

# **Southern Oregon University**

## **Initial Administrator License Program**

### **Mentor Handbook**

TO: Initial Administrator Mentors

FROM: Geoff Mills,  
Educational Administration Program

RE: Mentoring IAL Candidates

I would like to take this opportunity to thank you for agreeing to serve as a mentor for one of our Initial Administrator License (IAL) candidates. This handbook will outline the various experiences, requirements, and expectations for the IAL candidates. The roles and responsibilities of the candidate, the university supervisors, and you, the mentor, are also included.

In order to make this a successful experience for the candidate, as well as a rewarding one for you, I want to emphasize clear and open communication among all of us. The critical elements of a successful practicum experience are the quality and breadth of the experience the candidates receive, as well as the feedback from you they receive. I have various formal and informal options for feedback but other options are certainly welcomed. Basically, I ask you to meet periodically with the IAL candidate to discuss what experiences the student wishes to have and the outcomes of these experiences. TSPC requires two site visits during the school year with you, the candidate and the SOU Supervisor and an additional two formal visits with the SOU advisor and candidate. Informally, I will be meeting throughout the year with candidates during class meetings and engaging them with each other in sharing their practicum experiences. Your informal interaction with the candidate regarding the practicum experiences is, of course, as valuable, if not more so, than the scheduled visits. For this reason, I encourage you to meet with the candidate as often as practical and to feel free to consult with me at SOU at any time.

Again, I thank you for your willingness to share your knowledge and expertise. I realize we would not have a program without your support and participation.

## **CONTACT INFORMATION**

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## **IAL Program**

The objective of the program is to prepare educational leaders for the region. This objective is met through coursework and practicum. Students completing the program will be eligible for the Oregon Initial Administrator License. Because a Master's Degree is required for initial licensure, students may combine IAL program coursework toward an MEd.

SOU's Initial Administrator License (IAL) Program offers a unique curriculum composed of relevant courses identified by practicing school administrators in the Southern Oregon region. The IAL's practical focus enables a more flexible and meaningful opportunity for students to integrate the theory and practice of educational administration not found in a linear, course-by-course approach typical of most administrator programs. Each quarter's coursework revolves around themes identified by local practitioners based on their working knowledge of educational leadership. IAL courses (24 credit hours) integrate theoretical foundations with applied opportunities for students to participate in the subject content. The required practicum hours (360) enable students to move from theoretical foundations into actual practice at a variety of school levels. The IAL program is composed of a yearly cohort, admitted each summer. The cohort of students moves through the four-term program (summer, fall, winter, spring) together by enrolling in each of the courses and the accompanying practicum.

The Initial Administrator Licensure program allows SOU to increase opportunities for students living in the region. Existing educational programs at SOU provide students with opportunities to enter education careers and the IAL program enhances these opportunities for training educational leaders and administrators. Recruitment to the IAL program can begin in the early stages of teachers' careers as they become master teachers and informal leaders in their schools and districts.

## **IAL Coursework**

Students initiate coursework during the first three weeks of the summer session. Students enroll in 6 hours of coursework for the summer, which introduces the TSPC standards, course requirements, and planning toward identification of the practicum experiences. Focus for the summer is upon Professional Growth and Visionary Leadership, the two initial administrator standards, as presented in Appendix #1: TSPC Standards and IAL Coursework. This table provides a list of the seven standards and the relevant IAL courses providing instruction for each of the standards. Of particular importance for Mentors is Standard 7: Practicum Experience, which indicates the standards-based and sustainability requirement of the experience. Here, particularly, is where Mentors expertise and supervision are necessary to assure a quality Practicum experience for the IAL students.

Prior to the beginning of the school year in September students identify individual research interests to guide planning for their practicum. During the school year students attend classes at SOU once-a-month on a Friday evening and all day Saturday in conjunction with the Practicum Experience. The yearly coursework schedule is included as Appendix #2: IAL Course Schedule. In addition, the students are assigned specific tasks and experiences for the practicum each quarter. The assignments will parallel the types of demands administrators face during the course of the school year. Students in the program will, in collaboration with University faculty, identify mentors to support their work.

## **Practicum**

The Syllabus for the Practicum is included as Appendix #3. The focus for each term offers a range of experiences in which the IAL candidate will participate. These activities and those developed in conjunction with the Mentor are documented in the Practicum Plan, Appendix #4. IAL candidates will work with their SOU Advisor and Mentor to provide an effective array of experiences to meet the TSPC standards and expectations.

Evidence of completion of the required Practicum hours (360 across all three authorization levels: elementary, middle, and high school) will include maintenance of a Practicum Log that shows the time, location, authorization level, standards considered, and activities engaged in. This log will be included in the Candidate's Portfolio. In addition, students will collect artifacts during the Practicum to illustrate their progress toward meeting the standards found in OAR 584-017-025: Standards for Initial Administrator Licensure. Samples of the format for logs are included in Appendix #5. Students may also prefer to maintain electronic logs or an alternative format for maintenance of hours. Artifacts may also be kept electronically in addition to additional hard copy evidence.

## **Guidelines for Mentors**

The Mentor's role for Administrator candidates is, of course, much different than that of a Cooperating Teacher. Because IAL Candidates are typically employed in the school or district, the Mentor's role is as a guide and advisors, as opposed to a constant supervisor. Additionally, because of the requirement to participate in experiences across authorization levels, Candidates are required to work in more than one school, typically with other mentors. Mentors will usually be certified administrators themselves, serving in a variety of roles, such as directors, principals, or superintendents. Because most Mentors have experienced some form of Practicum requirement in their own administrator training, I encourage Mentors to seek those experiences for IAL Candidates that Mentors found most rewarding in their programs. Under the new standards adopted by TSPC, the Practicum must be substantial, standards-based, and sustainable.

Examples of meaningful Practicum experiences include:

- Administrator shadowing
- Serving as acting Principal or Assistant Principal
- Special projects or tasks leading to written or presented outcomes
- Participating and taking an active role in committee assignments
- Serving as member of curricular teams, special projects, or other admin assignments
- Analysis of testing data and monitoring of AYP
- Assuming supervisor responsibilities during daily school activities and at special events
- Active participant in policy setting at the school or district level on issues ranging from dress codes to Special Ed placements
- Information gathering and background investigation for administrative team on specific topics regarding legal implications, rights and responsibilities, Special Ed law, etc.
- Any number of other activities relating to standards on vision, ethics, cultural competence, etc.

## **Evaluation of Candidates**

As noted above, Candidates are formally evaluated on their Practicum experiences four times per year: twice on site with the Mentor and SOU Supervisor and two other times with the SOU Supervisor. The Quarterly Site Evaluation form and rating scale is included in Appendix #6. Informal evaluations and discussion, of course, take place during the ongoing engagement of the Mentor and Candidate in the respective school and with the SOU Supervisor during class sessions and advising sessions throughout the school year.

## **Program Completion and Portfolio**

The approval of the Candidate's completion of the IAL program is determined when the 24 hours of required course are accomplished, 360 hours of Practicum are completed, and submission and approval of the Candidate's IAL Portfolio. The Portfolio provides the basic organizational scheme for consideration of the required Standards. Candidates may choose various formats to organize their Portfolio and artifacts, but how each of the Standards has been met is required.

After determination that all requirements have been met the School of Education's License Specialist notifies TSPC that the Candidate is qualified for the Initial License.

## APPENDIX #1:

### ISLLC Standards and IAL Coursework

<b>ISLLC Standards</b>  (align with OAR 548-17-0251)	Theme 1  Adult Learning	Theme 2  Visionary Leadership	Theme 3  Organizational Development	Theme 4  Instructional Leadership	Theme 5  Strategic Thinking and School Improvement	Integrated Strands
<b>1.0: 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.</b>						
1.1 Develop a vision	ED 595 Models of Professional Growth			ED 522 Curriculum Design & Ed Change	ED 523 Issues of Educational Reform	ED 528 Leadership into Practice
1.2 Articulate a vision	ED 595 Models of Professional Growth			ED 522 Curriculum Design & Ed Change	ED 523 Issues of Educational Reform	ED 528 Leadership into Practice
1.3 Implement a vision				ED 522 Curr Design & Ed Change	ED 523 Issues of Educational Reform	ED 528 Leadership into Practice
1.4 Steward a vision				ED 522 Curr Design & Ed Change	ED 523 Issues of Educational Reform	ED 528 Leadership into Practice
1.5 Promote community involvement in the vision		ED 525 Public and Professional relations			Ed 548 Culture & Family/Community Involvement	ED 528 Leadership into Practice
<b>2.0: 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.</b>						
2.1 Promote positive school culture			ED 579 School Improvement Measurement	ED 592 Humanizing Instruction	Ed 548 Culture & Family/Community Involvement	ED 528 Leadership into Practice
2.2 Provide effective instructional program			ED 579 School Imp Measurement	ED 513 Eval & Mgmt of Instruction		ED 528 Leadership into Practice
2.3 Apply best practice to student learning			ED 579 School Imp Measurement	ED 522 Curr Design & Ed Change	ED 560 Diversity	ED 528 Leadership into Practice
2.4 Design comprehensive professional growth plans		ED 595 Models of Professional Growth	ED 579 School Improvement Measurement	ED 513 Eval & Mgmt of Instruction	ED 523 Issues of Educational Reform	ED 528 Leadership into Practice

<b>ISLLC Standards</b>	Theme 1 Adult Learning	Theme 2 Visionary Leadership	Theme 3 Organizational Development	Theme 4 Instructional Leadership	Theme 5 Strategic Thinking and School Improvement	Integrated Strands
<b>3.0:</b> 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 Manage the organization			ED 524 Prof Models of Governance			ED 528 Leadership into Practice
3.2 Manage operations			ED 524 Prof Models of Governance			ED 528 Leadership into Practice
3.3 Manage resources			ED 524 Prof Models of Governance			ED 528 Leadership into Practice
<b>4.0:</b> 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 Collaborate with families and other community members			ED 524 Prof Models of Governance		Ed 548 Culture & Family/Community Involvement and ED 560 Diversity	ED 528 Leadership into Practice
4.2 Respond to community interests and needs			ED 579 School Improvement Measurement		Ed 548 Culture & Family/Community Involvement and ED 560 Diversity	ED 528 Leadership into Practice
4.3 Mobilize community resources			ED 524 Prof Models of Governance		Ed 548 Culture & Family/Community Involvement	ED 528 Leadership into Practice
<b>5.0:</b> Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.						
5.1 Acts with integrity			ED 591 School Law & Organization	ED 592 Humanizing Instruction	ED 523 Issues of Educational Reform	ED 528 Leadership in Practice
5.2 Acts fairly			ED 591 School Law & Organization	ED 592 Humanizing Instruction	ED 523 Issues of Educational Reform	ED 528 Leadership in Practice

5.3 Acts ethically			ED 591 School Law & Organization	ED 592 Humanizing Instruction	ED 523 Issues of Educational Reform	ED 528 Leadership in Practice
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ISLLC Standards	Theme 1 Adult Learning	Theme 2 Visionary Leadership	Theme 3 Organizational Development	Theme 4 Instructional Leadership	Theme 5 Strategic Thinking and School Improvement	Integrated Strands
<b>6.0:</b> Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.						
6.1 Understand the larger context			ED 579 School Improvement Measurement	ED 522 Curriculum Design & Ed Change	ED 560 Diversity	ED 528 Leadership into Practice
6.2 Respond to the larger context			ED 591 School Law & Organization	ED 522 Curriculum Design & Ed Change	ED 548 Culture & Family/Community Involvement	ED 528 Leadership into Practice
6.3 Influence the larger context				ED 513 Eval & Mgmt of Instruction	ED 548 Culture & Family/Community Involvement	ED 528 Leadership into Practice
<b>7.0: Practicum Experience.</b> 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 Substantial						ED 528 Leadership Practice
7.2 Sustained						ED 528 Leadership Practice
7.3 Standards-based						ED 528 Leadership Practice
7.4 Real settings						ED 528 Leadership Practice
7.5 Planned and guided cooperatively						ED 528 Leadership Practice
7.6 Credit						ED 528 Leadership Practice

## APPENDIX #2:

### Initial Administrator Licensure Program

#### Example of Course Schedule (exact dates vary by year)

<b>Summer: Leadership Vision and Adult Learning</b>	<b>Schedule</b>
ED 595A Models of Professional Growth (3 credits) ED 525A Public and Professional Relations (3 credits)  ED 528A Leadership into Practice (field work) (variable credit*)	June 16 -19: 1:00 – 6:00 June 22-25: 1:00-6:00 June 29-July 2: 1:00-6:00  Scheduled in collaboration with advisor
<b>Fall: Organizational Development</b>	<b>Schedule</b>
ED 591AL School Law and Organization (1 credit)	9/26/: 4:30 – 8:30 9/27/: 9:00 – 4:00
ED 524AL Models of Professional Governance (1 credit)	10/24/: 4:30 – 8:30 10/25/: 8:00 – 4:00
ED 579A School Improvement Measurement (1 credit)	12/5/: 4:30 – 8:30 12/6/: 9:00 – 4:00
ED 528A Leadership into Practice (field work) (variable credit*)	Scheduled in collaboration with advisor
<b>Winter 2007: Instructional Leadership</b>	<b>Schedule</b>
ED 513A Evaluation and Management of Instruction (1 credit)	TBD
ED 522A Curriculum Design and Educational Change (1 credit)	TBD
ED 592A Humanizing Instruction (1 credit)	TBD
ED 528A Leadership into Practice (field work) (variable credit*)	Scheduled in collaboration with advisor
<b>Spring: Strategic Thinking and School Improvement</b>	<b>Schedule</b>
ED 523A Issues of Educational Reform (1 credit)	TBD
ED 548A Culture and Family/Community Involvement (1 credit)	TBD
ED 560A Diversity (1 credit)	TBD
ED 528A Leadership into Practice (field work) (variable credit*)	Scheduled in collaboration with advisor
<b>2nd Summer, if needed</b>	<b>Schedule</b>
ED 528A Leadership into Practice (field work) (variable credit*)	Scheduled in collaboration with advisor

\*9 credits of field work required for program completion

**LOCATION:** All class sessions will be held on the SOU campus in Ashland

## **APPENDIX #3:** **Practicum Course Syllabus**

**Southern Oregon University  
IAL**

**Mills**

### **Leadership into Practice ED 528-A**

#### **Description:**

This course and component of the IAL program creates conditions for teacher leadership and requires practice in principles supporting individual and collaborative growth and change. Using current understandings of the forces of educational change and implementation of personal and professional action plans, students in the IAL Program work at school sites with practicing administrators to aid in teaching and learning improvement

#### **Course Outcomes:**

To complete the practicum, students must identify a site supervisor and complete 40 hours of practicum specific work per credit. Students may register for one to three credits per quarter and are required to complete a total of 9 credits or 360 hours of practicum specific work.

Students prepare a practicum plan (samples included), review it with their university supervisor and site supervisor prior to initiating the practicum. Students will maintain a log of activities as well as reflect on what they have learned through the activities (samples included). Finally, students will gather artifacts representing their experiences for inclusion in an inquiry and integration portfolio. Students must demonstrate proficiency in all of the ISLLC standards (aligned with OAR 584-17-0251) through the practicum logs and the inquiry and integration portfolio.

#### **Office and email:**

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#### **Required Practicum Experiences:**

##### **Fall:**

###### **a) School Board**

Attend at least one school board meeting. Interview the Superintendent to learn about how the agenda is developed and his/her perception of the relationship between

school board members and district administrators. Interview at least one board member to understand her/his perception of the relationship between school board members and district administrators.

**b) Continuous Improvement Plan**

Meet with the person responsible for overseeing the district's Continuous Improvement Plan. Learn about the process the district engaged in to develop the CIP. Identify how the district will measure improvement efforts.

**c) Principal interviews**

Meet with at least one administrator at the elementary level and at least one administrator at the secondary level. Learn about the relationship between building procedures, district policy, and the CIP as it impacts student outcomes.

**Winter:**

**a) Dialogue with the Curriculum Director of a school district**

From this person's perspective, what are the critical issues facing the district? What are the issues that keep this person awake at night? What strategies does the curriculum director utilize to move the district forward, through the critical issues? What data is relied on to inform decisions and support the strategies utilized? How are resources allocated to address the critical issues identified?

**b) Dialogue with a school administrator from both the elementary and secondary levels**

From this person's perspective, what are the critical issues facing the district? What are the issues that keep this person awake at night? What strategies does the curriculum director utilize to move the district forward, through the critical issues? What data is relied on to inform decisions and support the strategies utilized? How are resources allocated to address the critical issues identified?

**c) Dialogue with the business manager of a school district**

From this person's perspective, what are the critical issues facing the district? What are the issues that keep this person awake at night? What strategies does the curriculum director utilize to move the district forward, through the critical issues? What data is relied on to inform decisions and support the strategies utilized? How are resources allocated to address the critical issues identified?

**Spring:**

**a) School Site Council:** discuss with a building administrator how the site council is constructed, membership on the site council and the site council's role in governance and decision making. Attend at least one site council meeting. Assess whether the membership on the site council is proportionally representative of the school demographics. Evaluate the involvement of site council members.

**b) Business Partnerships:** most schools have at least one community business partner. Meet with a school administrator to learn who the business partners are, how they are involved with the school, how they were identified and encouraged to become involved. Within your own community, identify at least one potential business partner and develop a plan to solicit the business's involvement with the school.

**c) Grants:** identify at least one potential grant for funding of school activities. Share the RFP with a school administrator to discuss how grants are developed, who is involved in grant preparation and maintenance, and the likelihood of submitting the grant proposal you have identified.

## Appendix #4:

### Proposed Practicum Plan

ISLLC Standards	Proposed Activities	Possible artifacts for Integration Portfolio
<p><b>(1): Visionary Leadership:</b>  <b>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.</b></p>		
<p><b>(2) Instructional Improvement:</b>  <b>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.</b></p>		
<p><b>(3) Effective Management:</b>  <b>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.</b></p>		

ISLLC Standards	Proposed Activities	Possible artifacts for Integration Portfolio
<p><b>(4) Inclusive Practice:</b> 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.</p>		
<p><b>(5) Ethical Leadership:</b> 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.</p>		
<p><b>(6) Socio-Political Context:</b> Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>		

## **APPENDIX #5:**

### **Sample Practicum Logs**

Date	Time	Standard	What happened	My thinking about it

**OR**

Date	Time	Standard	What happened and my thinking about it

**OR**

Date	Time	Activity	Standard
What happened	My thinking about it		

## **Appendix #6:** **Practicum Supervision Evaluation Form**

**Southern Oregon University  
IAL Program  
Quarterly Proficiency Assessment**

**Student** \_\_\_\_\_ **School** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Practicum focus** \_\_\_\_\_

**University Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_

**NCATE Standards** (align with OAR 584-17-0251, effective 1/1/2006)

**(1) 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.

	Rating	Comments
(a) Develop a vision		
(b) Articulate a vision		
(c) Implement a vision		
(d) Steward a vision		
(e) Promote community involvement in the vision		

**(2) 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.

(a) Promote positive school culture		
(b) Provide effective instructional program		
(c) Apply best practice to student learning		
(d) Design comprehensive professional growth plans		

*See attached for additional comments*

**Southern Oregon University  
IAL Program  
Quarterly Proficiency Assessment**

<b>(3) Effective Management:</b> 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.		
	<b>Rating</b>	<b>Comments</b>
(a) Manage the organization		
(b) Manage operations		
(c) Manage resources		
<b>(4) Inclusive Practice:</b> 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.		
(a) Collaborate with families and other community members		
(b) Respond to community interests and needs		
(c) Mobilize community resources		
<b>(5) Ethical Leadership:</b> 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.		
(a) Acts with integrity		
(b) Acts fairly		
(c) Acts ethically		
<b>(6) Socio-Political Context</b> Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.		
(a) Understand the larger context		
(b) Respond to the larger context		
(c) Influence the larger context		

*See attached for additional comments*

## **PROFICIENCY RATINGS**

Based on the stages of professional growth, the IAL Candidates will be rated in each proficiency areas as one of the following:

### **Emerging**

The indicators are either not observed or are seldom seen. Performance is inconsistent or Candidate may not have had adequate opportunity to apply the proficiency.

### **Developing**

The indicators are occasionally applied. Performance may be inconsistent, but potential is evident. Candidate sometimes reflects upon administrative practices.

### **Competent**

The indicators are usually applied. Candidate generally integrates skills and knowledge; some weaknesses observed but do not distract from overall quality. Candidate exams practice most of the time.

### **Proficient**

The indicators are applied consistently in most areas. Candidate integrates skills and knowledge into cohesive whole. Minor weaknesses do not distract from overall quality. Candidate critically examines practice most of the time.

### **Accomplished**

The indicators are applied consistently across all content and skill areas. Candidate integrates skills and knowledge into cohesive whole. Few, if any, weaknesses are apparent. Overall quality is very high and Candidate adopts practices and integrates them into his or her administrative leadership.