CONCORDIA UNIVERSITY

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: **Kevin Miller**

Practicum start date: **April 1, 20104**   End date: **March 15, 2015**

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

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

Site: **Brockway Elementary School**   District: **Winston-Dillard Schools**

Site Administrator/Mentor: **Kevin Miller**

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					
(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.	Beginning	Emerging	Developing	Proficient	Strong	Exemplary
(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 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☒
(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 ☐	2 ☐	3 ☐	4 ☐	5 ☒	6 ☐

(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 ☐

(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 ☐
(B) Experiences are designed to accommodate candidates' individual needs.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☒	6 ☐

(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 ☒
(B) Experiences include work with appropriate community organizations, parent groups and school boards.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☒	6 ☐

(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 ☐

Assumptions:						
(B) Mentors are provided training to guide the candidate during the practicum experience.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☒	6 ☐

(f) The practicum will be for credit. Candidates:						
(g) Earn graduate credit for their practicum experience.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☒	6 ☐

COMMENTS:

Mr. Wilson has done a great job serving as interim principal at Brockway Elementary School. He has a great rapport with students, families and school staff. Mr. Wilson demonstrates a solid interpersonal skill set that allows him to deal with difficult situations effectively. The evidence suggests that with additional administrative experience he will become a great building principal.

Final Grade:

___x___ Pass

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

_____ Incomplete

_____ Withdrawal

_____   3/6/15
Site Mentor Signature   _____
                                              Date

_____   _____
University Supervisor Signature   Date

Kevin Wilson
_____   04/20/15
Administrative Candidate   _____
                                              Date