TRI-COLLEGE UNIVERSITY
PRACTICUM GUIDE
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PRACTICUM GUIDE
PART I-CHECKLIST

✓ Read the practicum syllabus

✓ Review the prerequisites for the practicum you plan to register for

✓ Submit the Advisor Approval Form to your Advisor and get his/her approval to do your practicum

✓ Register for the Practicum

✓ Identify a licensed administrator and gain her/his approval to serve as your Field Supervisor

✓ Complete the Practicum Application Form and send it to your University Supervisor

✓ Complete the Practicum Contract and share it with your Field Supervisor

✓ Send the Practicum Contract to University Supervisor for his/her review and approval

[NOTE: Do not log hours until the University Supervisor has approved the contract.]

✓ Obtain the signature of your Field Supervisor on the approved Practicum Contract

✓ Submit your Daily Reflective Log to your University Supervisor after you’ve logged approximately 30 hours

✓ Contact your University Supervisor and schedule a site visit (mid-way through practicum) with your Field Supervisor and you

✓ Get your Field Supervisor’s signature on your practicum contract upon completion of your practicum
Submit the following documents to your University Practicum Supervisor:

- The Practicum Contract with your Field Supervisor’s signature. (NOTE: The Practicum Contract will not yet have the final signature of the University Supervisor on it at this time. His/Her final signature will be placed on the contract when all practicum materials have been received and approved.)

- Daily Reflective Log

- Reflective Essay

- Field Supervisor’s Evaluation, preferably with comments
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PRACTICUM GUIDE
PART II-PREREQUISITES REVIEW

Practicum Prerequisites

Note: In certain situations, you may be able to enroll in a practicum before all prerequisites have been met. You must discuss these issues with your university advisor and the practicum university supervisor prior to enrollment.

Community Education:
Prerequisites: 689 or 718, 789

General Leadership:
Prerequisites: All master’s level course work

Elementary Administration:
Prerequisites: All master’s level course work

Secondary Administration:
Prerequisites: All master’s level course work

Superintendency:
Prerequisites: All master’s level course work and 788, 715/790

Supervision:
Prerequisites: 635/735, 684/784 or 782

Budget & Finance:
Prerequisites: 636/736, 783, and 788

Special Education:
Prerequisites: All master’s level course work and 796
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PART III-APPLICATION FORM

STUDENT NAME:_______________________________STUDENT NUMBER:_______________

Institution (check one): _____ Minnesota State University Moorhead

_____ North Dakota State University

Degree (check one): _____ Master of Science in Educational Leadership

_____ Master of Education in Educational Leadership

_____ Specialist Degree in Educational Leadership

_____ Other degree/credential__________________________________________

Present Position_______________________________________________________

Work Address: _________________________________________________________________________

Work Telephone: _________________________________ Work Fax: __________________________

Work E-Mail: _________________________________________________________________________

Home Address: _________________________________________________________________________

Home Telephone: _________________________________ Home Fax: __________________________

Home E-Mail: _________________________________________________________________________
Check the type of practicum for which you are applying (please note the prerequisites, faculty supervisors, and registration information listed in the practicum syllabus):

_____ General Leadership (curriculum, program reform, program accountability, technology)
_____ Elementary Administration
_____ Secondary Administration
_____ Superintendency
_____ Supervision
_____ Special Education
_____ Community Education
_____ Budget & Finance

Semester/Year of planned enrollment:

_____ Fall   _____ Spring   _____ Summer   _____ Year

Name, position, address, and telephone number of the Field Supervisory who will work with you during your practicum:

NAME:______________________________________________

POSITION:___________________________________________

ADDRESS:____________________________________________

TELEPHONE:__________________________________________

EMAIL:______________________________________________
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PART IV-ADVISOR APPROVAL FORM

STUDENT NAME:_______________________________________

TYPE OF PRACTICUM:__________________

SEMESTER/YEAR      ______Fall   _____Spring   _____Summer   _____  Year

This student has completed all Master’s degree and other required coursework.

________________________________________   __________________________
Student Signature         Date

_________________________________________ ___________________________
Advisor Signature          Date

__________________________________________  _____________________________
University Supervisor Signature                   Date

This student has the following classes left to complete but has my approval to do the practicum during the semester stated above.

___________________________________________________________________________
_____________________________________________________________________________

________________________________________ _____________________________
Student Signature     Date

_______________________________________  __________________________________
Advisor Signature     Date

________________________________________  _____________________________________
University Supervisor Signature   Date
Name ________________________________________________________

Type of practicum:______________________________________________

I. General Information and Directions:

A. Review the competency grid and consider areas for needed growth
B. Review results of D21 and consider areas of needed growth
C. Review coursework and consider areas of growth relative to the theories and principles acquired in coursework and the need for practice applying these theories and principles.
D. Meet with Field Supervisor to discuss areas of personal and school needs.
E. Write paragraph about the process followed to arrive at areas of need:

F. Based on the identified needs from the self assessment above, what competencies/standards and indicators do you need to address in this practicum? (List them 4-5 max)
II. Action Plan

For each competency/standard, list the goal, the activities/action steps, the artifacts/products (for the Portfolio) and the approximate number of hours necessary to reach the goal.

Competency/Standard Area 1
Goal Statement
Activities/Action Steps
Artifacts/Products (For Portfolio)
Approximate Number of Hours

Competency/Standard Area 2
Goal Statement
Activities/Action Steps
Artifacts/Products (For Portfolio)
Approximate Number of Hours

Competency/Standard Area 3
Goal Statement
Activities/Action Steps
Artifacts/Products (For Portfolio)
Approximate Number of Hours

Competency/Standard Area 4
Goal Statement
Activities/Action Steps
Artifacts/Products (For Portfolio)
Approximate Number of Hours

Competency/Standard Area 5
Goal Statement
Activities/Action Steps
Artifacts/Products (For Portfolio)
Approximate Number of Hours
A. PRACTICUM CONTRACT APPROVAL

I have reviewed the Practicum Contract for ______________________(name of student) and approve of the activities outlined and timelines established in the contract:

_________________________________________ __________________________
Field Supervisor Signature Date

_________________________________________ __________________________
University Supervisor’s Signature Date

B. PRACTICUM CONTRACT COMPLETION

____________________ (name of student) has fulfilled the requirements of the practicum:

_________________________________________ __________________________
Field Supervisor’s Signature Date

_________________________________________ __________________________
University Supervisor’s Signature Date
Name of Student_______________________________________________________________

A. Overall Assessment of Student Skills (Circle one):

<table>
<thead>
<tr>
<th>Scoring Notations</th>
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</thead>
<tbody>
<tr>
<td>Θ</td>
</tr>
<tr>
<td>Strong Minus</td>
</tr>
<tr>
<td>An egregious demonstration of a lack of skills.</td>
</tr>
</tbody>
</table>

Acts of commission

B. Comments:

__________________________________________    ______________
Field Supervisor’s Signature     Date
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PART VIII-DAILY REFLECTIVE LOG FORM (SAMPLE)

Name of Student:

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Project Activity</th>
<th>Competencies and Indicators</th>
<th>Reflection</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Total Hours:** 0

To reset total, right click (control click on a Mac) on total hours number and select “Update Field” option.
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PART IX-REFLECTIVE ESSAY-GUIDELINES FOR WRITING

The purpose of reflective writing is to give you an opportunity to examine your learning experience, integrate it, and make it relevant for your own purposes. Occasionally you may have a specific topic to write on or begin with an open-ended starter phrase. These will help you focus your attention on particular aspects of the material or experience. However, once you have addressed these topics, you will want to go beyond them and/or to address different topics as well. Other times, you will need to decide what is interesting and important to you and go in that direction.

When you write, consider that...

___ your audience is your advisor, instructor, and/or fellow graduate students.

___ reflection is NOT the same thing as summarizing.
Only summarize the content of the material or experience when it is necessary for the reader to understand what you are saying and the comments you make.

___ you should expect to go into depth.
The length of a reflection is dependent not only on the topic and the amount of material or length of the experience, but also on the depth of your integration of the ideas and connections you make to other material and experiences.

Frequently, students ask what the instructor or advisor “want” in reflections. Although the content of the reflection is to be based on what you think and how you integrate ideas, there should also be depth, connections, evidence of understanding, and broad integration of ideas. There are lots of ways to address those criteria, but for those of you who would like further guidance, a possible pattern to pursue in your writing—one that seems comfortable for most people is to...

___ summarize your understanding CONCISELY and in your own words,

___ support your perspective with examples from your own experience,
\_
\_
\_
\_
agree, disagree--and support your position,
doubt or question any elements, conclusions,
draw your own tentative conclusions and / or applications,
identify and ask remaining questions.

Not all of the above need by addressed in every reflection; however, your reflection illustrates the depth of your learning and needs to be thorough enough for you and your reader to draw an accurate picture.
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PART X-CONTRACT EXAMPLES

Goal: Demonstrate the ability to work with stakeholders in the education of students

Action Steps/Activities:
1. Develop a Leadership Committee to address current student discipline issues in the school
2. Analyze current discipline issues in the school and prepare a Summary Report for the committee
3. Facilitate the committee’s discussion and recommendations for change
4. Prepare a written recommendation for change and present it to the principal.

Artifacts/Products:
Summary Report
Meeting Notes
Written Recommendation
Log and Reflection

Additional examples of miscellaneous action steps/activities
a. Create hall duty schedule to allow for common planning times
b. Schedule classes for common prep times for departments and grades
c. Develop, publish, schedule to administer, and analyze student, parent, and staff surveys
d. Analyze student test data
e. Develop measurable improvement goals for the school, methods to achieve those goals, and assessment of them
f. Conduct classroom observations
g. Conduct annual teacher evaluations
h. Supervise extra-curricular activities and special event supervision
i. Administer student discipline
j. Supervise students in hallways and lunchroom
k. Assist with preparing student referrals and student discipline reports
l. Revise student handbook
m. Prepare agendas and facilitate principal’s cabinet meeting
n. Meet with Department Chairs to discuss budget needs  
o. Revise parent handbook  
p. Create directory of community agencies  
q. Perform a Curriculum Management Audit  
r. Design and implement the after school program for students  
s. Oversee the Student Council  
t. Serve as a member of the Leadership Team to create AYP goals and develop an action plan  
u. Assist with the creation of the high school schedule  
v. Update the High School Course Registration Handbook  
w. Contact patrons to offer support and explain the program  
x. Schedule activities, including chaperones, substitutes, bussing, and parental permission  
y. Develop survey for student completion  
z. Meet weekly with lead team to discuss purpose and goals  

aa. Research and develop observation guide  
bb. Research and develop templates for future groups of teachers to engage in PLC’s  
cc. Create action plan template for principal’s evaluation of PLC

Examples of Daily Reflective Log Entries

a. As part of my Community and Media Relations goal, I asked my cooperating administrator if I could prepare a letter about our mission and vision statements. The letter would be published in our newsletter and our county paper. I feel like I wrote a solid letter that clearly identifies not only what a mission or vision statement is, but also a great explanation of what ours is. It is important to inform the community of the happenings at the school. I received many positive comments about the article from the community. The article fostered positive relationships between the school and the community. It also helped build my credibility in the community. If I was to do this again, I would maybe pick a better time to publish it through. The week before this was published, it was released to the public that our school did not meet AYP. The community may have overlooked the purpose of the writing of the article. I do not think this was the case though.

b. I recorded a radio show on my computer and emailed it to the local radio station. I had to convert the recording to a MP3 file before sending it. The report informs the community of the happenings at our school for the week. I also give scores from activities that happened the night before. I really enjoy doing it, and only positive things have come from it. I believe this helps me greatly as a future administrator as I won’t be nervous or scared to address the community on the happenings of the school.
Credits: 2 semester credits

I. Description of the Practicum

The educational leadership practicum is a supervised administrative experience in several role specialization areas. The general purpose of the practicum is to give students an opportunity:

- to implement the theories and principles acquired in class;
- to complete portions of the portfolio competencies and;
- to experience diverse working situations.

The program of educational leadership at Tri-College University is designed to promote the continued development and professional growth of prospective administrators. Achievement of program objectives requires an early and continuous integration of theory and practice. The practicum is considered one of the most important courses in a student’s program. It is the opportunity to apply skills and theories that can be monitored, reflected upon, and improved.

The practicum implies a team relationship among the student, the cooperating administrator and the college practicum supervisor. Because the experience takes place in a real life setting, the cooperating field supervisor serves in the role of coach or mentor. In cases where students are working towards a licensure/credential, the field supervisor must be licensed in the specialty area. Communication between all parties is essential for achievement of the goal of preparing quality administrators for our schools.

II. Reasoned Action Leadership Model

This practicum is organized to attain several intended outcomes. The methodologies employed herein are in accordance with the Reasoned Action Leadership Model of development. This model is based upon current knowledge of teaching and schooling. The model also incorporates research with regard to administration and leadership as found in the Educational Leadership Constituency Council of National Policy Board Standards for Educational Administration programs and licensure/credential standards of the States of Minnesota and North Dakota.

The Reasoned Action Leadership Model holds as fundamental that schools/learning organizations function in a professional sphere, which focuses on activities associated with teaching and learning. The practicum is viewed as a capstone experience, which allows student the opportunity to practice knowledge, skills and disposition in areas of specialization.
III: Practicum Objectives

Knowledge:
- Review and practice concepts of administrative theory.
- Apply legal, political, and ethical principles that apply to the practicum.
- Apply the appropriate research base for the practicum.

Attitude:
- Develop an awareness of the interdependence of all people in local communities and the greater political and social context of education.
- Become sensitive to differences among cultural constituencies in the local school district, state, and nation.
- To implement change in curriculum and instruction, using assessment to accommodate differences in culture.

Skills:
- To learn from the experiences and insights of practicing administrators.
- To test the theories and principles acquired during classes with the Reasoned Action Leadership Model.
- To assess commitment to a career in educational administration by involvement in a variety of experiences in district or building level operations, management techniques, curricular implementation and budget preparation.
- To demonstrate competency in the identified strengths and derailers cited in the students’ portfolios.

IV. Course Requirements

1. Prepare a draft of your portfolio grid to determine the competencies and indicators you will choose to work on during your practicum.
2. Get approval from your Advisor to register for a practicum.
3. Meet with a licensed Field Supervisor to determine appropriate projects and sites for your practicum.
4. Complete the Practicum Contract and submit it to your University Supervisor for approval. Note: Work completed before the approval of the Practicum Contract will not count toward hour requirements.
5. If any changes are made to your practicum, they must be approved by the University Supervisor and the Field Supervisor.
6. Upon completion of your practicum, forward all practicum documents to the University Supervisor for assessment and signatures.

IV. Practicum Hour Requirements

All practicum must be completed within 12 continuous months in elementary, middle school/junior high, secondary schools, or district offices with a licensed educational administrator appropriate for the activities of the practicum. Each two credit hour practicum must include 110 hours of documented experiences.

V. Practicum Types / Prerequisites

Note: In certain situations, you may be able to enroll in a practicum before all prerequisites have been met. You must discuss these issues with your university advisor and the University Supervisor [identified in the semester schedule] prior to enrollment.

Community Education:
Prerequisites: 689 or 718, 789

General Leadership:
Prerequisites: All master’s level course work

Elementary Administration:
Prerequisites: All master’s level course work

Secondary Administration:
Prerequisites: All master’s level course work

Superintendency:
Prerequisites: All master’s level course work and: 788, 690/790  
(Superintendency Seminar)

Supervision:
Prerequisites: 635/735, 684/784 or 782

Budget & Finance:
Prerequisites: 636/736, 783, and 788
Special Education:
Prerequisites: All master’s level course work and 796 (Seminar in Special Education)

VII. Texts

Texts and reference materials for professional development will be recommended as applicable to the individual student. It is recommended that students purchase one of the following:


VIII. Professional Ethics
Work in this course must be completed in a manner consistent with NDSU Senate Policy, Section 335: Code of Academic Responsibility and Conduct. (See http://ndsu.nodak.edu/policy/335.htm)

IX. Accommodations:

NDSU - A student with a disability or other special needs and who requires special accommodations for success in this course is invited to share those concerns or requests with the instructor as soon as possible.

MSUM - “Students with disabilities who believe they may need an accommodation in the class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 218-477-5859 (Voice) or 1-800-627-3529 (MRS/TTY), CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion.”