PRACTICUM HANDBOOK
Student Guide

EDUC 794

North Dakota State University
Dr. Denise K. Lajimodiere
Practicum Supervisor

Revised March 2015
NORTH DAKOTA STATE UNIVERSITY
PRACTICUM HANDBOOK
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Dear Practicum Student,

Congratulations on nearing the end of your Educational Leadership program! The general purpose of your practicum is to give you an opportunity to implement leadership theories and principles acquired through your classes, and to experience the diverse working situations you may encounter as a principal. Your practicum will take place in a real life setting with a cooperating field supervisor serving in the role of coach or mentor.

Please use the checklist to mark your progress through your practicum. The Practicum is usually completed in one semester. You may opt to take two semesters to complete. For example, begin your practicum during summer and complete during Fall semester.

Please do not hesitate to call or email me with further questions before and during your practicum experience.

Sincerely,

[Signature]

Dr. Denise Lajimodiere
denise.lajimodiere@ndsu.edu
701.231.7214 office
701.231.7416 Fax
PART I-CHECKLIST

___ Register for the Practicum. You must have the approval of your University Practicum Supervisor.

___ Read the entire Handbook before proceeding (Part I-VI).

___ Read the practicum syllabus (Part VII).

___ Submit the Advisor Approval Form to your Advisor and get his/her approval to do your Practicum (See form B).

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

___ Complete the Practicum Contract with your Field Supervisor (See part III).

___ Complete the Practicum Application Form and send it to your University Supervisor (See form A).

___ Obtain the approval signature of your Field Supervisor (See form C).

___ Send the Practicum Contract to University Supervisor for her review and approval [NOTE: Do not log hours until the University Supervisor has approved the contract.]

___ Submit your Daily Reflective Log to your University Supervisor after you’ve logged approximately 60 hours

___ Contact your University Supervisor and schedule a site visit/phone/Skype when you have logged 60 hours. Your Field Supervisor should be present for first half of meeting.

___ Contact your University Supervisor and schedule a site visit/phone/Skype when you have logged 110 hours. You Field Supervisor should be present for the first half of the meeting.

___ 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. 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 (See form D).
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: 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: 735, 784 or 782

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

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

Name _______________________________________

Type of practicum: _______________________________________

I. General Information and Directions:

A. 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.
B. Meet with Field Supervisor to discuss areas of personal and school needs.
C. Write paragraph about the process followed to arrive at areas of need:

D. Based on the identified needs from the self-assessment above, what ELCC (NCATE for Higher Ed.) competencies/standards and indicators at the building level do you need to address in this practicum? (List them 2-4 max).
II. Action Plan

For each ELCC (or NCATE-for Higher Ed. Students Only) 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.

ELCC (NCATE) Standard:
Goal Statement:
Activities/Action Steps:
Artifacts/Products (For Portfolio):
Approximate Number of Hours:

ELCC (NCATE) Standard:
Goal Statement:
Activities/Action Steps:
Artifacts/Products (For Portfolio):
Approximate Number of Hours:

ELCC (NCATE) Standard:
Goal Statement:
Activities/Action Steps:
Artifacts/Products (For Portfolio):
Approximate Number of Hours:

ELCC (NCATE) Standard:
Goal Statement:
Activities/Action Steps:
Artifacts/Products (For Portfolio):
Approximate Number of Hours:
PART IV-SAMPLE DAILY REFLECTIVE LOG FORM

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>
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<tr>
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</tbody>
</table>

Total Hours: 0
PART V-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 Committee including your Advisor and University Field Supervisor

___ 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.
PART VI-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. Schedule classes for common prep times for departments and grades
b. Develop, publish, schedule to administer, and analyze student, parent, and staff surveys
c. Analyze student test data
d. Develop measurable improvement goals for the school, methods to achieve those goals, and assessment of them
e. Conduct classroom observations
f. Conduct annual teacher evaluations
g. Administer student discipline
h. Assist with preparing student referrals and student discipline reports
i. Revise student handbook
j. Prepare agendas and facilitate principal’s cabinet meeting
k. Meet with Department Chairs to discuss budget needs
l. Revise parent handbook
m. Create directory of community agencies
n. Perform a Curriculum Management Audit
o. Design and implement the after school program for students
p. Serve as a member of the Leadership Team to create AYP goals and develop an action plan
q. Assist with the creation of the high school schedule
r. Update the High School Course Registration Handbook
s. Contact patrons to offer support and explain the program
t. Schedule activities, including chaperones, substitutes, bussing, and parental permission
u. Develop survey for student completion
v. Meet weekly with lead team to discuss purpose and goals
w. Research and develop templates for future groups of teachers to engage in PLC’s
x. 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 though. 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.
PART VII-PRACTICUM COURSE SYLLABUS

ED794

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.

V. 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.

VI. 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: 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, 790 (Superintendency Seminar)

Supervision:
Prerequisites: 735, 784 or 782

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

VII. 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://ndsunodak.edu/policy/335.htm)

VIII. Accommodations:
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.
PART VIII

PRACTICUM FORMS
A. APPLICATION FORM

STUDENT NAME:_________________________ STUDENT NUMBER:______________

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:___________________________

NDSU student 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
Superintendent
Supervision
Special Education
Community Education
Budget & Finance
Higher Education

Semester/Year of planned enrollment:

Fall Spring Summer Year

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

NAME:

POSITION:

SCHOOL ADDRESS:

TELEPHONE:

EMAIL:
B. 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.

_____ 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
C. FIELD AND UNIVERSITY SUPERVISOR SIGNATURES

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
D. FIELD SUPERVISOR EVALUATION FORM

PRACTICUM CONTRACT COMPLETION

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

Field Supervisor’s Signature

__________________________ Date

University Supervisor’s Signature

__________________________ Date

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

Scoring Notations

<table>
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<tr>
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<th>(+)</th>
<th>+</th>
<th>Θ</th>
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<tr>
<td>Strong Minus</td>
<td>Minus</td>
<td>Weak Minus</td>
<td>Weak Plus</td>
<td>Plus</td>
<td>Strong Plus</td>
</tr>
<tr>
<td>An egregious demonstration of a lack of skills.</td>
<td>A lack of skills demonstrated.</td>
<td>Some lack of skills demonstrated.</td>
<td>Some skills demonstrated.</td>
<td>Skills demonstrated effectively.</td>
<td>Skills demonstrated in an outstanding manner.</td>
</tr>
</tbody>
</table>
B. Comments:

Field Supervisor's Signature

Date
PART IX

ELCC BUILDING LEVEL STANDARDS TO BE USED BY K-12 STUDENTS
EDUCATIONAL LEADERSHIP PROGRAM Recognition Standards:

Building Level

For institutions undergoing NCATE Accreditation and ELCC Program Review
INTRODUCTION

Rationale

The importance of clearly defining what successful learning or performance looks like has become increasingly evident during the past decade. Without a doubt, the better one understands what excellence looks like, the greater one’s chances are for achieving – or surpassing - that standard. Ensuring effective school leadership begins with the following questions:

- What do our P-12 students need to know, understand, and do?
- What do our teachers and related staff need to know, understand, and do to increase student learning?
- What do our school building leaders need to know, understand, and do to support teachers and building-level personnel to increase student learning?

Effective use of leadership preparation standards requires multiple, high integrated and highly interdependent variables and assessments. The foundation of accountability is educators’ understanding of the learning standards and a deep understanding of what mastery looks like. The potential value of analyzing and disaggregating student performance data is only as good as one's understanding of the learning that data represents. Furthermore, while we yearn to assume alignment among standards, assessment, and instruction – in addition to policy, programs, and courses - its tremendous importance and potential impact demand ongoing attention. School leadership standards are no exception.

History

With the approval of the Educational Leadership Policy Standards: ISLLC 2008 (Interstate School Leaders Licensure Consortium), the NPBEA (National Policy Board for Educational Administration) approved an ELCC (Educational Leadership Constituent Council) plan to revise the ELCC Standards for presentation to NCATE (National Council for the Accreditation of Teacher Education) in the fall of 2010. Two groups, a Technical Advisory Committee and a Steering Committee, facilitated comprehensive research, revisions, and field review of the proposed changes prior to submitting them to NPBEA and NCATE.

Assumptions

The following assumptions are embedded within the ELCC school building-level leadership preparation standards:

1. Improving student achievement is the central responsibility of school leadership.
2. The standards represent the fundamental knowledge, skills, and practices intrinsic to building leadership that improve student learning.
3. The overall leadership standards conceptually apply to a range of common school leadership positions. They are intended to define what a building-level administrator
should know and be able to do. While specific content and application details will vary depending upon the leadership role, the fundamental, enduring tenets are the same.

4. While there is a purposeful emphasis on leading student learning, an understanding and acceptance of school leaders’ responsibility for managing the “business” of the school is also embedded.

5. The practice of school leadership is well-established as its own research-based body of knowledge.

6. The preparation of school leaders requires overt connections and bridging experiences between research and practice.

7. The preparation of school leaders requires comprehensive, field-based practice in and feedback from the field over an extended period time in powerful clinical learning experiences.

8. School leadership preparation programs must provide ongoing experiences for candidates to examine, refine and strengthen the ethical platform that guides their decisions—especially during difficult times.

9. While school leadership programs are ultimately an institutional responsibility, the strength of the design, delivery and effectiveness of these programs will parallel the degree to which higher education invites P-12 participation and feedback.

10. Performance-based measures are most effective in evaluating candidate outcomes.

**Implementation**

Improving student achievement depends on the successful and simultaneous orchestration of multiple, yet individual, variables within the context of an overall school. Given the interdependency between the execution of specific school leadership skills and the overall educational environment, universities are expected to provide candidates with school leadership experiences that connect, embed and transcend explicit leadership skills within the context of a meaningful whole.

Candidates need multiple bridging experiences between course content and the school. While life in a university is compartmentalized for the convenience of instruction, life as a school leader requires the use of specialized skills within the context of often ambiguous, demanding, and interconnected events. Relentless connections to, and emphasis on, real or simulated school experiences in regard to resources, methods and assessments will greatly facilitate graduate’s ultimate success as a school leader.

Leadership preparation programs must include three dimensions:

1. Awareness – acquiring concepts, information, definitions and procedures
2. Understanding – interpreting, integrating and using knowledge and skills
3. Application – apply knowledge and skills to new or specific opportunities or problems

The overall program should represent a synthesis of key content and high impact field-based experiences extended over time that result in the school leader candidates’ demonstration of the professional knowledge, skills, and dispositions articulated in the ELCC standards, and, most importantly, candidates’ success in improving student achievement following graduation.
2011 ELCC Building Level Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
1.3 Candidates understand and can promote continual and sustainable school improvement.
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4 Candidates understand and can develop school capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.
PART X

NCATE STANDARDS TO BE USED BY HIGHER ED STUDENTS
### NCATE Standards for use by Higher Ed. Practicum Students

**Candidate Self-Scoring Competency Grid**

<table>
<thead>
<tr>
<th>SKILL/KNOWLEDGE</th>
<th>Portfolio Evidence</th>
<th>Self-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professional and Ethical Leadership</strong></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1.1 Facilitate the development and implementation of a shared vision and strategic plan for the institution that focuses on teaching and learning</td>
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<tr>
<td>1.2 Understand and create conditions that motivate staff and students to achieve the institution’s vision</td>
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<td>1.3 Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills.</td>
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<td>1.4 Initiate, manage, and evaluate the change process</td>
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<td>1.5 Identify and critique several theories of leadership and their application to various school environments.</td>
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<td>1.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting ed. in a democratic society.</td>
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<td>1.7 Manifest a professional code of ethics and values</td>
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<tr>
<th><strong>2. Information Management and Evaluation</strong></th>
<th>Portfolio</th>
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<tbody>
<tr>
<td><strong>2.1 Conduct needs assessment</strong></td>
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<tr>
<td><strong>2.2 Use qualitative and quantitative data to inform decisions</strong></td>
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</table>
2.3 Engage staff in an ongoing study of current best practices and relevant research.

2.4 Analyze and interpret education data, issues, and trends for outlining possible actions.

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<thead>
<tr>
<th>3. Curriculum, Instruction, Supervision, and the Learning Environment</th>
<th>Portfolio</th>
<th>Score</th>
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<tbody>
<tr>
<td>3.1 Create with teachers, parents and students a positive school culture that promotes learning</td>
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<td>3.2 Develop collaboratively a learning organization that supports instructional improvement</td>
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<tr>
<td>3.3 Base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates.</td>
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<tr>
<td>3.4 Design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs and changing conditions.</td>
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<tr>
<td>3.5 Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.</td>
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<tr>
<td>3.6 Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class and exceptionailities.</td>
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<tr>
<td>3.7 Utilize a variety of supervisory models to improve teaching and learning</td>
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<tr>
<th>4. Professional Development and Human Resources</th>
<th>Portfolio</th>
<th>Score</th>
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<tbody>
<tr>
<td>3.8 Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design process, to support various teaching strategies and desired student outcomes.</td>
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<tr>
<td>3.9 Assess student progress using a variety of appropriate techniques.</td>
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<tr>
<td>4.1</td>
<td>Work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as resource, and to ensure that professional development activities focus on improving student outcomes.</td>
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<tr>
<td>4.2</td>
<td>Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace.</td>
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<td>4.3</td>
<td>Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.</td>
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<td>4.4</td>
<td>Formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development.</td>
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<td>4.5</td>
<td>Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity.</td>
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<tr>
<td>4.6</td>
<td>Negotiate and manage effectively collective bargaining or written agreements.</td>
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<thead>
<tr>
<th>5. Student Personnel Services</th>
<th>Portfolio</th>
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<tbody>
<tr>
<td>5.1 Apply the principles of student growth and development to the learning environment and the educational program.</td>
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<tr>
<td>5.2 Develop with the counseling and teaching staffs a full program of student advisement, counseling, and guidance services.</td>
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<td>5.3 Develop and administer policies that provide a safe school environment and promote student health and welfare.</td>
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<tr>
<td>5.4 Address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students.</td>
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<td>5.5 Plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership and scholastic needs; working with staff, students, families, and community.</td>
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<td>6. Organizational Management</td>
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<tr>
<td>6.1 Establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.</td>
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<td>6.2 Apply a systems perspective, viewing schools as interactive internal systems operating within external environments.</td>
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<td>6.3 Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.</td>
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<td>6.4 Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary.</td>
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<td>7. Interpersonal Relationships</td>
<td>Portfolio</td>
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<tr>
<td>7.1 Use appropriate interpersonal skills</td>
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<td>7.2 Use appropriate written, verbal, and nonverbal communication in a variety of situations.</td>
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<td>7.3 Apply appropriate communications strategies</td>
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<td>7.4 Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.</td>
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<td>7.5 Apply counseling and mentoring skills, and utilize stress management and conflict management techniques.</td>
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<td>8. Financial Mgt. and Resource Allocation</td>
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<tr>
<td>8.1 Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.</td>
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8.2 Acquire and manage financial and material assets, and capital goods and services, allocating resources according to district or school priorities.

8.3 Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.

8.4 Perform budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.

<table>
<thead>
<tr>
<th>9. Technology and Information Systems.</th>
<th>Portfolio</th>
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<tbody>
<tr>
<td>9.1 Use technology, telecommunications and information systems to enrich curriculum and instruction</td>
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<tr>
<td>9.2 Apply and assess current technologies for school management and business procedures.</td>
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<tr>
<td>9.3 Develop and monitor long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and about staff development, keeping in mind to the impact of technologies on student outcomes and school operations.</td>
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<tr>
<th>10. Community and Media Relations</th>
<th>Portfolio</th>
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<tbody>
<tr>
<td>10.1 Analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs.</td>
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<tr>
<td>10.2 Articulate the district's or school's vision, mission and priorities to the community and media, and build community support for district or school priorities and programs</td>
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<tr>
<td>10.3 Communicate effectively with various cultural, ethnic, racial, and special interest groups in the community.</td>
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<td>10.4 Involve family and community in appropriate policy development, program planning, and assessment processes.</td>
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</table>
10.5 Develop an effective and interactive staff communications plan and public relations program.

10.6 Utilize and respond effectively to electronic and printed news media.

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<tr>
<th>11. Ed. Law, Public Policy and Political Systems</th>
<th>Portfolio</th>
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<tbody>
<tr>
<td>11.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.</td>
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<td>11.2 Apply knowledge of common law and contractual requirements and procedures in an educational setting</td>
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<td>11.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings.</td>
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<tr>
<td>11.4 Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.</td>
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<tr>
<td>11.5 Make decisions based on the moral and ethical implications of policy options and political strategies.</td>
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<tr>
<td>11.6 Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts.</td>
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<tr>
<td>11.7 Develop appropriate procedures and relationships for working with local governing boards.</td>
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<tr>
<th>12. Practicum</th>
<th>Portfolio</th>
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<tbody>
<tr>
<td>12.1 Requires a variety of substantial in-school/district experiences over an extended period of time in diverse settings, planned cooperatively and supervised by university and school district personnel.</td>
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<tr>
<td>12.2 Establishes relationships with school leaders acting as trained mentors/clinical professors who guide individuals preparing for school leadership in appropriate in-school/district experiences.</td>
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</table>
12.3 Includes experiences in social service, private, and/or community organizations.
Duties of the Field Supervisor
Practicum EDU794
North Dakota State University

Dr. Denise K. Lajimodiere
University Supervisor
denise.lajimodiere@ndsu.edu
701.231.7214
North Dakota State University
Practicum EDUC794
Duties of the Field Supervisor

The Field Supervisor Must:

Be a licensed administrator.

Collaborate with practicum student on activities.

Complete form C, practicum Field and University Supervisor Signatures Form.

Meet with practicum student at least once a week throughout the semester.

Participate in site visit/phone/Skype with Practicum student and University Supervisor at the half way point (60 logged hours) and upon completion of the Practicum.

Complete form D. Field Supervisor Evaluation.

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 for Practicum Student

1. Student will prepare a draft of the portfolio grid to determine the competencies and indicators (s)he will choose to work on during the practicum.

2. Student will get approval from his/her Advisor to register for a practicum.

3. Student will meet with a licensed Field Supervisor to determine appropriate projects and sites for his/her practicum.

4. Student will complete the Practicum Contract and submit it to his/her 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 the practicum, they must be approved by the University Supervisor and the Field Supervisor.

6. Upon completion of his/her practicum, student will forward all practicum documents to the University Supervisor for assessment and signatures.

V. Practicum Hour Requirements

All practicum must be completed within 12 continuous months in elementary, middle school/junior high, secondary schools, Higher Education, 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.
C. FIELD AND UNIVERSITY SUPERVISOR SIGNATURES

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
D. FIELD SUPERVISOR EVALUATION FORM

PRACTICUM CONTRACT COMPLETION

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

___________________________  ______________________
Field Supervisor’s Signature  Date

___________________________  ______________________
University Supervisor’s Signature  Date

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

**Scoring Notations**

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<td>An egregious demonstration of a lack of skills.</td>
<td>A lack of skills demonstrated.</td>
<td>Some lack of skills demonstrated.</td>
<td>Some skills demonstrated.</td>
<td>Skills demonstrated effectively.</td>
<td>Skills demonstrated in an outstanding manner.</td>
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B. Comments: (Would you hire this student as a principal? lease list student strengths and potential weaknesses and/or red flags if any).