

Indiana University Southeast
School of Education

Educational Leadership
A695 Practicum
Manual

Effective for Candidates Enrolled During Fall 2009-Spring 2010

Overview of A695: Practicum in Educational Leadership at Indiana University Southeast

The practicum course is designed as the terminal experience in the building level school administration program. Candidates are required to complete the practicum subsequent to or concurrently with the last course.

The practicum will be field based in a public or private accredited school(s). The program will be mentored by a certified building administrator and supervised by a member of the Educational Leadership faculty. **The practicum will be three one-hour credit sections of graduate work.**

Practicum requirements include the following:

1. The candidate completes and submits the application for entrance into the Educational Leadership Practicum and the Mentor/School District Agreement form(s). **The Mentor/School District Agreement form must be signed by the Mentor and by the Superintendent or his/her designee.**

2. **The practicum will include the completion of three (3) projects and specific experiences.**

- **Indiana candidates must complete one project in each of the three school levels: elementary, middle, and high. The projects have been designed by the program. Descriptions of each and the scoring rubrics will be distributed at meetings.**
- **The specific experiences shall be chosen from the list found on page 8. Between 75 and 100 clock hours will be required to complete the specific experiences. These include both routine and non-routine administrative assignments.**
- **Candidates will log all hours spent working on the three projects and in completing the specific experiences.**
- **This clinical work can occur** before school, during planning periods, at lunch periods, after school, in the evenings, on weekends, or during the summer if regular school activities occur at this time.

3. **Two (2) seminars will be held each semester. Candidates enrolled in A695 are expected to participate in these seminars. The seminars provide opportunities for candidates to share experiences with other candidates, to provide feedback and support to one another, to develop a network for future professional support, and to learn about topics not covered in the other courses. The University Supervisor will announce the dates early in the semester via email.**

4. In addition to the seminars, candidates will be visited by and/or meet with the University Supervisor a minimum of two times. The University Supervisor maintains regular contact with candidates through email. Candidates are encouraged to contact the University Supervisor whenever necessary outside of the regular contacts and visits. (Refer to the University Supervisor policy.)

5. Candidates may begin work on the projects up to six months prior to enrolling in the practicum. Completion and implementation of the projects should occur during the time that the candidate is enrolled in A695. That time must be included in the practicum log.

6. Candidates must complete the coursework for the number of hours of A695 registered. The candidate will submit the project(s), log of activities, and related products developed for each hour of A695 no later than one week before finals begin. At the end of the third hour, the candidate will meet with the University Supervisor and the Mentor. Scantron evaluation forms being used at the end of the candidate's practicum experience must be used in order to ensure consistency in the Program's assessment process.

7. At the completion of the **third hour** of the practicum, candidates will participate in an **Exit Interview** conducted by the IU Southeast Educational Leadership University Supervisor. **Candidates will be expected to orally present the practicum artifacts and the portfolio artifacts as a requirement under Decision Point Three.** If the University Supervisor is an adjunct faculty member, contact your advisor to arrange for an additional **Exit Interview** to review the portfolio artifacts. **The adjunct University Supervisor will review the practicum artifacts.**

8. The self-review rubric completed by the practicum candidate and the assessment rubric completed by the mentor **must be discussed and reviewed by the candidate and his/her mentor in conference at the completion of the third hour of the practicum experience. This must be done at a time prior to the exit interview that is held with the IU SOUTHEAST Educational Leadership University Supervisor.**

9. The candidate must document activities from the practicum log that reflect application of elements and indicators linked to each ISLLC Standard.

University Supervision Policy

1. Practicum candidate must copy and share manual with mentor(s) prior to mentor agreeing to serve as a mentor.
2. **A group meeting will be held with candidates enrolled in the first hour of A695.** Following the group meeting the University Supervisor will schedule a visit to the candidate's school to meet with the candidate and mentor. If the mentor has served in previous semesters, the meeting may be via telephone.

3. During the meeting the University Supervisor will address the following:
 - Explain the clinical experience and Educational Leadership program
 - Explain the responsibilities of the mentor and the candidate
 - Explain and clarify the requirements of **the projects and the specific experiences**
 - Explain the University Supervisor's role and the methods of communication
 - Explain the mentor's evaluation rubric
 - **Discuss and confirm the timeline for completion of the 3 hours of A695**
 - Discuss the availability of the University Supervisor
 - Explain the two required visits and additional visits upon request of mentor or candidate
 - Explain the exiting procedure to review the Practicum requirements and the exiting procedure to review the Portfolio artifacts

EDUCATIONAL LEADERSHIP STANDARDS:

These are the Interstate School Leaders Licensure Consortium (ISLLC) Standards which have been adopted by the Indiana Professional Standards Board and the Kentucky Educational Professional Standards Board.

Standard 1: An education leader promotes the success of every student **by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

Standard 2: An education leader promotes the success of every student **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Standard 3: An education leader promotes the success of every student by **ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

Standard 4: An education leader promotes the success of every student by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5: An education leader promotes the success of every student by **acting with integrity, fairness, and an ethical manner.**

Standard 6: An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

CHARACTERISTICS OF EFFECTIVE MENTORS

Mentoring has two applications to improving the ways in which people become school administrators. The first of these is related to the identification of individuals who would serve as appropriate role models for beginning school administrators. It is critical that these individuals be able to provide feedback to beginners concerning the extent to which they have been able to master technical skills associated with the performance of administrative roles.

A second value of the concept of mentoring beginning administrators is found in its application to formation. Mentoring is an absolutely essential part of the professional development phase for school administrators.

There are, however, distinct differences between the duties of only a role model with those of a mentor. A role model may be seen as a person who is consulted periodically by the novice as a way to learn how to construct a master schedule for a school, observe a teacher, conduct a student-parent conference, or perform many other daily activities, in much the same way that an apprentice may learn practical skills from a master carpenter or electrician. On the other hand, a mentor goes beyond this modeling function by serving as a person who is inclined to prod the beginner to learn how to do something according to his or her personal skills and talents. In short, mentors should raise more questions than provide answers to the people with whom they interact.

The following list represents characteristics that protégées should consider when choosing a mentor:

1. Mentors must have experience as practicing school administrators. They should be regarded by their peers and others as being effective.
2. Mentors must demonstrate generally accepted positive leadership qualities, such as:
 - a. good oral and written communication skills
 - b. intelligence
 - c. past, present, and future understanding and vision
 - d. acceptance of multiple alternative solutions to complex problems
 - e. clarity of vision and the ability to share that vision with others in the organization
 - f. well-developed interpersonal skills and sensitivities
 - g. outstanding knowledge, skills, and expertise in school administration
 - h. enthusiasm that is sincere, convincing, and, most important, constantly conveyed to their protégés.
 - i. ability to communicate to others a clear picture of their personal attitudes, values, and ethical standards
 - j. ability to communicate sensitively the type of feedback that is needed

regarding the protégé's development and progress toward desirable standards of competence and professional behavior

k. ability to listen sensitively to their protégé's ideas, doubts, concerns, and enthusiastic outpourings

l. a caring attitude and a belief in their protégé's potential

m. flexibility and a sense of humor

n. a restrained sense of guidance so that their protégés may develop as independently as possible.

3. Mentors need to be able to ask the right questions and not just provide the "right" answers all the time.

4. Mentors must accept "another way of doing things," and avoid the temptation and tendency to tell beginners that the way to do something is "the way I used to do it."

5. Mentors need to model the principles of continuous learning and reflection.

6. Mentors must exhibit an awareness of the political and social realities of life in a school system; they must know the "real way" that things get done.

The Superintendent must verify that the mentor has the aforementioned qualities described by signing the agreement.

RESPONSIBILITIES OF MENTORS

Advising: The mentor responds to a protégé's need to gain additional information needed to carry out a job effectively.

Communicating: The mentor works consistently to ensure that open lines of communication always exist between himself or herself and the protégé.

Counseling: The mentor provides needed emotional support to the protégé.

Guiding: The mentor works to orient and acquaint the new administrator with the formal and informal norms of a particular school system.

Modeling: The mentor serves as a true role model to the protégé by consistently demonstrating professional and competent performance on the job.

Protecting: The mentor serves as a buffer between the protégé and those who might wish to detract from the beginner's performance.

Developing Skills: The mentor assists the protégé in learning the skills needed to carry out the job effectively.

Time and Caring: The mentor must be willing to provide the time that a beginning administrator may need to talk about job-related concerns. Perhaps the most important thing that anyone can do as a mentor is to be available when needed by the protégé, not to "fix" problems but, rather, to indicate that someone cares about the beginner.

REQUIRED PRACTICUM Projects and Experiences

These are required for the successful completion **of all three hours of A695**. They will be presented during the **exit interview** to the IU SOUTHEAST Educational Leadership University Supervisor. After each artifact is the alignment to the ISLLC standard(s), the Indiana University Southeast School of Education (SOE) Goals, and the Indiana University Southeast School of Education Conceptual Framework.

1. Practicum Log:

- Knowledge displayed in actual practice as reflected in the Practicum log for each of the six standards. **Specific Experiences must be completed and related to each of the six standards. All project work needs to be included in the log.** (ISLLC/IPSB 1-6; SOE 1, 2 and 3; High Quality Educators and Diverse Society).

2. Projects:

- Impacting Student Learning (ISLLC/IPSB 1 and 2; SOE 1, 2 and 3; High Quality Educators, Caring Professionals, Transformation of Schools, Diverse Society).
- **Assessing the Instructional Program and Monitoring Student Performance** (ISLLC/IPSB 2 and 4; SOE 1 and 3; High Quality Educator, Transformation of Schools)
- **Leveraging Community Systems and Resources** (ISLLC/IPSB 4 and 6; SOE 1, 2, and 3; High Quality Educators, Caring Professionals, Diverse Society, Transformation of Schools)

3. Mentor Assessment Rubric (ISLLC/IPSB 1-6; SOE 1-3; High Quality Educators, Caring Professionals, Transformation of Schools, Diverse Society).

4. Reflection on how one has grown through the practicum **including the networks established through the seminars** and how one exhibits the dispositions through professional behavior (ISLLC/IPSB 1 and 5; SOE 2; High Quality Educators, Caring Professionals, Transformation of Schools, Diverse Society).

The following provides more information about the structure of the assignments and what must be submitted.

1. PRACTICUM LOG

Candidates must log all hours spent in Specific Experiences and Projects. Each must be linked to the appropriate ISLLC Standard(s). Many may and should be aligned to more than one standard. Detailed information about the functions, elements, and indicators aligned to the 2008 ISLLC Standards may be found at

<http://www.ccsso.org/publications/index.cfm> This resource will be helpful as Candidates determine which standards match each experience.

Format:

All parts of the Practicum log must be reported in a template designed by the Candidate to include the following:

- Activity Number (#1, #2, #3, etc.)
- Dates and Times
- Activity Description and Explanation
- Total Number of Hours
- ISLLC Standard(s)
- Reflection (Address both “what I learned from this experience and what I can do or need to do to grow in order to improve in this area”.)

The log must be available in an electronic version.

Specific Experiences

Specific Experiences required by the end of the third hour are listed below. These are experiences that require a candidate to organize and manage activities that are not necessarily linked to instruction, although some may be. This checklist, the practicum log, and the artifacts resulting from the experiences will be submitted at the end of each hour of the practicum to the University Supervisor. Grades for the first two hours will be based upon the successful completion of at least 30% of the experiences for each hour and the successful completion of one project for each hour.

- _____ Plan for the opening of school.
- _____ Participate in an opening of school activity.
- _____ Plan for the next school year.
- _____ Plan for the closing of the school year.
- _____ Assist in a closing of the school year activity.
- _____ Lead or implement an activity related to school safety.
- _____ Lead, implement, or observe an activity related to discipline.
- _____ Participate in or observe an ARC or CCC.
- _____ Participate in or observe a 504 meeting.
- _____ Plan for the supervision of a student activity.

- _____ Participate in the supervision of one athletic event.
- _____ Prepare a schedule for students or a faculty, staff, or parent event.
- _____ Interact with a difficult group of adults.
- _____ Use technologies to manage a school operation.
- _____ Apply knowledge of political environments and power structures through the revision of the power map or power structure begun in A510.
- _____ One activity suggested by the mentor: _____
- _____ One activity suggested by the mentor: _____
- _____ One activity suggested by the mentor: _____

Experiences that the Candidate wants to add that are not included must be linked to the ISLLC Standards and approved by the University Supervisor.

2. PROJECTS

IMPACTING STUDENT LEARNING

As part of the practicum experience candidates are required to identify, design, and begin to implement a leadership activity or strategy that impacts student learning. The summary of the project along with documents designed and used by the candidate with teaching staff shall be included in the Educational Leadership Portfolio.

The summary should include the following:

1. Student Data used to identify the activity or strategy.
2. Research used to determine what would be done.
3. A description (not names) of those involved with the candidate in the implementation of the activity or strategy.
4. A description of how the activity or strategy was designed including materials developed and used by the candidate.
5. Student Data collected or anticipated to be collected at the end of the project.
6. A reflection that includes what the candidate believed worked and didn't work and why; what the candidate would do differently in the future in similar endeavors and why; and what knowledge and skills were or would be critical for the success of the project.

Assessing the Instructional Program and Monitoring Student Performance

Information will be distributed at meetings.

Leveraging Community Systems and Resources

Information will be distributed at meetings.

3. MENTOR ASSESSMENT RUBRIC and CANDIDATE SELF-REVIEW RUBRIC

Candidates will be assessed by the mentor(s) on the following descriptors. Candidates will complete a self-assessment using the same descriptors. A discussion of both sets of assessments will be held prior to the exit interview. The results of the discussion will be shared with the IU SOUTHEAST Educational Leadership supervisor at the exit interview. Scantron sheets to be used for this will be provided by the University Supervisor toward the end of the course. Mentors and Protégés should use the *Performance Expectations and Indicators for Education Leaders* found at <http://www.ccsso.org/publications/index.cfm> to guide their completion of the rubric.

The following is a template of the Scantron form for the Protégés (candidates). The ratings are: Proficient, Basic, and Unacceptable

Directions:

1. Mark which of the elements were reflected in your clinical experience with “Y” for “yes” and “N” for “no”.
2. After each that you marked “(Y)”, provide evidence of your performance. Refer to items in your practicum log and the indicators for each of the elements found in the practicum manual in your narrative.
3. Complete all parts of this self-assessment EXCEPT for your rating of “P”, “B”, or “U”.
4. Then copy and share this form with your mentor(s).
5. After you have given the form to your mentor(s), you should then go back and rate yourself on each.
6. Your Mentor(s) will use your narrative as well as his/her/their observations to rate you in each performance standard. You will then meet to share and discuss your ratings.

P	B	U
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1. As an education leader, how well did you ensure the achievement and success of all students by guiding the development and implementation of a shared vision of learning, strong organization mission, and high expectations for every student?

Elements:

- (Y) (N) A. High Expectations for All
- (Y) (N) B. Shared Commitments to Implement the Vision, Mission, and Goals
- (Y) (N) C. Continuous Improvement toward the Vision, Mission, and Goals

P	B	U
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2. As an education leader, how well did you ensure the achievement and success of all students by monitoring and continuously improving teaching and learning?

Elements:

- (Y) (N) A. Strong Professional Culture
- (Y) (N) B. Rigorous Curriculum and Instruction

(Y) (N) C. Assessment and Accountability

P	B	U
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3. As an education leader, how well did you ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment?

Elements:

(Y) (N) A. Effective Operational Systems

(Y) (N) B. Aligned Fiscal and Human Resources

(Y) (N) C. Protecting the Welfare and Safety of Students and Staff

P	B	U
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4. As an education leader, how well did you ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs, and mobilizing community resources that improve teaching and learning?

Elements:

(Y) (N) A. Collaboration with Families and Community Members

(Y) (N) B. Community Interests and Needs

(Y) (N) C. Building on Community Resources

P	B	U
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5. As an education leader, how well did you ensure the success of all students by being ethical and acting with integrity?

Elements:

(Y) (N) A. Ethical and Legal Standards

(Y) (N) B. Examining Personal Values and Beliefs

(Y) (N) C. Maintaining High Standards for Self and Others

P	B	U
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6. As an education leader, how well did you ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs?

Elements:

(Y) (N) A. Exerting Professional Influence

(Y) (N) B. Contributing to the Educational Policy Environment

(Y) (N) C. Policy Engagement

The following is a template of the Scantron form for the Mentors. The ratings are: Proficient, Basic, and Unacceptable

Directions:

1. Your Protégé has given you a copy of his/her self-assessment with the elements marked.
2. After each marked "(Y)", a narrative of evidence has been provided. Refer to items in the practicum log and the indicators for each of the elements found in the practicum manual to assist in understanding.
3. Use the narrative as well as your observations to rate your Protégé on each performance on standard using the P, B, and U rating system as described above.. Add comments after the appropriate element(s) to support your rating providing rationale.
4. Your Protégé will rate himself/herself after giving you a copy of the self-assessment and narrative. After both of you have completed the ratings, meet to share and discuss your ratings.

P	B	U
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1. As an education leader, how well did you ensure the achievement and success of all students by guiding the development and implementation of a shared vision of learning, strong organization mission, and high expectations for every student?

Elements:

- A. High Expectations for All
- B. Shared Commitments to Implement the Vision, Mission, and Goals
- C. Continuous Improvement toward the Vision, Mission, and Goals

P	B	U
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2. As an education leader, how well did you ensure the achievement and success of all students by monitoring and continuously improving teaching and learning?

Elements:

- A. Strong Professional Culture
- B. Rigorous Curriculum and Instruction
- C. Assessment and Accountability

P	B	U
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3. As an education leader, how well did you ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment?

Elements:

- A. Effective Operational Systems
- B. Aligned Fiscal and Human Resources
- C. Protecting the Welfare and Safety of Students and Staff

P	B	U
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4. As an education leader, how well did you ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs, and mobilizing community resources that improve teaching and learning?

Elements:

- A. Collaboration with Families and Community Members
- B. Community Interests and Needs
- C. Building on Community Resources

P	B	U
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5. As an education leader, how well did you ensure the success of all students by being ethical and acting with integrity?

Elements:

- A. Ethical and Legal Standards
- B. Examining Personal Values and Beliefs
- C. Maintaining High Standards for Self and Others

P	B	U
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6. As an education leader, how well did you ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs?

Elements:

- A. Exerting Professional Influence
- B. Contributing to the Educational Policy Environment
- C. Policy Engagement

Suggested areas of growth for your Protégé:

7. REFLECTION: IU SOUTHEAST SCHOOL OF EDUCATION DISPOSITIONS

These dispositions are the framework of behavior expected within the School of Education. Each disposition is accompanied by a list of behavioral indicators. Candidates must write a reflection indicating strengths and areas for growth for each disposition, **not each indicator**. The reflection must end with an analysis of the candidate's growth during all Educational Leadership coursework and how networking with colleagues during the seminars helped the candidate grow as a professional.

1. Candidate respects the legal and ethical norms and values of education.

- a. Maintains confidentiality of student records, parent communications and private professional conversations.
- b. Uses language free of profanity and derogatory statements toward any individual group.
- c. Knows and complies with the legal requirements of the education profession.
- d. Adheres to high standards of truthfulness and honesty.
- e. Shows respect for the ethical and moral values and concerns of the school, students and community.

2. Candidate effectively interacts and collaborates with others and fosters similar behaviors among students.

- a. Willingly and actively participates in group assignments, projects or activities.
- b. Contributes positively and equitably to projects involving others.
- c. Seeks membership on collaborative projects.
- d. Leads projects or activities in a fair and equitable manner.
- e. Facilitates the functioning of all group members in a shared project.
- f. Designs and uses collaborative activities and assessments.

3. Candidate is committed to diversity through equitable treatment and respect for all individuals.

- a. Displays sensitivity to the varying needs and dispositions of others.
- b. Accepts and adapts to difference in learning styles and individual capabilities.
- c. Facilitates learning by those with disabilities or with exceptional capabilities.
- d. Examines diverse values, languages and traditions in a respectful manner.
- e. Gives thoughtful consideration to alternative and contradictory opinions.

4. Candidate exhibits personal management behaviors valued by the professional education community.

- a. Is present and punctual for professional activities and assigned duties.
- b. Is prepared for professional engagements.
- c. Completes assigned work on time.
- d. Shows leadership, self-respect and a willingness to take responsibility.
- e. Fosters a sense of self-respect and self-control in others.
- f. Respects the intellectual property of others.

g. Maintains the confidentiality of private records and meetings.

5. Candidate is committed to inquiry and application of the knowledge base of education.

a. Adopts contemporary modes of practice based on research and demonstrated best practices of the profession.

b. Maintains an analytical openness to new ideas expressed in the professional literature.

c. Reads and learns continuously from the professional literature and professional development activities.

d. Participates regularly and enthusiastically in professional development activities.

6. Candidate exhibits enthusiasm and respect for education as a practice and a profession.

a. Expresses positive attitudes and a commitment to quality education.

b. Seeks opportunities to build positive relationships with others in the profession.

c. Participates in the meetings and activities of the local, state and national professional associations and organizations.

d. Pursues personal goals for professional development.

e. Exhibits care for quality in the preparation and implementation of educational activities.

f. Is energetic and proactive in professional activities.

g. Listens and responds to others with enthusiasm and care.

h. Exhibits positive leadership in professional activities.

7. Candidate is committed to database decision-making and fair practices.

a. Uses data-based assessments to improve practice.

b. Engages in action research to test and evaluate new ideas and recommendations.

c. Shares the results of research with others.

d. Collects data to understand a situation before taking or recommending action.

e. Ensures that all problems are addressed with due process for all.

f. Listens to children and families to ensure that their ideas and opinions are considered.

8. Candidate is committed to continuous self-evaluation and personal improvement.

a. Engages in meaningful, continuous, reflective self-assessment and shows such assessment leads to plans for change.

b. Demonstrates positive changes in educational practices or personal behaviors over time.

c. Responds analytically and proactively to assessments by supervisors or others by making changes to address legitimate concerns.

d. Actively seeks ways to solicit feedback for purposes of making quality improvements in practice.

A "B" is earned if all items are accepted, at least four standards are proficient with all others basic, and the other three items are basic or proficient.

A "C" is earned if all items are accepted, at least three standards are proficient with all others basic, and the other items are basic or proficient.

A "D" is earned if any standards or items are unacceptable.

An "F" is earned if any standards and items are unacceptable.