Initial Administrator Licensure Program

Section 2

PROGRAM DESIGN

This section describes the foundation of the IAL preparation program, including:

- Importance of educational administration
- Levels of administrator licensure in Oregon
- IAL instructional program goals & TSPC standards
- Student recruitment
- Student retention & addressing concerns about an IAL student
- IAL instructional program structure
- Assignments
- Grades & incompletes
- Program evaluation forms
Administrator Licensure Program

IAL Program Foundation

Importance of Educational Administration

Each school year an elementary school teacher impacts about 20 to 30 students, while a middle or high school teacher impacts about 120 to 160 students. A school administrator impacts the students of all the teachers with whom he or she works. An administrator’s job thus involves both an indirect influence on students through teachers, and a direct influence through his or her own contact with students.

Levels of Administrator Licensure in Oregon

The IAL program (26 credits) is the first of two programs offered by the University of Oregon Administrator Licensure Program for the preparation of educational administrators. Our programs are aligned with the preparatory standards for educational administration established by the Oregon Teacher Standards and Practices Commission (TSPC). When you complete the IAL program you will be eligible to apply for your initial administrator license.

As laid out in the Oregon Administrative Rules, individuals who wish to become school administrators must obtain an initial administrator license, which authorizes you to serve in an administrative position for three years. The IAL license qualifies you to serve as a superintendent. Within three years of receiving your IAL license you need to complete nine credits toward your CAL to renew it for another three years. After another three years you need to have completed another nine credits to renew for another three years. When you complete an additional nine credits in the next three years you will receive your CAL license. In sum, by taking one three-credit class each year for nine years, you receive two three-year IAL renewals and a culminating CAL license.

The Administrator Licensure Program offers the Continuing Administrator Licensure (CAL) program to prepare you for receiving IAL renewal licenses and a continuing administrator license from TSPC. The CAL program at the UO is a 27-credit program.

IAL Instructional Program Goals/TSPC Preparatory Standards for Initial Administrator Licensure

The IAL program's goals correspond to the seven preparatory standards for initial administrator licensure specified by TSPC (Reference: ORS 584-080-0050), which are listed below. When we designed the instructional institutes for the Initial Administrator Licensure program, we considered how best to cover all of the TSPC standards. New Standards adopted by TSPC went into effect in 2006-2007. Section 3: Program Institutes includes a matrix showing the match between TSPC
preparatory standards and the IAL instructional institutes in which you will participate. The set of institutes in the IAL program provide a course of study, assessment and evaluation, and field experience to ensure that you possess the knowledge, skills, and competencies to accomplish each of the seven TSPC preparatory standards for initial administrator licensure.

The seventh standard on the field/practicum experience requires that you synthesize and apply Standards 1-6 through substantial, sustained, standards-based work in real settings. The practicum involves experiences planned cooperatively by individual, site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. Each student is assigned a university supervisor who is a mentor trained to guide the candidate during the practicum experience. Please study the Practicum Manual for details on planning your practicum experience.

Through the required course of study, assessments, and practicum, the candidate for an Initial Administrator License shall demonstrate knowledge, skills, and competencies necessary to accomplish each of the following:

| 1.1 Develop a Vision | a. Candidates develop a vision of learning for a school that promotes the success of all students.  
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<th>b. Candidates base this vision on culturally relevant knowledge and theories, including but not limited to an understanding of learning goals in a democratic and pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.</th>
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| 1.2 Articulate a Vision | a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.  
|                      | b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.  
|                      | c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. |
| 1.3 Implement a Vision | a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision.  
|                      | b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources). |
| 1.4 Steward a Vision                      | a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.  
   b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.  
   c. Candidates assume stewardship of the vision through various methods. |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5 Promote Community                    | a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.  
   b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision. |
| 2.1 Promote Positive School Culture      | a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. |
| 2.2 Provide Effective Instructional Program | a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.  
   b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.  
   c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.  
   d. Candidates demonstrate the ability to use aggregated and disaggregated student achievement data to develop effective instructional programs.  
   e. Candidates demonstrate the ability to use individual and group achievement data to develop school improvement plans.  
   f. Candidates are able to use a variety of assessment tools and techniques to improve student achievement. |
| 2.3 Apply Best Practice to Student Learning | a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.  
   b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.  
   c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. |
| 2.4 Design Comprehensive Professional Growth Plans | a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.  
   b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive professional growth plans with teachers and other school personnel.  
   c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning. |
### 3.1 Manage the Organization

| a. | Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data-driven decision-making with attention to indicators of equity, effectiveness, and efficiency. |
| b. | Candidates develop plans of action for focusing on effective organization and management of fiscal, human and material resources, giving priority to student learning, safety, curriculum, and instruction. |
| c. | Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement. |
| d. | Candidates have knowledge of licensure rules and apply them properly to assignment of personnel. |

### 3.2 Manage Operations

| a. | Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. |
| b. | Candidates develop communications plans for staff to develop their family and community collaboration skills. |
| c. | Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities. |

### 3.3 Manage Resources

| a. | Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. |
| b. | Candidates creatively seek new resources to facilitate learning. |
| c. | Candidates apply and assess current technologies for school management, business procedures, and scheduling. |

### 4.1 Collaborate with Families and Other Community Members

| a. | Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. |
| b. | Candidates demonstrate an ability to involve all families in the education of their children based on the belief that families have the best interests of their children in mind. |
| c. | Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. |
| d. | Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. |
| e. | Candidates develop various methods of outreach aimed at business, religious, political, and service organizations. |
| f. | Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. |
| g. | Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. |
| h. | Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media. |
| 4.2 Respond to Community Interests and Needs | a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.  
  
  b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.  
  
  c. Candidates provide leadership to programs serving students with special and exceptional needs.  
  
  d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students. |
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| 4.3 Mobilize Community Resources | a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.  
  
  b. Candidates demonstrate how to use school resources and social service agencies to serve the community.  
  
  c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. |
| 5.1 Acts with Integrity | a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions to promote such respect.  
  
  b. Candidates demonstrate behaviors that are honest and consistent. |
| 5.2 Acts Fairly | a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.  
  
  b. Candidates make decisions using an inclusive process.  
  
  c. Candidates understand and avoid any conflict of interest and avoid the appearance of impropriety. |
| 5.3 Acts Ethically | a. Candidates make and explain decisions based upon ethical and legal principles.  
  
  b. Candidates demonstrate respect and diligence regarding the law and compliance with its requirements. |
| 6.1 Understand the Larger Context | a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.  
  
  b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.  
  
  c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.  
  
  d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.  
  
  e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.  
  
  f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.  
  
  g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.  
  
  h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. |
6.2 Respond to the Larger Context

a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.
c. Candidates advocate for policies and programs and instructional strategies that promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

7.1 Substantial

a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide candidates with substantial responsibilities that increase overtime in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
b. Each candidate should have a minimum of six months (or equivalent, see note below) of full-time practicum experience.

7.2 Sustained

a. 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.

7.3 Standards-based

a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
b. Experiences are designed to accommodate candidates' individual needs.

7.4 Real Settings

a. Candidates’ experiences occur in multiple that allow for the demonstration of a wide range of relevant knowledge and skills.
b. Candidates’ experiences include work with appropriate community organizations such as service groups and local businesses.

7.5 Planned and Guided Cooperatively

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

7.6 Credit

a. Candidates earn graduate credit for their practicum experience.

IAL Student Recruitment

Equity and Diversity

The Administrator Licensure Program is committed to improving the representation of diverse groups in its licensure cohort groups by strengthening current recruitment efforts and implementing new recruitment strategies. The program staff continues to seek assistance from its educational partners.
including school districts, the Confederation of Oregon School Administrators (COSA), the Oregon Association of Latino Administrators (OALA), and the UO Office of Multicultural Affairs, on better ways to recruit students representing diverse groups.

The Administrator Licensure Program distributes recruitment information to a diverse group of potential students and engages in collaborative efforts with COSA and school district officials to disseminate program information to students from diverse backgrounds. The Program has established formal ties with school districts to target personalized recruitment of students of color and other underrepresented groups in education. Current and former minority students of the Administrator Licensure Program assist in networking and helping to recruit teachers representing diverse groups into the program.

Students may refer to the College of Education’s diversity policy at Student Academic Services and Academic Policies and Procedures Handbook (revised September 2000), pp. A-33 & A-34, for information on the UO and College of Education’s “Policy on Infusion of Diversity into College Course and Course Documentation” or visit the website at https://education.uoregon.edu/student-academic-services/diversity.

Recruitment of IAL Students

The Administrator Licensure Program is committed to a policy of student recruitment that optimizes the opportunity for the very best administrator candidates to secure admission to the program and complete the program successfully. Each year members of the program communicate with selected school administrators who are known for their innovative leadership of exemplary schools, to describe the program and ask for suggestions of individuals who they believe would make outstanding educational leaders. Individuals identified by these administrators (most of whom are currently Oregon school teachers) are contacted and invited to consider applying to the IAL program. IAL program graduates are also encouraged to invite their colleagues in the field to apply to the IAL program.

IAL Admissions Procedures

The IAL program's standards-based admissions policy is anchored to a selection process that is designed to admit only highly qualified candidates while serving to screen candidates who lack sufficient administrative potential. We consider individual qualities that reflect an individual's potential to contribute distinctively to the field, including unique work or service experience, leadership potential, and demonstrated ability to work effectively with diverse populations. Our admissions procedure involves instructors and practicing administrators to serve on an admissions committee. The admissions committee has the option to waive specific admission requirements if
there is sufficient evidence of an applicant's potential for success and contribution in the Initial Administrator Licensure program.

IAL Program Participants

Each summer a new IAL program begins for one or more cohorts of IAL students. Most students in the IAL program are practicing teachers who already have a master’s degree and are taking just the year of IAL institutes to obtain their initial administrator license. Informally, program staff sometimes refers to this year as the “IAL cohort,” because students go through the entire year’s activities as part of a cohort.

Some students who are accepted into the IAL program do not yet have their master’s degree. These students typically enroll in the M.Ed./IAL joint program, which allows them to do their M.Ed. coursework and complete the required master’s project before they begin the IAL institutes with the rest of their cohort. The M.Ed./IAL Student Handbook is provided to these students to cover the master’s degree portion of their program. This IAL Student Handbook provides information on the IAL institute and practicum portions of their program. This handbook is for all IAL students, whether or not you also need to complete a master’s degree.

IAL Student Retention

The Administrator Licensure Program staff is committed to the success of every student in the IAL program and we use the following procedures to ensure that students are, and will continue to be, successful.

Advising of IAL Students

The IAL director advises students about the pedagogical design and instructional requirements of the IAL program to support students in achieving their career goals. He will attend the weekend institutes each term, and if you wish to meet with him on Saturday you can make an appointment that Friday night. You can also make individual appointments at other times by contacting him by phone or email. See Section 7 of this Handbook for information about the advising provided by your practicum supervisors.

Expected Classroom Behavior

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, books, newspapers
- Using technology appropriately and with respect for the instructor

Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

**Professional Standards Expected of IAL Students**

1. Students are expected to meet all the personal and professional criteria that would be required of them in serving as educational administrators. These criteria include consistently displaying the competencies that the TSPC has specified as necessary for initial administrator licensure candidates to display.

2. Students also are expected to display the general personal and managerial skills that they will need to function effectively as educational administrators, including the following.
   
   a. Being able to relate well with students, teachers, and other educational stakeholders.
   b. Behaving ethically and responsibly both on campus and in the field.
   c. Communicating accurately and effectively with various types of individuals and groups.
   d. Being prepared for institutes and practicum activities.
   e. Storing and maintaining the confidentiality of school records.
   f. Attending required program functions.
   g. Completing assignments and other program requirements in a timely fashion.

3. Students should also refer to the most recent UO Schedule of Classes for a statement of the Student Conduct Code, which applies to all UO students.

**Addressing Concerns about an IAL Student**

1. The same care that is taken with respect to defining relevant and high admission standards will be applied in an ongoing evaluation by program staff and participating professionals of each student's progress in, and likelihood of successful completion of, the program.

2. On rare occasions a persistent concern may arise about the progress of a student in more than one of the courses or institutes in which he or she is enrolled, or about the student's personal demeanor in relation to individuals encountered during the student's participation in program activities. Wherever possible, the issue should be resolved between the instructor and the student. If this cannot be accomplished, the individual who first raised the concern should request a meeting with the director of the Administrator Licensure Program to get help in arriving at a resolution.

3. As soon as possible after a concern has been raised about either a student's personal or academic performance, the director of the Administrator Licensure Program will meet individually with the student in order to:
   - review the student's performance and/or attendance in institutes and practicum and suggest corrective action.
   - review the student's progress in course work and completion of the practicum portfolio.
   - advise the student about strengths, weaknesses, and other areas of concern.

IAL Student Handbook, Instructional Program Design, p. 2.10
6/19/2013
• obtain information for communication with faculty concerning the student's progress and needs.

4. After the review, the director of the Administrator Licensure Program will communicate the results of the review to the student, appropriate instructors and, if appropriate, the student's University supervisor and site supervisor(s). If more than one instructor is concerned about the student's progress, the director will contact other faculty and supervisors who work with the student and discuss the student's performance.

5. If the student is not able to change his or her behavior sufficiently to meet the required standards of performance, the program may recommend the student's termination from the program.

Termination Procedures

The Administrator Licensure Program has developed a comprehensive set of procedures to deal effectively with any student having problems that could potentially lead to the student's deciding to, or being asked to, leave before completion of the program. These procedures are summarized below.

1. Any student who does not perform adequately in relation to program expectations will be provided with assistance from program staff to develop an action plan for improvement, including clear timelines for demonstrating adequate correction.

2. Ongoing student evaluation will be used to ensure early detection of any significant problems that might interfere with a student’s progress in the program.

3. When serious deficiencies are noted with respect to a student’s meeting of program requirements, students will be notified in writing, with a copy of the letter to the department head. Similarly, when deficiencies are noted in the student's practicum experience, regardless of the time during the term, the site supervisor will prepare a letter to the student, with a copy to the department head. The letter must include
   a. a description of the issues needing to be addressed.
   b. a suggested plan for addressing each issue.
   c. criteria for determining that the issues have been remedied or resolved.
   d. a timeline for review.

4. Specific written procedures will be provided, on a "need-to-know basis," to program staff for counseling and advising students who are not perceived as making adequate progress to help them define and consider their options. Program staff may choose to suggest one or more of the following options: Remediation of unsatisfactory work or deficiency, alternative strategies for moving forward in the program, transfer to another program within the UO, or termination from the program.

For further information concerning termination of students, please refer to the “Policy Regarding Termination of Students from Programs” of the UO College of Education or visit the website at https://education.uoregon.edu/academics/student-dismissal.
Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code http://uodos.uoregon.edu/LinkClick.aspx?fileticket=puLfAzFDbsg%3D&tabid=69. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

IAL Instructional Program Structure

Requirements for Maintenance of Good Standing

Once students have been admitted to the IAL program, we expect all of them to successfully complete the program, although we recognize that circumstances might arise that make it impossible to complete the program. Listed below are the minimal requirements expected for students to maintain good standing in the IAL program and in the College of Education.

1. Maintenance of continuous enrollment.
2. Satisfactory progress in earning credits toward your M.Ed. degree and/or initial administrator license.
3. Successful completion of a practicum requiring a minimum of 360 hours of field experience.
4. If you are not in the M.Ed. program, earning a Pass (P) in all instructional institutes.
5. If you are in the M.Ed. program, maintaining a GPA of 3.0 (equivalent to a “B” average) in graduate courses taken in the degree program and earning a grade of “B” or better in all IAL institutes.
6. Completion of course work in a timely fashion. See the Assignments section below for further information.

Timeframe of Program Activities

Typically the IAL program covers a 12-month period, although some students choose the option of spreading out their practicum requirements over two years.

During summer term, institutes meet four days a week from 8:00 a.m. to 3:50 p.m., and occasionally until 5:00 p.m. Some classes will be online; see Online and Webinar Classes below.

During the school year, Friday institutes are offered either online or meet 4:30 p.m. to 8:20 p.m., and Saturday institutes meet from 8:00 a.m. to 3:50 p.m. During the summer term you will have either a
reading or paper assignment to work on in the evening. Plan on putting in 2-4 hours a day outside class for summer institutes. Each weekend institute during the school year (Fall, Winter, and Spring terms) involves an assignment that requires 5 to 15 hours to complete.

The lunch break is 11:45 to 12:30 each day. You are free to make phone calls or take care of other needs during that time. Part of each institute and a few hours each week during the summer program are reserved for process time and problem-based learning. During process time you can ask questions concerning the practicum and overall program issues. During problem-based learning sessions students will share real-life problems from their own or other’s experiences in serving as educational leaders in the field. Working in groups, students will generate collaborative solutions to selected problems.

**Online and Webinar Classes**

An online class and a webinar are at the root, the same thing. Both are content that are accessed through a computer terminal. Online is a general term (think "tissue" vs "Kleenex) for all manner of course content delivery mechanisms: Blackboard, websites, email, YouTube, etc. Online courses may be delivered synchronously (all are online at the same time) or asynchronously (the host posts the content, and the participants log in at a variety of times).

A Webinar is a particular type of online content delivery. Typically, the Webinar Host signs up with a company (GoToMeeting, DimDim, and WebEx are a few) and each participant logs in to a protected website, using a password supplied by the host. Course content in a webinar usually looks like a powerpoint, sometimes with embedded video. The host speaks while the powerpoint runs, providing commentary. Participants may ask questions that the host answers, all through the website portal, though sometimes, the audio portion is a conference line with the visual portion only online. The entire webinar may be recorded as it is delivered, and is thus available after the group meeting concludes.

After registering, there is no additional fee for the participant to access the webinar, or other online course delivery system, is free. Some webinar programs require the participant to download a free application to their computer, but that download is simple and won't require an IT expert. Currently, our administrator licensure program has chosen to use WebEx. If one of our classes includes a Webinar program, we will provide step-by-step instructions to participants on how to access the program.

You are required to enroll in TK 20, a data management system where you will place all of the
contents of your Practicum Portfolio. Further information about TK 20 and electronic Practicum files will be given during fall 2013.

**Attendance Requirements**

The IAL program is designed to incorporate the IAL institutes with your practicum experience to integrate theory and practice. The developmental design of the program enables you to apply the knowledge and skills learned at each institute in your field-based practicum. Although we understand that emergencies occur, **it is the expectation that you attend all IAL institute sessions in full.**

Should extenuating circumstances, such as **a family emergency**, cause you to feel the necessity to miss part or all of an institute, you must follow these procedures:

1. Send an e-mail to the program coordinator, indicating (a) your reason for not being able to attend, (b) the date and times you plan to be absent, and (c) the arrangement that you propose to make up missed work. The program coordinator will respond to your request. On rare occasions an absence will be excused, but you are still responsible for completing your assignments on time.

2. Be sure to obtain from a classmate a copy of all handouts and assignments from the missed institute along with their due dates. If possible, ask a classmate to take notes for you.

3. Complete all assignments from the missed session(s). You are responsible for completing all written assignments from an excused institute at the normal time in order to receive a grade for the quarter.

If the IAL program director determines that **attendance is an issue**, it will be discussed with the student whether there is a better time (that is, another year) for the student to complete the IAL program.

**Teaching Strategies**

The IAL instructional program, which is designed to integrate theory and practice, consists of institutes as part of a cohort and a field-based practicum that each student carries out in two sites.

The IAL institutes each focus on a single, major topic in school administration. The institutes typically involve a combination of lecture and group work involving case studies/scenarios on typical issues that administrators face. Usually the institutes provide time to reinforce the concepts being taught but do not provide time for doing assignments. Most institutes are taught by UO faculty who work closely with school districts and by school practitioners. The institute assignments are based, for the most part, on the fieldwork that you complete in your practicum.

Seating arrangements in class are purposely designed to build an inclusive climate of caring and allow you to get to know all your classmates. Students may be asked to volunteer for leadership roles during the institutes.
If a question arises, you can ask the instructor to address your question at that time. However, please be sensitive to the importance of sharing the airspace and not dominating class time with questions or comments. You can also talk to the instructor at class breaks.

Program Evaluation

To maintain our commitment to continuous improvement of the IAL program, we depend on feedback from students as to what aspects of the program are positive and what needs to be changed to better serve your needs.

Therefore we ask every student to complete an evaluation form for each instructional institute. See the Evaluation form at the end of this section. Please take time to fill them out immediately following the last session of each institute, in order to give your instructors and program staff your ratings and comments. We also appreciate your comments about the program. You will receive an online Qualtrics survey for your online sessions. Because your feedback is essential to maintaining the high quality of the IAL program, completion of the electronic evaluation is mandatory. A separate responders survey, linked to the evaluation form, compiles a list of those who have completed it. You will be given an Incomplete for the online session until after you have submitted the online evaluation form.

Assignments

Course work in the IAL program is designed to integrate theory and practice in an ongoing developmental sequence. Between the end of the Summer institutes and the beginning of the Fall institutes, you will be expected to complete some of the Summer institute assignments. Check the Assignment Schedule for the due date for each institute assignment. Note that certain institutes have assignments that you carry out as part of your practicum, and are due later in the year.

Assignments are specific to each institute. During the last IAL institute, however, students will complete an integration activity. Because this activity is so essential to student’s learning, it is introduced during the winter term.

General Requirements for IAL Assignments

The following requirements apply to the completion of institute assignments.

1. All assignments are submitted electronically to the instructor of each institute. You have been given a list of instructor emails and phone numbers. We are aware that with firewalls and spam filters, occasionally a file is not received. Therefore we recommend that you request the instructor to notify you that they have received your assignment. If you do not receive verification within two days, please call the instructor to consult on how to send your file. (Please note #11 under Procedure for Preparing Institute Assignments for proper file naming protocol.)
2. **You are expected to complete and turn in assignments on time.** Time management and the ability to prioritize tasks to meet deadlines are attributes of successful administrators. **A student who has several late assignments during a term may be placed on academic probation.** If assignments are not turned in by the end of the term an incomplete grade will be issued and the student will be placed on academic probation. Students on academic probation will develop a plan of assistance with the Director to assist them in being successful in the program. Occasionally circumstances arise that make it difficult for you to meet an assignment deadline. If this occurs, you are responsible for contacting the instructor and giving the extenuating circumstances that require an extension to the deadline. If the instructor accepts your request for an extension, your assignment is due either at the agreed upon date or, at the latest, the institute that immediately follows the normal due date.

3. Institute instructors are responsible for rating assignments according to the following scale:

   - **A+** = Completed assignment—**exceeded** criteria
   - **A** = Completed assignment—**more than met** criteria
   - **B+ to A-** = Completed assignment—**met** criteria with something to spare
   - **B** = Completed assignment—**met** criteria
   - **C+ to B-** = Completed assignment—**did not meet** criteria, therefore receives an **I** = must redo until meets
   - **C** = Completed assignment—**did not meet** criteria, therefore receives an **I** = must redo until meets
   - **I** = Incomplete. Assignment not turned in, or **not complete, or did not meet criteria and must redo**.

   Any assignment that is rated as having not met standard must be revised and returned to the instructor. The instructor will notify the Program Coordinator when the assignment has met standard.

**Procedure for Preparing Institute Assignments.**

Some institute instructors may specify their own individual guidelines for preparing institute assignments, but otherwise please use the following procedure. It lays out precisely what you need to do to ensure that your institute assignments are neat and **maximally readable.** Doing so will enable your instructor to give your work their full attention and feedback.

1. Your assignment must be typed; no handwritten material will be read.

2. Print must be high quality (dark and clear).

3. Type your assignment on standard 8-1/2" X 11" paper with a 12-point typeface.

4. Type double space, with at least a one-inch margin on the right and left sides and at the top and bottom of the page.
5. Insert a footer on every page of your document that includes your first and last name, the date, and the page number. This information will help us keep track of drafts and provide you specific feedback.

6. **Include a cover page specifying: your name, the date, a descriptive title of the assignment, and that it is an assignment for the specified institute of the IAL program.**

7. Include a Contents page showing the sections of your assignment and the page on which each section begins.

8. Include any data-collection instruments you use or plan to use as appendices.


10. **Please do a spell-check and a grammar check on your entire assignment,** (either your own or by computer) before submitting the assignment.

11. **Save your file and name it using your last name and the institute assignment name and instructor initials. Example: An assignment due to Keith Hollenbeck for Practicum (the Log), submitted by John Smith would be named: IAL_Smith_Practicum_Log_KH.**

12. **Email your file to the instructor on the date specified at the time of the institute.**

**Grading**

Program staff recognizes that instructors' professional experience and judgment are essentially involved in the evaluation of student performance. Individual instructors retain the freedom to consider student participation, attitudes, attendance, timeliness of assignment and any other factors reasonably related to a student's performance in course work and the field-based practicum. The program coordinator of the Administrator Licensure Program will receive your institute grade from the instructor and keep a record of your graded assignments to ensure that you receive course credit for your work in the IAL institutes.

Grades will be assigned based on an evaluation of individual student performance as measured against the performance requirements and objectives of each institute. Although most students take their courses Pass/No Pass, individual assignments for IAL institutes are given letter grades. See the grading scale in # of General Requirements for IAL Assignments above. Individual institute grades are compiled for the final course grade.

IAL students who are also applying their IAL credits toward completion of a master’s degree (hereafter referred to as M.Ed./IAL students) will receive a letter grade for your combined work in the institutes completed each term, and you must receive a grade of “B” (meets) or higher to receive
course credit for that term. Other IAL students (that is, those who are not in the M.Ed. program) will receive a Pass (P) for the term if all of their assignments during that quarter were rated as B or higher. Any student whose assignments are consistently rated as having not met standard (B or higher) will receive a No Pass (NP) for the credits for that term.

To obtain current information about your grades and earned credits, visit the Duckweb website by entering this Internet address: <http:duckweb.uoregon.edu>. Your user ID is assigned by the registrar’s office, and your Personal Access Code (PAC) is the same as you use for Duckweb.

**Electronic Grades**

It is important that you check your transcript electronically immediately after completing the IAL. **All grades are done electronically; therefore you will not receive anything in the mail.** Sometimes errors are made – both human and mechanical. It’s much easier to clear up these errors when they occur. Later requires much more paperwork and a lot more difficulty in tracking what happened.

**Incompletes**

The university policy around removing Incompletes is that you have one year from the date the Incomplete was registered to turn in the required work. That means any winter term Incomplete needs to be removed by the end of the winter term of the following year. Any spring Incomplete needs to be removed by the end of the Spring term of the following year.

However, in the IAL program, Incomplete assignments at the end of a term need to be changed during the following term or may result in a grade of Not Met.

If you have any questions about your grades or an Incomplete, please contact the Program Coordinator ASAP.

**Certification**

IAL certification cannot happen until all work is completed and Incompletes removed.

**Financial Aid**

If you are a Med/IAL or DEd/IAL student receiving financial aid, it may be held up in the term following your Incomplete. In order for it to be released you will need to complete your work and have the Incomplete removed.

**Inclement Weather**

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice
regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be sent via email. During periods of inclement weather, please check UO Main Home Page and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.
### UO INITIAL ADMINISTRATOR LICENSURE PROGRAM GRADING VALUES

For Example Purposes Only – Life Happens and Things Change

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Assignment Reflected in Term Grade</th>
<th>Term Grade is Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDLD 607: SCHOOL LAW &amp; SOCIAL JUSTICE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Building/Personal/Corporate Vision</td>
<td>5%</td>
<td>X</td>
</tr>
<tr>
<td>School Law</td>
<td>80%</td>
<td>X</td>
</tr>
<tr>
<td>Social Justice</td>
<td>10%</td>
<td>X</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>5%</td>
<td>X</td>
</tr>
<tr>
<td>Closing the Achievement Gap</td>
<td>10%</td>
<td>X</td>
</tr>
</tbody>
</table>

| **EDLD 607: ACADEMIC ORGANIZATION & PLANNING** |                                    |                        |
| 4 credits                                    |                                    |                        |
| Instructional Rounds                        | 40%                                | X                      |
| Data Driven Decision-Making                 | 25%                                | X                      |
| School Improvement Planning                 | 25%                                | X                      |
| Proactive School-Wide Management            | 50%                                | X                      |

| **EDLD 607: SCHOOL MANAGEMENT & BUDGET**     |                                    |                        |
| 3 credits                                   |                                    |                        |
| SPED Policy & Law                           | 20%                                | X                      |
| Crisis Planning                             | 10%                                | X                      |
| School Budget                               | 20%                                | X                      |
| Instructional Problem Identification         | 20%                                | X                      |

| **EDLD 607: SUPERVISION & INSTRUCTIONAL LEADERSHIP** |                                    |                        |
| 3 credits                                    |                                    |                        |
| School Supervision                          | 20%                                | X                      |
| Professional Skills (Educational Phil./Resume Workshop) | NA                               | X                      |
| Facilitative Leadership                      | 20%                                | X                      |
| Instructional Leadership                     | 30%                                | X                      |
| Scheduling/Elementary                        | 10%                                | X                      |
| Personnel Issues                            | 20%                                | X                      |

| **EDLD 607: ETHICS & SCHOOL/COMMUNITY RELATIONS** |                                    |                        |
| 3 credits                                    |                                    |                        |
| Social & Community Services                  | 10%                                | X                      |
| Communications & Media                       | 20%                                | X                      |
| Licensure Issues (no assign)                 |                                    |                        |
| Policy & Ethics                              | 20%                                | X                      |
| Integration Seminar                          | 30%                                | X                      |
MEd/IAL Calendars and Deadlines
If you are in the MEd.IAL degree program, it is critical that you make yourself aware of important dates and deadlines. It is recommended that students regularly check the following resources for current information:

Graduate School Degree Deadlines
http://gradschool.uoregon.edu/?page=deadlines

Registrar’s General Academic Calendar
http://registrar.uoregon.edu/calendars/academic/condensed_five_years

Registrar’s Registration Priority Calendar
http://registrar.uoregon.edu/calendars

Registrar’s Academic Dates & Deadlines
http://registrar.uoregon.edu/calendars/academic

College of Education Scholarship, Awards, and Program Deadlines
https://education.uoregon.edu/prospective-students/scholarships

EDLD Department Deadlines (See individual program)

UO Administrator Licensure Program
https://education.uoregon.edu/initial-administrator-license/ial-applications
Evaluation

Please assess the performance of your instructor as honestly as possible. The scale of performance ranges from 1 to 5; 1 being the least effective, and 5 being the most effective. Circle one choice per question.

<table>
<thead>
<tr>
<th></th>
<th>No Basis For Opinion</th>
<th>Strengthening</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Instructor was well prepared and organized.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Instructor’s presentation was clear and engaging.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The information presented was useful.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Instructor stimulated enthusiasm for the subject matter of the course.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The Instructor encouraged me to think for myself.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. As a result of having taken this course, I have gained significant skills/knowledge.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The materials were appropriate for the course and subject matter.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Overall effectiveness of the instructor in addressing issues of diversity, equity, multiculturalism.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Overall evaluation of this institute.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths: ______________________________________________________________________________________________________________________________________________________________________

Suggestions for changes: ____________________________________________________________________________________________________________________________________________________________________________________________________________________
## Online Evaluation

Please assess the relevance of this online module as honestly as possible. The scale of performance ranges from 1 to 5; 1 being the least effective, and 5 being the most effective. Circle one choice per question.

<table>
<thead>
<tr>
<th>Online Module</th>
<th>No Basis For Opinion</th>
<th>Strengthening</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The material was well prepared and organized.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. The online presentation was clear.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. The information presented was useful.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. The material stimulated enthusiasm for the subject matter of the course.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. The material was clearly connected to the course and subject matter.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. The material encouraged me to think for myself.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. As a result of having done this online module, I have gained significant skills/knowledge.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Overall effectiveness of the online portion in addressing issues of diversity, equity, multiculturalism.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. Overall evaluation of this online segment.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Strengths**

________________________________________________________________________

________________________________________________________________________

Suggestions for changes

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________