

**Concordia University Portland – College of Education
Concordia Initial Administrative Practicum Evaluation (CIAPE)
For M.Ed in Administration & Initial Administrator License Programs**

Administrative Candidate: KEVIN WILSON

Form Completed by: ROB BOYE'

Practicum start date: APRIL 1, 2014 End date: MARCH 15, 2015

Preferred level: ECE/ELE (elementary) or ML/HS (secondary)

Supplemental level: ECE/ELE (elementary) or ML/HS (secondary)

Site: DOUGLAS HIGH SCHOOL District: WINSTON-DILLARD SCHOOL DISTRICT

Site Administrator/Mentor: ROB BOYE'

University Supervisor CHRISTINE NICHOLS

When using this form to assess administrative performance, please circle the number under the column that most closely approximates the candidate's performance. The ratings and comments on this document should reflect an evaluation of the competencies of an entry-level administrator. Meeting the criteria listed below will help ensure that the candidate possesses the knowledge, skills, and competencies required for school-level administrators.

M. Ed. Administrative Program Objectives

Student outcomes for the M. Ed. in Administration were written to meet the standards for the Initial Administrator License (OAR 584-080-0251) as well as the mission statements of both Concordia University and its College of Education.

Upon program completion, M. Ed. Administrative candidates will demonstrate and document:

(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

(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.

(3) Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment

(4) Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

(5) Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

(6) Socio-Political Context: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The IAL candidate will be evaluated based on the following Criteria – as found in OAR 584-017-0251:

Criteria	Score					
	Beginning	Emerging	Developing	Proficient	Strong	Exemplary
(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 practicum students with substantial responsibilities that increase overtime in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders; and	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input checked="" type="checkbox"/>
(B) Each candidate should have a minimum of six months or equivalent of full-time practicum experience. (See, OAR 584-017-0280 Field Experience for Administrator License Program and 584-017-0282 Internship Experience for Administrator License Program)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>

(b) The practicum will be sustained. Candidates:						
(A) Participate in planned practicum activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(c) The practicum will be standards-based. Candidates:						
(A) Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders; and	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(B) Experiences are designed to accommodate candidates' individual needs.	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) The practica will be in real settings. Candidates:						
(A) Experiences occur in multiple district settings that allow for the demonstration of a wide range of relevant knowledge and skills; and	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(B) Experiences include work with appropriate community organizations, parent groups and school boards.	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e) The practica will be planned and guided cooperatively. Candidates:						
(A) Experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs; and	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Assumptions:						
(B) Mentors are provided training to guide the candidate during the practicum experience.	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) The practicum will be for credit. Candidates:						
(g) Earn graduate credit for their practicum experience.	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENTS:

Final Grade:

Pass

Pass with Reservations (list reservations/suggestions in above commentary or on a separate sheet)

Incomplete

Withdrawal



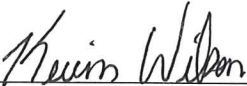
Site Mentor Signature



Date

University Supervisor Signature

Date



Administrative Candidate



Date