (Administrator Standards)
Knowledge, Skills and Abilities Required for Administrator Licenses

* Note: OAR 584-017-0261 (Continuing Administrator Standards) is similar to OAR 584-017-0251 (Initial Administrator Standards) and identical to 584-018-0205, and should be reviewed online by Continuing Administrator candidates at: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html **OR** http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_018.html

Administrator Licensure Programs
584-018-0205
Educational Leadership for Administrator Licensure Standards

These standards align with the Educational Leadership Constituents Council (ELCC) 2009 standards for Educational Leadership published at: http://www.npbea.org/ncate.php. The knowledge and skill abilities required for each program standard are found within the full document of the 2009 standards. These standards are aligned with the Interstate School Leader Licensure Consortium (ISLLC). Oregon programs must demonstrate integration of principles of cultural competency and equitable practice in each standard through the entire educational leadership and school administration licensure programs.

(1) Visionary Leadership: 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. [ISLLC Standard 1] Educational Leaders:
    (a) Collaboratively develop and implement a shared vision and mission;
    (b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
    (c) Create and implement plans to achieve goals;
    (d) Promote continuous and sustainable improvement; and
    (e) Monitor and evaluate progress and revise plans.

(2) Instructional Improvement: 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 growth. [ISLLC Standard 2] Educational Leaders:
    (a) Nurture and sustain a culture of collaboration, trust, learning and high expectations;
    (b) Create a comprehensive, rigorous and coherent curricular program;
    (c) Create a personalized and motivating learning environment for students;
    (d) Supervise and support instruction;
    (e) Develop assessment and accountability systems to monitor student progress;
    (f) Develop the instructional and leadership capacity of staff;
    (g) Maximize time spent on quality instruction;
    (h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
    (i) Monitor and evaluate the impact of instruction.

(3) Effective Management: 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. [ISLLC Standard 3] Educational Leaders:

    (a) Monitor and evaluate the management and operational systems;

    (b) Obtain, allocate, align and efficiently use human, fiscal and technological resources;

    (c) Promote and protect the welfare and safety of students and staff;

    (d) Develop the capacity for adaptive leadership; and

    (e) Ensure teacher and organizational time is focused to support quality instruction and student learning.

(4) Inclusive Practice: 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, 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. [ISLLC Standard 4] Educational leaders:

    (a) Collect and analyze data pertinent to equitable outcomes;

    (b) Understand and integrate the community's diverse cultural, social and intellectual resources;

    (c) Build and sustain positive relationships with families and caregivers; and

    (d) Build and sustain productive relationships with community partners.

(5) Ethical Leadership: 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. [ISLLC Standard 5] Educational leaders:

    (a) Ensure a system of accountability for every student's academic and social success;

    (b) Model principles of self-awareness, reflective practice, transparency and ethical behavior;

    (c) Safeguard the values of democracy, equity and diversity;

    (d) Evaluate the potential ethical and legal consequences of decision-making; and

    (e) Promote social justice and ensure that individual student needs inform all aspects of schooling.

(6) Socio-Political Context: 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. [ISLLC Standard 6] Educational leaders:

    (a) Advocate for children, families and caregivers;

    (b) Act to influence local, district, state and national decisions affecting student learning; and

    (c) Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.

(7) 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.

    (a) The practicum will be substantial. Candidates:

(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 over time 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 of full-time practicum experience in at least two non-congruent authorization levels (e.g., ECE/ELE and ML or HS).

(b) The practicum will be sustained. Candidates: Participate in planned practicum activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

Stat. Auth.: ORS 342 ⊠Stats. Implemented: ORS 342.120 – 342.430, 342.455-342.495; 342.553 ⊠Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 5-2012, f. & cert. ef. 5-18-12

(See http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_018.html for current version of IAL OAR 584-017-0251 & CAL OAR 584-017-0261)

LIBRARY GUIDE FOR DISTANCE EDUCATION STUDENTS

George Fox University provides library support to education students in distance education courses in a variety of ways. A number of services and resources are described below.

http://www.georgefox.edu/offices/murdock/Services/ServicesFor/DistanceServices/index.html

Proxy instructions for remote access to the MLRC

- **Interlibrary Loan:**
  Remote users may request interlibrary loan services for books and articles not held at GFU libraries. Books and articles will be sent to the address you request. Be sure to provide complete bibliographical information. Newberg/Portland area students may also request books or articles not held at GFU. For local students materials received will normally be held for you at the library. You will be notified when the materials are available.

- **Other Library Catalogs:**
  Through the library's web pages you can access the catalogs of many other libraries. This may be helpful as you work to build a bibliography. As stated above, you may request items not held at GFU through interlibrary loan. You do not have to know or indicate the location of a book or periodical to request through ILL.

- **Use of other libraries:**
  If you have a GFU photo ID card you may also check books out directly from numerous academic libraries through out Oregon as well as Washington. These include all PORTALS and Orbis libraries, which are listed on GFU library web pages under "library catalogs." **ERIC** is an important education database, indexing over 700 journals in the field of education as well as many thousands of ERIC documents. Journals or documents may be requested through the ILL/document delivery services as described above.   Normally journal articles will be provided in paper format, and ERIC documents will be provided on microfiche.

- **Accessing the Library Databases from a Distance**
  The MLRC resources are available from any computer that accesses the internet, either on the George Fox University campus or from an off-site location determined by the student (remote access to the Murdock Learning Resource Center with library barcode 252120XXXXXXX0 – X is GFU ID#). If you were admitted previous to 2008, it is probably a 6-digit ID 2521200XXXXXX0.

Minimum Skills/Hardware/Software Recommended for Remote Library Use
http://www.georgefox.edu/offices/inst_technology/resources/studentresources.html

Necessary Computer Skills
> Ability to navigate through different screens using a pointing device
> Ability to save data to an external storage medium
> Ability to enter information into a computer using a keyboard
> Ability to print computer data

Necessary Computer Terms

    RAM (Random Access Memory)
    CPU (Central Processing Unit)
    Web Browser (Explorer, FireFox, Netscape)
    Word Processor (Microsoft Word)
    E-Mail Client (First Class, Outlook, Eudora)
    Internet
    Modem/
    Pointing Device (Mouse, Touch Pad)
    CD ROM Drive
    Internet Service Provider (ISP)
    Computer Virus

Necessary Hardware (min. requirements for a computer system using electronic library resources)

    CPU (Computer including monitor, keyboard, and pointing device)
    Computer Speed – 633 MHz*
    Computer Memory (RAM) –128 MB*
    Hard Drive – 6GB
    Floppy Drive
    Modem – 56K*‡
    Printer

Necessary Software

    Anti Viral Software – (Norton, McAffee)
    Word Processor – (Microsoft Word either .docx or saved as a .doc formatted document)
    E-Mail Client – (First Class, Eudora, Outlook)
    Web Browser – (Netscape is the easiest to configure with the library information system.)
    Adobe Acrobat Reader – (This gives the ability to read 'pdf' files, used on many web sites to store files for download)

NOTES:

As a general rule, the more software, MP3 files, and games you store on your hard drive, the less space you will have to store other information. In a similar way, if you have a very active screen saver and perhaps other programs that run at the same time as your web browser (chat program, virus scan, and etc…) you will achieve worse performance than if these programs were not operating. Computer viruses are a very real threat anytime information is shared among computers. Computer performance can seriously suffer if there is a virus infection. You are urged to protect your computer by purchasing an antiviral program and keeping its virus definitions up to date. If you need assistance with any of the items discussed above please call the George Fox University Help Desk at 503-554-2569.

*The larger these numbers, the better performance will be.
‡A DSL (Digital Subscriber Line) or a cable modem is much faster than a 56K modem; however, they require special connections from your local communications provider

FoxTALE Online Learning Interface

Most EDFL Administrative Licensure courses use FoxTALE to provide online learning or support. The guidelines below provide information to help you access your courses in FoxTALE.

Logging in to FoxTALE
Go to http://foxtale.georgefox.edu and log in using your George Fox (Domain) user ID and password. If you do not have a George Fox account or if you have forgotten your ID or password, please contact the Service Desk at 503.554.2569 or via email at servicedesk@georgefox.edu.

Finding Your Course
Once logged into FoxTALE, you will either be shown a list of courses in which you have already enrolled or shown a list of courses for your potential enrollment. To view the full list of all available courses, click Courses on the left side of the FoxTALE home page.

When you first access the course pages you will see a list of the courses available in FoxTALE. The easiest way to find the course in which you wish to enroll is to search for the name of the professor teaching the course. If you do not know your professor's name, search for the course ID, for example, ACCT 271. Notice the space between the department code and the course number.

Pop-Up Blockers
Check that your computer is not blocking pop-up windows from the FoxTALE site. Depending on which browser you are using, you can add http://foxtale.georgefox.edu to your trusted sites.

If you are using Internet Explorer, you can do this as follows:

- Select Tools > Internet Options, click on the Security tab, then click on Trusted Sites.
- In Trusted Sites, click Sites, and remove the tick from the box next to require server verification (https) for all sites in this zone.
- Under Add this Website to the zone: type http://foxtale.georgefox.edu and click Add, then click OK and click OK again.

Unsubscribe From Forums
Most students choose to turn off receiving messages from the forums. FoxTALE by default "subscribes" you to each forum, or discussion, so that you receive an email every time someone posts a comment. This can result in dozens of emails per day.

To turn off this feature, you must disable your email address. To do this, go to Edit Profile. Make sure Email activated: says "This email address is disabled."
If you wish to no longer be auto-subscribed to every forum you view, make sure Forum auto-subscribe: says "No: don't automatically subscribe me to forums."

Student FoxTALE Handbook
A handbook with more information can be accessed online at
http://www.georgefox.edu/offices/inst_technology/it_servicedesk/foxtale/studfoxtale.html

Still Lost?   Contact the service desk 503.554.2569 or servicedesk@georgefox.edu.

Teacher Standards & Practices Commission
LICENSING INFORMATION
Forms available at http://www.tspc.state.or.us/forms.asp?op=5&id=0

When you are finished with the program requirements, follow the following steps to apply for a license (direct questions to Julie Green at jgreen@georgefox.edu or 503-554-2850):

Submit the following items to TSPC:
   a) Check payable to TSPC for the licensing fee.
   b) Official Transcripts ("official" means in a sealed envelope from the college) from any previous college work and George Fox University.   Be sure that you do not open the official transcripts that are sent to you, as once you open them they are **unofficial**.) Your transcripts should include proof of receiving your Master's degree, which is a requirement for receiving your Initial Administrators License.
   c) C-1 & PEER Forms - Application for Educator License & PEER form (signed by your HR office)
      Please note: Do not sign and date this form until ready to submit your application.

In addition, if your fingerprints are not on file through TSPC you will also be required to submit fingerprints along with this packet. If you are not sure about the status of your fingerprints, please contact TSPC.
TSPC forms can be obtained from the TSPC web site: http://www.tspc.state.or.us/forms.asp?op=5&id=0 or the Educational Foundations & Leadership Office at George Fox University.

License Recommendation Request – Receipt of this form triggers an audit of your file for
      on-line recommendation for licensure to TSPC. Besides the coursework, we must have on file evidence of (a) a Masters degree, (b) 3 years full-time teaching under an appropriate license (IAL) or 3 years half-time experience on an administrative contract (CAL), (c) portfolio (required excerpts, IAL see p. 20/CAL see p. 22), and (d) a practicum Summary Report.
      (This License Recommendation Request form is in lieu of the TSPC "C-2 Form.")

TSPC tries to issue your license within 45 days after receiving the completed packet and the institutional license recommendation. They are usually prompt issuing licenses in 2-3 weeks.

NOTE: Make copies of everything you send to TSPC.

      Teacher Standards and Practices Commission
      250 Division St. NE
      Salem, OR 97301-1012
      Phone: 503-378-3586
Website: http://www.oregon.gov/tspc/Pages/index.aspx

Practicum Guidelines for the IAL

<u>General Information</u>

The administrative practicum for the George Fox University Initial Administrator program is based on requirements established by the Oregon Teacher Standards and Practices Commission (TSPC) as expressed in Oregon Administrative Rules (OAR) Chapter 584, Division 18 (Division 17 (old)) and Division 80. It should be seen as both a learning experience and a performance assessment. Practicum students should not assume that success in academic coursework will necessarily result in success in the practicum. The practicum will be a rigorous field experience that draws out and demonstrates the administrative potential of the candidate. The success of the practicum will be indicated by the evidence of successful experience in the six standards (listed on the Summary Report), evidence of meeting the Administrator Standards (documented in the Standards Alignment Form), and completion of all other elements as described in this handbook.

The philosophy of the program is that quality and success of administrative experience are essential, and that the best practicum experience is working along side an experienced mentor dealing with real school issues. Quality of experience is determined by considering the scope as well as the proprietary nature of the experience, i.e. doing the real work of an administrator. Success is determined by the holistic assessment of the student by the Mentor and the University Supervisor based on whether the practicum student has demonstrated the skills and disposition to be successful in an administrative position. Issues such as recency, quantity (other than to meet minimum required hours), and particular appearance of the experience are of secondary concern. That assessment will take place at the end of the practicum in a meeting in which the Mentor and University Supervisor will ask the question, "Is this candidate ready at this time to be successful in an administrative position with respect to each standard?"

<u>Three Practicum Components of the IAL Practicum</u>

The practicum has three components or obligations for the practicum student. These can be thought of as the three legs of a stool, and if any of the three is neglected, the stool will collapse. The most obvious requirement in the practicum is to gain legitimate and relevant administrative experience in a work setting. In our program, you are invited to be opportunistic in seeking to be involved with immediate administrative and leadership issues in the school regardless of what area of administration is involved. Those opportunities cannot necessarily be manufactured as assignments and you will have the best preparation by partaking in real experiences. All administrative experience should be coordinated with your mentor based on discussion with your practicum supervisor at the initial meeting.
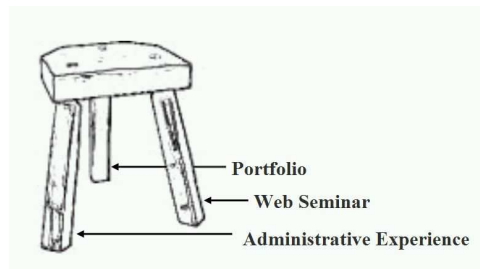
The second area or leg of the practicum is the online sharing of experience with other practicum students in the online Practicum Seminar through a secure web location in FoxTALE. Some of your learning in our program is vicarious and comes through the sharing of your colleague in this location. The seminar also provides a support network during the practicum. You must post at least twice per week as a response to the experience of others or with an original experience of your own; you must post at least one original experience as a new message every three weeks, at least eight (8) times during the practicum. Other information and posting is required as directed in the website. (In exceptional

circumstances such as lack of required technology or language limitations, alternate means of participation can be arranged through the practicum supervisor.)

The last of the three legs is the portfolio or documentary evidence of your experience. This should be compiled during the practicum with artifacts gathered that clearly show your personal involvement with leadership and administrative duties. The Portfolio Information Guide and Portfolio Capstone course information should be followed carefully as the format of the portfolio is prescribed. In particular, all the required sections of the portfolio must be included, the Administrative Portfolio Summary Forms must be completed for each of the six Administrative Standards (six forms total), and evidence must be clearly cross-referenced to the experience as listed on the Portfolio summary forms. Incomplete or inadequate portfolios will result in <u>not</u> passing the practicum. The final portfolio will be presented as part of the Portfolio Capstone course (EDFL 647).

Practicum Eligibility
Students are eligible for the practicum when the following conditions are met:
1. Students must be formally admitted to the Initial Administrator License program (admissions to other programs such as the MEd or EdD programs does not allow for the practicum);
2. Students must have completed or be enrolled in at least three of administrative program 3-hour courses (the exception to this is when students select the accelerated track taking two courses per semester along with the practicum or with director approval); and
3. Students must be in, and maintain, good standing at George Fox University (academic, interpersonal, or ethical issues may disqualify student for the practicum).

Mentors
The Initial Administrator Practicum requires experience at two levels and one mentor. Mentors are selected by the practicum student with the intent that the most positive and supportive placement is found for the practicum student. This selection should be made by the start of the semester in which the practicum begins or as soon thereafter as possible. When mentors have been selected, the practicum student must submit the Practicum Information Sheet to the EDFL office. When that form is received, a University Supervisor will be assigned and the initial meeting will be planned. Many practicum students work with additional administrators from time to time, but only one mentor, as designated on the Practicum Information Sheet, will be considered the official mentor as far as the practicum is concerned.

Based on the revised ethics law, the district receives stipends of $100 per semester for distribution according to Oregon state law. Mentor Resume Forms must be on file for districts to receive stipends. The following qualifications are required for all mentors:
1. Must hold an administrative license;
2. Must have a Master's or Doctoral Degree;
3. Must have three or more years of experience as a school administrator.

Meetings
There will be two formal meetings and many types of informal meetings during the practicum. The first formal requirement should be the Initial Administrator Practicum Orientation. All Initial Administrator practicum students should complete the orientation found on the practicum website. Following the orientation, students should begin to participate in administrative activities as much as possible logging all time. It is the student's responsibility to review the practicum orientation

materials posted on the web site and to ask questions as needed to understand the practicum experience.

The first meeting for Initial Administrator students will be the initial meeting between the practicum student, the Mentors and the University Supervisor. This meeting should take place during the first six weeks of the practicum and will serve to focus the practicum experience, inform the mentors of the process and their roles, and to establish clear expectations for successful completion of the practicum.

The final practicum meeting is the Summative Assessment Meeting held at the end of the practicum. At this meeting the Mentor and University Supervisor will make a joint decision as to whether the student met the standards of the practicum. The Summary Report form will be completed at this meeting to document the decision of the Mentor and University Supervisor. If circumstances warrant participation by others, they may be included at the discretion of the university Supervisor. This assessment will be based on the question, "Is this candidate ready at this time to be successful in an administrative position with respect to each standard?" The assessment will be based on the professional judgment of the participants with consideration of the contents of the portfolio as appropriate.

Informal interaction regarding the practicum will take place on a weekly basis through the practicum website. All practicum students are required to post at least twice per week, and this exchange should be considered important practicum feedback. In addition, there should be regular interaction between the student and the mentor. The University Supervisors will check in as appropriate by email, through the online forum, or through site visits. The student should contact the University Supervisor any time a question or concern arises about the practicum.

Scope of Experience
Practicum experience for Initial Administrator candidates must be both at the secondary and the elementary levels and must focus on school building level administration. A total of 360 hours are required with a guideline of 90 hours at each level. While many practicum students arrange practica at a high school and an elementary school, some find placements that are not distinctly elementary and secondary. Those situations will require a judgment call by the University Supervisor and Director of Administrative Licensure as to the appropriateness of the placement. The intent of the OAR's appears to be that, since the license qualifies the holder to serve at any level, it must be based on experience at all levels. Clearly, elementary experience is required, meaning ECE-8 grades, and secondary experience is required, meaning 7-12 grades (see OAR 584-018-0205).

A practicum may not be entirely in a middle school setting but must include high school or elementary (ECE-5) experience. In general, middle school should be considered secondary experience in as much as it involves the whole school program. In a placement in a middle school and an elementary school, the focus should be on the upper grades of the middle school as much as possible to address the secondary issues. A middle school with all self-contained classrooms might need to be disqualified as a "secondary school" placement. Conversely, a middle school/high school combination could only be allowable to the extent that the middle school includes grades five and or six and operates with an elementary philosophy at those grade levels. The practicum student in that situation will be required to focus on the lower grade issues and perhaps on the transition from elementary to middle school issues. Any questions about this issue should be discussed with the Licensure Director as soon as possible.

For private school teachers and administrators, at least one of the practicum placements should be in a public school. This will assure readiness to work in a public school when the program is completed as authorized by the Initial Administrator License.

The duties experienced by the practicum student must include all six Administrative Standards. As the practicum progresses, practicum students should work directly with their mentors to find administrative duties in areas not already experienced. In general the following types of experience count toward the practicum and can be logged toward the 360 hours:

Allowable Experience
- Any work done in the place of an administrator including paid duties
- Work done at home related to administrative duties (writing, phone calls)
- Time spent participating online with the practicum seminar
- Work preparing final projects for Special Topics courses
- Administrative conferences (COSA, etc.)

The following experience does <u>not</u> count as administrative experience and should not be logged as practicum time:

Not-allowable Experience
- Coaching duties unless coordinating school-wide/district-wide programs
- Supervising a student teacher
- Special Education meetings and paperwork unless representing the district
- Experience more than a semester past
- Normal, required teaching duties

The following experiences are required within the Initial Administrator practicum:

IAL Required Experience
a. At least one day of job shadowing a principal
b. Participation in a teacher evaluation
c. Attendance at one expulsion hearing
d. Participation in at least three administrator-only team meetings
e. Completion of at least one school enhancement project
f. Detailed review of one school budget document with an administrator
g. Active participation in at least three severe issues (discipline or parent)
h. Attend at least three governance meetings (Site Council, School Board, etc.)

The student and mentor should verify at the Summative Assessment Meeting that the experiences above were acquired as part of the practicum. The above experiences must be documented in the portfolio using the Required Experience Form and documentation of those activities should be including in the portfolio.

<u>Portfolio</u>
A portfolio documenting the experience must be developed. The format must follow the Portfolio Information Sheet. After the final portfolio is approved, the student must provide a separate copy of the following portfolio pages to the University Supervisor to be filed at the University offices:

> 1) Title Page, 2) Table of Contents, 3) Resume, 4) Time Log, 5) Required Experience Form, 6) Standards Alignment Form, and 7) the six Administrative Portfolio Summary forms.

<u>Online Seminar Guidelines</u>
All practicum students must participate online in the learning community made up of all practicum students. The expectations for this participation are as follows:

1. Students should read experiences of their fellow practicum students as much as possible understanding that vicarious learning through this exchange is a necessary part of the practicum;

2. Students must post at least twice per week to satisfactorily participate in the seminar experience;

3. At least one posting every three weeks should be a description of a personal experience or observation (posted as a new message);

4. The other postings should be replies to or comments on the experiences of others;

5. Replies to experiences or comments of others should be done within the same discussion thread rather than as a new message (use the reply function);

6. Students must commit to maintaining the confidentiality of the online seminar – nothing shared in the web location is to be shared outside of that venue; and

7. Students should share real experiences, frustrations, successes, ideas, and observations, but they should be cautious about posting information that could damage their professional standing (i.e. caution about using names, criticizing identifiable individuals, or making reckless comments of any kind).

Practicum Guidelines for CAL

<u>General Information</u>
The administrative practicum for the George Fox University Continuing Administrator program is based on requirements established by the Oregon Teacher Standards and Practices Commission (TSPC) as expressed in Oregon Administrative Rules (OAR) Chapter 584, Division 18 (Division 17 (old)) and Division 80. It should be seen as both a learning experience and a performance assessment. Practicum students should not assume that success in academic coursework will necessarily result in success in the practicum. The practicum will be a rigorous field experience that draws out and demonstrates the administrative potential of the candidate. The success of the practicum will be indicated by the evidence of successful experience in the six standards (listed on the Summary Report), evidence of meeting the Administrator Standards (documented in the Standards Alignment Form), and completion of all other elements as described in the handbook.

The philosophy of the program is that quality and success of administrative experience is essential, and that the best practicum experience is working along side an experienced mentor dealing with real

school issues. Quality of experience is determined by considering the scope as well as the proprietary nature of the experience, i.e. doing the real work of an administrator. Success is determined by the holistic assessment of the student by the Mentor and the University Supervisor based on whether the practicum student has demonstrated the skills and disposition to be successful in an administrative position. Issues such as recency, quantity (other than to meet minimum required hours), and particular appearance of the experience are of secondary concern). That assessment will take place at the end of the practicum in a meeting in which the Mentor and University Supervisor will ask the question, "Is this candidate ready at this time to be successful in a district-level administrative position with respect to each standard?"

Practicum Requirements

The most obvious requirement in the practicum is to gain legitimate and relevant administrative experience at the school district level. You are invited to be opportunistic in seeking to be involved with immediate administrative and leadership issues in the district regardless of what area of administration is involved. Those opportunities cannot necessarily be manufactured as assignments and you will have the best preparation by partaking in real experiences. All administrative experience should be coordinated with your mentor based on discussion with your practicum supervisor at the initial meeting. Nevertheless, you must plan with your mentor to acquire the CAL Required Experiences as a minimum and necessary level of practicum performance.

The other requirement is the portfolio or documentary evidence of your experience. This should be compiled during the practicum with artifacts gathered that clearly show your personal involvement with district leadership and administrative duties. Unlike the Initial Administrator Portfolio, for the CAL Portfolio you should clearly document only one representative activity for each of the six standards. This activity should be one that demonstrates competence in that standard. The Administrative Portfolio Summary Forms must be completed for each of the six Administrative Standards (six forms total). On those forms, other experience meeting each of the standards should be listed, but only one of those experiences should be documented.

Practicum Eligibility

Students are eligible for the CAL practicum when after they have been admitted to the Continuing Administrator License program. Students must be in, and maintain, good standing at George Fox University (academic, interpersonal, or ethical issues may disqualify student for the practicum). Continuing Administrator practicum students will not have a separate orientation but will receive orientation in conjunction with the first meeting with the student's mentor.

Mentor

The Continuing Administrator Practicum requires a district-level mentor (ideally a superintendent or assistant superintendent). The mentor is selected by the practicum student with the intent that the most positive and supportive placement is found for the practicum student. This selection should be made by the start of the semester in which the practicum begins or as soon thereafter as possible. When a mentor has been selected, the practicum student must submit the CAL Mentor Report to the EDFL office. When that form is received, a University Supervisor will be assigned and the initial meeting will be planned. Many practicum students work with additional administrators from time to time, but only one mentor will be considered the official mentor as far as the practicum is concerned.

The following qualifications are required for all mentors:
- Must hold an administrative license;

- Must have a Master's or Doctoral Degree;
- Must have three or more years of experience as a district-level administrator.

Continuing Administrator practicum students will need to log 216 hours at the district level under the guidance of a district level administrator. Private school Continuing Administrator candidates will need public school district experience as approved by the Licensure Director.

The following experiences are required within the Continuing Administrator practicum:

CAL Required Experience
1. Involvement in preparation for a school board meeting
2. Participation in budget preparation or revision activities
3. Completion of a community relations project
4. Presentation to a group on behalf of the school district
5. Participation in a district curriculum and instruction project
6. Meaningful participation in a personnel issue requiring resolution
7. Completion of a professional advocacy project
8. Participate in district planning activities

The student and mentor should verify at the Final Assessment Meeting that the experiences above were acquired as part of the practicum. The above experiences must be documented in the portfolio using the Required Experience Form and documentation of those activities should be including in the portfolio.

Portfolio
A portfolio documenting the experience must be developed. The portfolio is due at the end of the practicum when the final assessment meeting is held. It will be checked by the University Supervisor and will then be returned to the candidate. The contents of the portfolio should be contained in a three ring binder. The portfolio is to be divided into the following sections:

- Title Page (copy provided to supervisor)
- Candidate's name, site, GFU supervisor's name, site-mentor's name, and date
- Table of Contents (copy provided to supervisor)
- Vita or Professional Resume (copy provided to supervisor)
- Time Log for TSPC Standards to Document Experiences (copy provided to supervisor)
- Required Experience Form (copy provided to supervisor)
- Standards Alignment Form (copy provided to supervisor)
- Six Sections based on the TSPC Standards with each section containing the following:
  - Administrative Portfolio Summary for each section (copy provided to supervisor)
  - Evidence of experience documenting one activity for each standard that demonstrates the standard has been met.

Time Log
The time log must be a documentary record of at least 216 hours performing administrative duties at eh district level. No format or method of compiling the time log is prescribed, but the following criteria must be followed:
- The log must be in a form that can be placed in the portfolio and copied.
- The log must be kept on a daily basis (rather than logging a week's time in one entry).

- The log must describe the activities performed sufficiently to allow verification of experience.
- The log must have data in three categories: date, time worked, and description of activities.

The log is often done as an excel spreadsheet or a hard copy notebook. Others have kept logs in hand held computers (Palm Pilots), in Outlook, and in a variety of ways that are convenient and meaningful to the student. If an electronic log is kept, a paper copy must be included in the portfolio and in the packet prepared for the practicum supervisor.

Administrative Portfolio Summary Form

The Administrative Portfolio Summary form is an essential part of the portfolio. The form is designed as a Word template, which will fill-in automatically as you type. The purpose of the form is to summarize your experience for each of the six TSPC Standard domains in a way that allows the portfolio evidence to be tracked and understood easily. To that end, the form should be used with the following guidelines:

1. A total of six forms should be included in the portfolio, one for each section or administrative standard.

2. Each form will list one administrative standard at the top in the appropriate box.

3. The main section of the form will result in a numbered list of the activities or types of activities performed in the practicum related to the administrative standard.

4. The evidence or artifacts documenting one activity for each standard should be placed behind the summary sheet. Each piece of evidence should clearly indicate the student's role in the activity. Self-documentation such as notes or written statements may be used.

5. The two reflective questions at the bottom of the sheet should be answered so that they clearly show the student's thoughts about progress in the standard and the student's awareness of learning still needed in each standard.

6. A copy of these forms, but no evidence, will be included in the packet provided to the university supervisor.

Contents of the portfolio (evidence or artifacts of experience):
These should be documents you had a direct hand in creating or that directly document your involvement <u>and</u> each document must be referenced to the Portfolio Summary for that section by numbering the document with the number of the activity from the summary list. When necessary, add explanations so it is clear what participation the practicum student had in the activity. Evidence may include the following:

- Project papers or work products such as handbooks or curriculum guides (if your role in developing them was significant)
- Self-generated documentation of specific activities (i.e. write notes about an incident with signature, date, and, if appropriate, time)
- Documents such as policies, memos, letters written all or in part by you
- Notes from oral presentations or reports the student gave in the role of an administrator
- Photos of activities listed
- Responses from others about your administrative work (emails, letters, notes)
- Website postings

- Published news articles about your work
- Feedback received from mentor in any form

Paperwork

Licensure students must be admitted to either a degree program or the licensure program. Some paperwork required for the practicum is collected as part of the program admission process while other paperwork is due at the time of the practicum. Complete paperwork is required in order to begin the practicum officially. The following paperwork is necessary for all practicum students:

1. District Agreement Form (establishes district support and is required for admission) [p. 33], and

2. IAL or CAL Practicum Mentor Report (identifies mentors, required qualifications of mentor, results in University Supervisor assignment) [p. 35, 37].

Guiding Principles

The following guidelines describe the George Fox University practicum supervision:

The final assessment of the practicum will be documented on the Summary Report Form. The assessment will be based primarily on the professional judgment of the Mentor and the University Supervisor, and each standard must be at least met to demonstrate competency and successful completion.

1. The "Meets" column must indicate the current readiness of the practicum student to succeed in an administrative position.

2. The Summary Report form includes an "Exceeds" column. The "Exceeds" column should represent a mature and advanced level of performance. We reserve this column for experience in which the students acts independently in an administrative role rather than in a support role for another administrator. This mark is reserved for exceptional circumstances that allow for exceptional experience for a practicum student.

3. IAL required practicum hours are 360 with at least 90 hours at each placement.

4. CAL required practicum hours are 216 at the district level.

5. Allowable hours include duties performed at the schools that are administrative and are done as part of the practicum, planning hours done in any location to the extent that they support the administrative roles in the schools, additional administrative training provided by the district or through conferences, and GFU seminars included with the practicum.

6. Practicum students must be signed off as meeting all six TSPC Standards listed on the Summary Form. Ultimately, the University Supervisor can over-rule the mentor's judgment if circumstances warrant.

7. It is the student's responsibility to communicate and make the practicum successful. A regular schedule to confer with the mentor is recommended.

8. A portfolio documenting the experience must be developed. The format must follow the Portfolio Information Sheet. After the final portfolio is approved, the student must provide a copy of the Title Page, the Table of Contents, the Resume, the Time Log, and the six Administrative Portfolio Competency Summary sheets to the University Supervisor to be filed at the University offices.

<u>Practicum Course Expectations and Grades</u>

The practicum is a course with pass/no pass grading. In order to pass the course, all the following must be completed successfully:

- Complete appropriate practicum experience (360 hours for IAL; 216 hours for CAL)
- Complete portfolio of evidence successfully (as assessed by the practicum supervisor)
- Successful practicum experience (as assessed jointly by district mentor and university supervisor at conclusion of practicum)
- Participate successfully in IAL online seminar (as assessed by university supervisor and Administrative License Director)

If any of the above requirements is not fully successful, student will receive a "No Pass" for the course and George Fox University will not recommend the student for the Oregon Administrative License. The option of repeating the practicum will be granted on a case-by-case basis based on an assessment by the Administrative License Director. Students who are unlikely to succeed in a subsequent practicum in the opinion of the Administrative License Director or students who are likely to be disruptive or harmful to the practicum host school(s) in the opinion of the Administrative License Director will not be allowed to repeat the practicum experience.

<u>Supervisor Information</u>

Candidates will be assigned a **university supervisor**. This supervisor will conduct a minimum of two visits in the Fall Semester for EDFL 648/668 (Fall Administrator Practicum I) and a minimum of two visits in the Spring Semester EDFL 649/669 (Spring Administrator Practicum II). The University Supervisor will conduct a three-way conference with the candidate and site mentors for two site visits, one in the fall and once in the spring semester. Other visits may be done electronically.

In general, the university supervisor will:

1. be a resource person for the candidate during the practicum

2. be a liaison person between the candidate and site mentors

3. be a liaison person between the candidate and GFU's program director

4. participate in online discussions

5. be responsible for assessing candidate assignments/papers

6. be responsible for assessing Portfolio

7. be responsible for assigning candidate grades for EDFL 648 and EDFL 649

Portfolio Information Guide

The portfolio is one of the three major practicum requirements (the others being administrative experience and web seminar participation). The finished portfolio will look like a three-ring binder with sections as outlined below. All the evidence of the practicum student's successful experience is organized around the six TSPC Standards. The requirement and structure of the portfolio is driven by the language of Oregon Administrative Rule 584-017-0280.

OAR 584-017-0280 (3)

Each candidate assembles a portfolio, which documents satisfactorily meeting the following six standards:

(1) Visionary Leadership

(2) Instructional Improvement

(3) Effective Management

(4) Inclusive Practice

(5) Ethical Leadership

(6) Socio-Political Context

Format

This document is used to record the times and activities encountered in the practicum during your assignments at two authorization levels. There is to be a section and a Summary for each of the six standards (listed above). Candidates are responsible to document competency or meeting all Standard Elements (OAR 584-018-0205). Clearly label the portfolio sections and organize them in the order listed below.

The portfolio is due at the end of Practicum II. It will be checked by the University Supervisor and by peers through the Capstone Course and will then be returned to the candidate. The candidate must provide copies of the title page, table of contents, resume, time log, Required Experience form, Standards Alignment Form, and the six Portfolio Competency Summary forms to the university supervisor as a stapled packet. The contents of the portfolio must be contained in a three ring binder. The portfolio is to be divided into the following sections:

1. Title Page (copy provided to supervisor)
   Candidate's name, site, GFU supervisor's name, site-mentors' names, and date

2. Table of Contents (copy provided to supervisor)

3. Vita or Professional Resume (copy provided to supervisor)

4. Time Log for Standards to Document Experiences (copy provided to supervisor)

5. Required Experience Form (copy provided to supervisor)

6. Standards Alignment Form (copy provided to supervisor)

7. Six Sections based on the TSPC Standards with each section containing the following:
   a. Administrative Portfolio Summary for each section (copy provided to supervisor)
   b. Evidence of experience cross-referenced to the Portfolio Competency Summary forms.

Time Log

The time log must be a documentary record of time spent during the practicum performing administrative duties. No format or method of compiling the time log is prescribed, but the following criteria must be followed:

1. The log must be in a form that can be placed in the portfolio and copied.

2. The log must be kept on a daily basis (rather than logging a week's time in one entry).

3. The log must describe the activities performed sufficiently to allow verification of experience.

4. The log must have data in three categories: date, time worked, and description of activities.

5. The log may, at the discretion of the practicum student, have other categories with ones for "administrative standard" and "school level" recommended (to assist later with summarizing experience).

The log is often done as an excel spreadsheet or a hard copy notebook. Others have kept logs in hand held computers (Palm Pilots), in Outlook, and in a variety of ways that are convenient and meaningful to the student. If an electronic log is kept, a paper copy must be included in the portfolio and in the packet prepared for the practicum supervisor.

Administrative Portfolio Summary Form

The Administrative Portfolio Summary form is an essential part of the portfolio. The form is designed as a Word template that will fill-in automatically as you type. The purpose of the form is to summarize your experience for each of the six TSPC Standard domains in a way that allows the portfolio evidence to be tracked and understood easily. To that end, the form should be used with the following guidelines:

2. A total of six forms should be included in the portfolio, one for each section or administrative standard.

3. Each form will list one administrative standard at the top in the appropriate box.

4. The main section of the form will result in a numbered list of the activities or types of activities performed in the practicum related to the administrative standard.

5. The evidence or artifacts included in the portfolio should be placed behind the summary sheet and they should be numbered in a clear, easily visible manner to correspond with the number of the activity as it is listed on the sheet. Each piece of evidence must clearly indicate the student's role in the activity. Self documentation may be used.

6. The two reflective questions at the bottom of the sheet should be answered so that they clearly show the student's thoughts about progress in the standards and the student's awareness of learning still needed in each standard.

7. A copy of these forms, but no evidence, will be included in the packet provided to the university supervisor.

Contents of the portfolio (evidence or artifacts of experience):

These should be documents you had a direct hand in creating or that directly document your involvement and each document must be referenced to the Portfolio Summary for that section by numbering the document with the number of the activity from the summary list. When necessary, add explanations so it is clear what participation the practicum student had in the activity. Evidence may include the following:

- Project papers or work products such as handbooks or curriculum guides (if your role in developing them was significant)
- Self-generated documentation of specific activities (i.e. write notes about an incident with signature, date, and, if appropriate, time)
- Documents such as policies, memos, letters written all or in part by you
- Notes from oral presentations or reports the student gave in the role of an administrator
- Photos of activities listed
- Responses from others about your administrative work (emails, letters, notes)

- Website postings
- Published news articles about your work
- Feedback received from mentors in any form

GEORGE FOX
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SCHOOL OF EDUCATION

Oregon Administrative Licensure Program
Partnership for District/School and George Fox University

In order to provide a quality program for the administrator licensure candidate, the district/school is a valuable and necessary partner with George Fox University. This document briefly outlines the expectations of this partnership.

1. Mentors

The district/school works with the candidate and George Fox University faculty to provide a mentor for the candidate. Criteria for selection of mentors will include a valid Oregon administrator license, administrative expertise at the building or district level, effective communication skills, and commitment to candidate's learning experience.

Mentors for the George Fox University administrator licensure program are specified as follows:

University Supervisors: George Fox University faculty involved in the administrator licensure program who will oversee projects, experiences, portfolio development, and website postings (IAL program only).

Initial Administrator
Elementary Site Mentor: Licensed administrator from a PK-8 grade school where who will oversee projects, experiences, and portfolio documentation at the early childhood/elementary level. **or**
Secondary Site Mentor: Licensed administrator from a 7-12 grade school where who will oversee projects, experiences, and portfolio documentation at the secondary level.

Continuing Administrator
District Level Mentor: Licensed administrator at the district level who will work with the candidate to develop and oversee projects, experiences, and portfolio documentation pertaining to Continuing Administrator Licensure.

If, for any reason, the candidate's district/school cannot provide a mentor, George Fox University will work to place candidate with a mentor in surrounding districts/schools.

2. Field Experience for Administrator License Program – OAR 584-017-0280

The Oregon Teacher Standards & Practices Commission (TSPC) requires the unit to provide practica in public and/or approved private school settings for purposes of instruction, assessment of competency, and integration of field work with academic study.

Each candidate for an Initial Administrator License completes a practicum in a public or approved private school for 360 hours in early childhood/elementary AND in middle level/high school under the direct supervision of an institutional supervisor and a licensed school administrator.

Each candidate for a Continuing Administrator License completes a practicum in a public school district or approved private school for a minimum of 216 hours at the district level under the direct supervision of an institutional supervisor and a district administrator.

Each candidate assembles a portfolio which documents satisfactory performance in the following standards*: 1) Visionary Leadership; 2) Instructional Improvement; 3) Effective Management; 4) Inclusive Practice; 5) Ethical Leadership; and 6) Socio-Political Context.

*OAR 584-018-0205

By signing this document, the district/school agrees to 1) advise George Fox University in the selection of district/building mentor; 2) work with the candidate and George Fox University faculty to determine opportunities for practicum experiences; and 3) jointly assess the candidate's demonstrated competencies based on licensure standards.

Candidate _____ Date_____

*Building Administrator (or Designee)_____ Date_____

School Phone_____ E-mail_____

Address_____

City_____ State_____ Zip_____

*Superintendent (or Designee)_____ Date_____

School Phone_____ E-mail_____

Address_____

City_____ State_____ Zip_____

* IAL candidates must have Building and Superintendent (or designees) signatures; CAL candidates must have Superintendent signature.

Initial Administrator Practicum Mentor Report
Administrative Licensure Program
George Fox University

(Please type or print and return within 2 weeks of receipt)

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Candidate Information

Name _____ Home Phone _____

Address _____ Work Phone _____

City, State, Zip _____ Email _____

Mentor Information (Mentor must be a licensed administrator)

Mentor's Name _____

Work Phone _____ Email _____

District Name _____

Address _____

City, State, Zip _____

EARNED DEGREES:

Degree _____ Institution _____ Dates _____ Major _____

Degree _____ Institution _____ Dates _____ Major _____

Degree _____ Institution _____ Dates _____ Major _____

ADMINISTRATIVE EXPERIENCE:

Current position: _____ Years in current position: _____

School: _____ District: _____

Years in Oregon: _____ Years out of state: _____

Type of Administrator License held: _____ Renewal Date: _____

Please *fax* to Julie Green @ 503-554-2879, *email* to Marc Shelton at mshelton@georgefox.edu, *drop off* at the Villa Academic Center on the Newberg campus, or *mail* to GFU, 414 N. Meridian St., #V124, Newberg, OR 97132.

CONTINUING ADMINISTRATOR PRACTICUM MENTOR REPORT
Administrative Licensure Program
George Fox University

(Please type or print and return within 2 weeks of receipt)

Candidate Information

Name _____   Home Phone _____

Address _____   Work Phone _____

City, State, Zip _____   Email _____

Mentor Information *(Mentor must be a licensed district-level administrator)*

Mentor's Name _____

Work Phone _____   Email _____

District Name _____

Address _____

City, State, Zip _____

EARNED DEGREES:

Degree _____ Institution _____ Dates _____ Major _____

Degree _____ Institution _____ Dates _____ Major _____

Degree _____ Institution _____ Dates _____ Major _____

Degree _____ Institution _____ Dates _____ Major _____

ADMINISTRATIVE EXPERIENCE:

Current position: _____   Years in current position: _____

School: _____   District: _____

Years in Oregon: _____   Years out of state: _____

Type of Administrator License held: _____   Renewal Date _____

Please *fax* to Julie Green @ 503-554-2879*, email* to Marc Shelton at mshelton@georgefox.edu. *drop off* at the Villa Academic Center on the Newberg campus, or *mail* to GFU, 414 N. Meridian St., #V124, Newberg, OR 97132.

Administrative Portfolio Summary Report

Name	

Administrative Standard –

List the activities (and your specific contributions) included in this section of the Administrative License Portfolio used as evidence to meet the Standard. –
(**Note:** cross reference the evidence in the portfolio to the Administrative Activity by using the numbers in the chart below.) (Add pages as needed.)

Administrative Activity	Your Specific Contribution
1.	
2.	
3.	
4.	
5.	
6.	

How have you grown in your skills, knowledge, and competencies to meet the objectives required for Administrative Licensure in this standard? (Add pages as needed.)

In thinking about the elements required for this standard, what skills, knowledge, and competencies do you yet need in order to be an accomplished administrator? (Add pages as needed.)

Administrative Licensure
Initial and Continuing Administrator
Educational Foundations & Leadership

Name _____
Semester/Year ___2012-2013___
Date of Conference _____

PRACTICUM SUMMARY REPORT

Emerging Competency: Candidate's knowledge, skills, and dispositions may be evident, but not developed sufficiently	Meets Competency: Candidate's knowledge, skills, and dispositions meet expected proficiency	Exceeds Competency: Candidate's knowledge, skills, and dispositions exceed proficiency

Initials in boxes signify level of competency for each TSPC standard listed in OAR 584-017-0280	Emerging			Meets		Exceeds	
	1	2		3	4	5	6
1. Visionary Leadership. Develops, articulates, implements, and stewards a vision by promoting community involvement.							
2. Instructional Improvement. Promotes a positive culture and provides effective instructional programs using best practice to design comprehensive professional growth plans.							
3. Effective Management. Manages the organization, operations, and resources of the school or district.							
4. Inclusive Practice. Collaborates with families, responds to interests/needs, and mobilizes community resources.							
5. Ethical Leadership. Acts fairly, ethically, and with integrity.							
6. Socio-Political Context. Understands, influences, and responds to the larger context.							

*Note: Candidates must be assessed at the *Meets* or *Exceeds* levels for all six standards to succeed in the practicum.

Comments: _____

_____

_____

Mentor _____ **Date** _____
(name)

University Supervisor _____ **Date** _____
(name)

Mentor signatures verify assessment of whether candidate is ready to serve in an administrative role having met TSPC Standards 1-6.
University Supervisor signature verifies the above and the completion of a valid assessment process and portfolio of evidence.

Original copy (EDFL office)   **1st copy** (Candidate)   **2nd copy** (Mentor)

GENERAL LICENSE RECOMMENDATION
Request for Educational Licensure Recommendation

Name: _____
First   Middle   Last

6 Digit GFU ID #: _____   _____
Previous Name

Address: _____
Street / Box

_____
City   State   Zip

SS #: _____   **Date of Birth:** _____
(MM/DD/YY)

E-Mail: _____   **Phone:** _____

Type of license for which I am applying:

❑ *Teacher:*   __ Initial   __ Continuing   __ Standard   __ Renew Basic/Initial   __ + Endors.   __ + Level

❑ *School Counselor:*   __ Initial, Trk. I   __ Initial, Trk. II   __ Continuing   __ Transitional   __ Renew Basic   __ Standard

❑ *School Psychologist:*   __ Initial   __ Continuing   __ Transitional   __ Renew Basic   __ Standard

❑ *Administrator:*   __ Initial   __ Cont. Admin.   __ Cont. Superintendent   __ Renew Basic   __ Standard

Level(s) to which preparation applies (*Teacher Education* and *School Counseling* candidates only):

❑ EARLY CHILDHOOD   ❑ ELEMENTARY   ❑ MIDDLE LEVEL   ❑ HIGH SCHOOL
(age 3 - grade 4)   (self-contained grades 3-8)   (grades 5-9 in a Middle School)   (grades 7-12 in a HS)

Check subject area(s)* for which I want to be recommended (*Teacher Education* candidates only):

❑ Agricultural Science & Tech.
❑ Art: ❑ EC/EL‡ or ❑ ML/HS‡
❑ Biology
❑ Chemistry
❑ Drama
❑ Educational Media PP-12
❑ ESOL: ❑ EC/EL‡ or ❑ML/HS‡
❑ ESOL/Bilingual: ❑EC/EL‡ or ❑ML/HS‡
❑ Family & Consumer Sciences
❑ French
❑ General Business Education
❑ German

❑ Health Education
❑ Integrated Science
❑ Japanese
❑ Language Arts
❑ Marketing
❑ Math, Advanced
❑ Math, Basic
❑ Multiple Subject, self-contained
❑ Multiple Subject, Mid. Level
❑ Music: ❑EC/EL‡ or ❑ML/HS‡
❑ Phys. Educ.: ❑EC/EL‡ or ❑ML/HS‡

❑ PE, Adapted: ❑EC/EL‡ or ❑ML/HS‡
❑ Physics
❑ Reading: ❑EC/EL‡ or ❑ML/HS‡
❑ Russian
❑ Social Studies
❑ Spanish
❑ Speech
❑ Technology Education
❑ Other _____

‡ *Endorsements are valid for Early Childhood/Elementary and/or Middle Level/High School.*

For *added endorsements*: Praxis II or ORELA Exam –

Subject Area: _____   Score: _____ _____ _____   Date: _____

Program Completion Date: _____   **GFU Program:** ❑MAT ❑MAT + ❑Undergrad ❑Sch. Couns. ❑Sch. Psych. ❑EDFL
(MM/DD/YY)

Audit by: _____ (Admin. Asst.)   **Program Director:** _____   **Date:** _____

_____   _____   _____
Director of Licensure (Signature)   Date   Submitted On-line by   Date

IAL Required Experience Form
Initial Administrator License Practicum
George Fox University
(This form is to be included in the portfolio)

The purpose of this form is to document completion of a specific set of minimum required experiences within the practicum. Most practica will exceed these minimum requirements. Any of these can be waived by the practicum supervisor if a particular placement does not allow for the experience, but in those cases alternate experiences will be assigned.

☑ <u>Required Experience Completed</u>   Practicum Student_____

☐ At least one day of job shadowing a principal

   Date(s) completed _____   Location _____

☐ Participation in a teacher evaluation

   Date(s) completed _____   Location _____

☐ Attendance at one expulsion hearing

   Date(s) completed _____   Location _____

☐ Participation in at least three administrator-only team meetings

   Date(s) completed _____   Location _____

   Date(s) completed _____   Location _____

   Date(s) completed _____   Location _____

☐ Completion of at least one school enhancement project

   Date(s) completed _____   Description _____

   _____

☐ Detailed review of one school budget document with an administrator

   Date(s) completed _____   Administrator _____

☐ Active participation in at least three severe issues (discipline or parent)

   Date(s) completed _____   Issue _____

   Date(s) completed _____   Issue _____

   Date(s) completed _____   Issue _____

☐ Attend at least three governance meetings (Site Council, School Board, etc.)

   Date(s) completed _____   Location _____

   Date(s) completed _____   Location _____

   Date(s) completed _____   Location _____

GEORGE FOX UNIVERSITY
SCHOOL OF EDUCATION

CAL REQUIRED EXPERIENCE FORM
Continuing Administrator License Practicum
George Fox University

(This form is to be included in the portfolio)

The purpose of this form is to document completion of a specific set of minimum required experiences within the practicum. Most practica will exceed these minimum requirements. Any of these can be waived by the practicum supervisor if a particular placement does not allow for the experience, but in those cases alternate experiences will be assigned.

☑ Required Experience Completed   Practicum Student_____

☐ Involvement in preparation for a school board meeting

    Date(s) completed _____   Description_____

    _____

☐ Participation in budget preparation or revision activities

    Date(s) completed _____   Description _____

    _____

☐ Completion of a community relations project

    Date(s) completed _____   Description _____

    _____

☐ Presentation to a group on behalf of the school district

    Date(s) completed _____   Description _____

    _____

☐ Participation in a district curriculum and instruction project

    Date(s) completed _____   Description _____

    _____

☐ Meaningful participation in a personnel issue requiring resolution

    Date(s) completed _____   Description _____

    _____

☐ Completion of a professional advocacy project

    Date(s) completed _____   Description _____

    _____

☐ Participate in district planning activities

    Date(s) completed _____   Description _____

    _____

(This form is to be included in the portfolio)

The purpose of this form is to establish that administrative practicum standards as described in OAR 584-018-0205 have been met. Practicum student must list an experience, not all experiences, from the practicum or from other administrative experience that demonstrates each standard element has been met. Note that the same experience may meet several standard elements. Short descriptors should be used on this form rather than long sentences.

Practicum Student _____ **Date** _____

Initial Administrator Standards have been met in through the following experiences:

(1) Visionary Leadership: 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. [ISLLC Standard 1] Educational Leaders:

(a) Collaboratively develop and implement a shared vision and mission;
(b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
(c) Create and implement plans to achieve goals;
(d) Promote continuous and sustainable improvement; and
(e) Monitor and evaluate progress and revise plans.

Standard 1 met through _____

(2) Instructional Improvement: 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 growth. [ISLLC Standard 2] Educational Leaders:

(a) Nurture and sustain a culture of collaboration, trust, learning and high expectations;
(b) Create a comprehensive, rigorous and coherent curricular program;
(c) Create a personalized and motivating learning environment for students;
(d) Supervise and support instruction;
(e) Develop assessment and accountability systems to monitor student progress;
(f) Develop the instructional and leadership capacity of staff;
(g) Maximize time spent on quality instruction;
(h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
(i) Monitor and evaluate the impact of instruction.

Standard 2 met through _____

(3) Effective Management: 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. [ISLLC Standard 3] Educational Leaders:

(a) Monitor and evaluate the management and operational systems;
(b) Obtain, allocate, align and efficiently use human, fiscal and technological resources;
(c) Promote and protect the welfare and safety of students and staff;
(d) Develop the capacity for adaptive leadership; and
(e) Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 3 met through _____

(4) Inclusive Practice: 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, 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. [ISLLC Standard 4] Educational leaders:

(a) Collect and analyze data pertinent to equitable outcomes;
(b) Understand and integrate the community's diverse cultural, social and intellectual resources;
(c) Build and sustain positive relationships with families and caregivers; and
(d) Build and sustain productive relationships with community partners.

Standard 4 met through _____

(5) Ethical Leadership: 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. [ISLLC Standard 5] Educational leaders:

(a) Ensure a system of accountability for every student's academic and social success;
(b) Model principles of self-awareness, reflective practice, transparency and ethical behavior;
(c) Safeguard the values of democracy, equity and diversity;
(d) Evaluate the potential ethical and legal consequences of decision-making; and
(e) Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 5 met through _____

(6) Socio-Political Context: 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. [ISLLC Standard 6] Educational leaders:

(a) Advocate for children, families and caregivers;
(b) Act to influence local, district, state and national decisions affecting student learning; and
(c) Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Standard 6 met through _____

(This form is to be included in the portfolio)

The purpose of this form is to establish that administrative practicum standards as described in OAR 584-018-0205 have been met. Practicum student must list an experience, not all experiences, from the practicum or from other administrative experience that demonstrates each standard element has been met. Note that the same experience may meet several standard elements. Short descriptors should be used on this form rather than long sentences.

Practicum Student _____ **Date** _____

Continuing Administrator Standards have been met in through the following experiences:

(1) Visionary Leadership: 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. [ISLLC Standard 1] Educational Leaders:

(a) Collaboratively develop and implement a shared vision and mission;
(b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
(c) Create and implement plans to achieve goals;
(d) Promote continuous and sustainable improvement; and
(e) Monitor and evaluate progress and revise plans.

Standard 1 met through _____

(2) Instructional Improvement: 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 growth. [ISLLC Standard 2] Educational Leaders:

(a) Nurture and sustain a culture of collaboration, trust, learning and high expectations;
(b) Create a comprehensive, rigorous and coherent curricular program;
(c) Create a personalized and motivating learning environment for students;
(d) Supervise and support instruction;
(e) Develop assessment and accountability systems to monitor student progress;
(f) Develop the instructional and leadership capacity of staff;
(g) Maximize time spent on quality instruction;
(h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
(i) Monitor and evaluate the impact of instruction.

Standard 2 met through _____

(3) Effective Management: 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. [ISLLC Standard 3] Educational Leaders:

(a) Monitor and evaluate the management and operational systems;
(b) Obtain, allocate, align and efficiently use human, fiscal and technological resources;
(c) Promote and protect the welfare and safety of students and staff;
(d) Develop the capacity for adaptive leadership; and
(e) Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 3 met through _____

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(a) Collect and analyze data pertinent to equitable outcomes;
(b) Understand and integrate the community's diverse cultural, social and intellectual resources;
(c) Build and sustain positive relationships with families and caregivers; and
(d) Build and sustain productive relationships with community partners.

Standard 4 met through _____

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(a) Ensure a system of accountability for every student's academic and social success;
(b) Model principles of self-awareness, reflective practice, transparency and ethical behavior;
(c) Safeguard the values of democracy, equity and diversity;
(d) Evaluate the potential ethical and legal consequences of decision-making; and
(e) Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 5 met through _____

(6) Socio-Political Context: 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. [ISLLC Standard 6] Educational leaders:

(a) Advocate for children, families and caregivers;
(b) Act to influence local, district, state and national decisions affecting student learning; and
(c) Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Standard 6 met through _____

NOTES

GEORGE FOX
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SCHOOL OF EDUCATION

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