ALIGNMENT TABLE: Professional Administrator

| **Program Standards**  **(OAR 584-420-0070)**  *This column includes the description of each Professional Adminisatrator Program Standard.* | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **Professional Administrator Program** | | |
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| **Courses** | **Assessments**  ***Be sure to include the specific course assignment / assessments and location with brief description***  *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| **PROFESSIONAL ADMINISTRATOR: Program Standard 1:**  **Mission, Vision, and Core Values**.  Leadership candidates who successfully complete a Professional Administrator License preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: (1) an inclusive, shared mission and vision; (2) a set of core values of high-quality education, equity, and inclusion; (3) continuous and sustainable district and school improvement process designed to prioritize addressing race and other group-based inequities; and (4) The development of partnerships between schools, preschool and early childhood education programs, and postsecondary education, which recognize their importance to successful student learning. Program completers must understand and demonstrate the ability to:  (a) (MISSION AND VISION) Analyze and communicate a data-informed shared mission and vision for the school district rooted in the values of equity and inclusion and focused on the academic success and overall well-being of each student and district and school personnel;(b) (VALUES) Promote core democratic values that define the district’s culture and stress the imperative of child-centered education including high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust;  (c) (IMPROVEMENT) Program completers understand and demonstrate the capability to analyze, plan for, and promote comprehensive, continuous, sustainable, and evidence-based school and district improvement. |  |  |  |
| **PROFESSIONAL ADMINISTRATOR: Program Standard 2:**  **Ethics and Professionalism**  ProfessionalismLeadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments, and equity lens necessary for: (1) professional norms; (2) modeling of ethical behavior; (3) responsibility; and (4) values. Program completers must understand and demonstrate the ability to:(a) (PROFESSIONAL NORMS)Enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement in their actions, decision-making, and relationships with others school personnel and students, as provided in [584-020-0035 (The Ethical Educator)](https://oregon.public.law/rules/oar_584-020-0035), the Ethical Educator;(b) (MODEL) Model ethical behavior in their personal conduct, relationships with others, decision-making, and stewardship of the district’s resources;(c) (RESPONSIBILITY) Ensure that unethical and unprofessional actions are addressed promptly and appropriately throughout the organization through proper training and supervision of their school personnel, including the proper investigation and resolution of misconduct complaints; and(d) (VALUES) Promote essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity. |  |  |  |
| **PROFESSIONAL ADMINISTRATOR: Program Standard 3: Equity and Cultural Leadership.**  Leadership candidates who successfully complete a Professional Administrator License preparation program promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: (1) equitable treatment; (2) equitable opportunity and access; (3) culturally and individually responsive practice; (4) a healthy district culture; and (5) equitable systems. Program completers must understand and demonstrate the ability to:(a) (EQUITABLE TREATMENT) Develop, implement, train and evaluate equitable district policies and systems that ensure that each student and stakeholder is treated fairly, respectfully, and with an understanding of culture and context, including teacher and administrator practices, procedures and decisions related to disciplinary referral, discipline, suspension and expulsion of students and the effects and potential for disproportionality of the discipline practices on marginalized populations;(b) (EQUITABLE OPPORTUNITY AND ACCESS) Ensure that each student has equitable access to resources and support such as effective teachers, learning opportunities, academic, social and behavioral support;(c) (CULTURALLY AND INDIVIDUALLY RESPONSIVE PRACTICE) Support the development of culturally responsive practices among teachers and staff so they are able to recognize, confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status; and(d) (DISTRICT CULTURE) Build and maintain an inclusive, responsive, safe, caring, and healthy district culture that provides coherent systems of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.(e) (EQUITABLE SYSTEMS) Name and address the ways in which power, privilege, whiteness, racism, ableism, sexism, ageism,heterosexism, xenophobia and other forms of “othering” operate to sustain inequities for marginalized students and families |  |  |  |
| **PROFESSIONAL ADMINISTRATOR: Program Standard 4: Instructional Leadership.**  Leadership candidates who successfully complete a Professional Administrator License preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary through: (1) inclusive and culturally responsive systems of learning and instruction; (2) instructional capacity; (3) professional development of Professional Administrators and other licensed personnel; and (4) Professional Administrator and other licensed personnel effectiveness. Program completers must understand and demonstrate the ability to:(a) (SYSTEMS OF LEARNING AND INSTRUCTION) Analyze and manage district-wide use of coherent, inclusive, culturally responsive, and technologically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for student learning and align with academic standards across grade levels;(b) (INSTRUCTIONAL CAPACITY) Plan for the support of Professional Administrators and other school leaders to develop collective and individual instructional capacity of teachers and other staff members;(c) (PROFESSIONAL DEVELOPMENT OF PROFESSIONAL ADMINISTRATORS AND OTHER LICENSED PERSONNEL) Promote systems of support, coaching, and professional development for individual Professional Administrator or other licensed school professional to help them grow as culturally responsive instructional leaders.(d) (PROFESSIONAL ADMINISTRATOR AND OTHER LICENSED SCHOOL PERSONNEL EFFECTIVENESS) Analyze and use research-anchored, equity-focused systems of Professional Administrator and other licensed educator supervision, evaluation, and feedback to improve practice, including mentorship and support of newly-assigned Professional Administrators and other licensed school personnel. |  |  |  |
| **PROFESSIONAL ADMINISTRATOR: Program Standard 5: Community**  **Community and External Leadership**  Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for meaningful, reciprocal, inclusive, and mutually beneficial: (1) community engagement; (2) productive partnerships, including, but not limited to early childhood and postsecondary education providers; (3) two-way communication; and (4) representation. Program completers must understand and demonstrate the ability to:(a) (COMMUNICATION) Engage and develop a welcoming environment for families, early learning partners, community, public, private, and non-profit sectors in meaningful ways;(b) (PARTNERSHIPS) Sustain productive partnerships with communities and public, private, and non-profit sectors to recognize and celebrate school and community improvement;(c) (TWO-WAY COMMUNICATION) Maintain ongoing, two-way communication with families and the community to develop an understanding of the diverse interests, needs, and resources of the district community in the service of student development and educational improvement; and(d) (REPRESENTATION) Represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development. |  |  |  |
| **PROFESSIONAL ADMINISTRATOR: Program Standard 6: Management of People, Data, and Processes**  Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for effectively managed and equitable: (1) district systems; (2) resources and resources distribution; (3) human resources; and (4) policies and procedures. Program completers must understand and demonstrate the ability to:(a) (MANAGING SYSTEMS) Equitably manage the district’s systems, including administration, management, governance, finance, and operations;(b) (RESOURCES AND EQUITABLE DISTRIBUTION) Plan for, seek, acquire, and manage fiscal resources, including the planning and responsibility for school budgeting; physical resources; technological resources; data; and other resources to support student learning, collective professional capability and community, and family engagement with attention to equitably distributing resources to students who have been historically marginalized due to their race, class, culture and language, gender and sexual orientation, and disability or special status; and(c) (HUMAN RESOURCES) Manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel, and pathways for effective, culturally responsive, and diverse leadership succession, including the mentorship, appropriate assignment and support of newly-educators.(d) (POLICIES AND PROCEDURES) Promote effective and equitable policies and procedures that protect the welfare and safety of students and staff across the district. |  |  |  |
| **PROFESSIONAL ADMINISTRATOR: Program Standard 7: Policy, Governance, Advocacy, and Sociopolitical Leadership**  Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary to: (1) understand and foster Board relations; (2) understand and manage effective systems for district governance; (3) understand and ensure compliance with policy, laws, rules and regulations; (4) understand and respond to local, state and national decisions; and (5) advocate for the needs and priorities of the district. Program completers must understand and demonstrate the ability to:(a) (BOARD RELATIONS) Foster a respectful and responsive relationship with the District’s Board of education;(b) (DISTRICT GOVERNANCE) Manage effective systems for district governance;(c) (LEGAL) Ensure compliance with applicable policy, laws, rules, and regulations from a district-wide perspective;(d) (POLICY AND SOCIOPOLITICAL ENGAGEMENT) Understands, values, and employs to the larger political, social, economic, legal, and cultural context including the state of Oregon’s and the local community’s cultural, social, intellectual, and political resources to promote student learning and school improvement; and(e) (ADVOCACY) Advocate for the needs and priorities of the district, with a focus on prioritizing groups whose needs have historically gone unmet due to their race, class, culture and language, gender and sexual orientation, and disability or special status. |  |  |  |
| **PROFESSIONAL ADMINISTRATOR: Program Standard 8**  **Clinical Practice**  Program completers engaged in a substantial and sustained educational leadership clinical practices experience that developed their capability to promote the success and well-being of each student, teacher, and leader through field experiences and clinical practice within a district setting, monitored and evaluated by a qualified, on-site mentor.(a) (FIELD EXPERIENCES) Candidates are provided a coherent, authentic, district-based individualized plan for clinical practices of a minimum of 200 hours in consideration of the administrator previous experience and capabilities and that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Professional Administrator License program standards (1) through (7).(b) (MENTOR) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the clinical practice; is selected collaboratively by the candidate, a representative of the district, and program faculty; and is provided with training by the supervising institution.(c) (OBSERVATIONS AND EVALUATIONS) Candidates are provided a minimum number of observations and evaluations, as provided:(A) Faculty Supervisor: The faculty supervisor must conduct evaluations and observations of the administrator candidate during their clinical practice, including:(i) At least one formal observations of the candidate, conducted at approximately the middle of the clinical experience; and(ii) At least one formal evaluation of the candidate, conducted at the completion of the clinical experience and includes the candidate’s successful completion of the clinical experience plan and their ability to meet the standards of the Professional Administrator License.(B) Mentor: The mentor must conduct evaluations and observations of the administrator candidate during the clinical practice, including:(i) At least two formal observations of the candidate; and(ii) At least one formal evaluation of the candidate. |  |  |  |
| **Professional Administrator Alignment Table Prepared by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  |