



Ed.D. Practicum Handbook

Curriculum and Instruction Specialization

**CAI 6235-6236
2020-2021**

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CONCORDIA UNIVERSITY TEXAS

College of Education

Ed.D. Curriculum and Instruction Program Introduction

Mission Statement

Concordia University Texas empowers students of all backgrounds to lead lives of critical thought, compassionate action and courageous leadership. As a liberal arts university rooted in the Lutheran tradition and affiliated with the Lutheran Church-Missouri Synod, Concordia develops the mind, heart, soul, and body, preparing leaders for lives of service.

Academic Honesty

The official policy of Concordia University is that all acts or attempted acts of alleged academic dishonesty, whether at the graduate or undergraduate level, be reported to the Office of the Provost by way of the Director of the respective school within which the course is taught. Forms of Academic Dishonesty include plagiarism, fabrication, cheating, and academic misconduct. The following sanctions may be enacted:

- A lower grade on the assignment or test.
- Failing grade on the assignment or test.
- Repeat of the assignment or test.
- A lower grade in the course.
- Removal of the student from the course.
- In the repeated offenses, expulsion from the University.

Diversity

Concordia University values and respects the diversity and the uniqueness of each as one of God's precious creatures. We are dedicated to all students' educational growth regardless of age, ethnicity, religious beliefs, national origin, and disability. If a student feels he/she has been discriminated against, there should first be a meeting with the professor and/or student involved. If there is no reconciliation, contact the Ed.D. Program Director. If there is no reconciliation, contact the Senior Director of the College of Education.

If a student needs special assistance in experiencing an environment more conducive for learning, he or she should meet with the Ed.D. Practicum Director, the Director of the Ed.D. Program, or the Senior Director of the College of Education Department as early as possible. The student should provide all documentation necessary for this to happen.

Letter to the Practicum Participant

Dear Student,

The practicum is part of the coursework in the Ed.D. program. It is a learning experience that involves working closely with a site supervisor/district mentor (leader of curriculum and instruction with at least three years of experience). During the practicum, you will perform leadership tasks approved by your site supervisor to gain experience in the “real world” of curriculum and instruction leadership in Texas schools.

All school settings involve the needs of the children who attend the school and the teachers and school and district leaders who work daily to help those children receive an education that prepares them for the world they will inherit upon graduation. As a practicum participant, you will have an opportunity to experience district leadership in many facets of curriculum and instruction leadership during your practicum. We hope that you can work with teachers, students, campus leaders, district-level personnel, and other school stakeholders to enhance your understanding of such leadership.

Our prayer is that you gain a deeper understanding and appreciation of school leadership, which is critical to the success of the next generation of teachers and children. Several people will monitor your practicum:

- Site Supervisor/District Mentor – This person is employed by the district where you are completing your practicum and is a leader in the curriculum and instruction department.
- Field Supervisor – This person is employed by the university and will visit with you and your site supervisor in your district and observe your completion of administrative tasks.
- Course Professor – This is the university faculty member teaching CAI 6235 and 6336 and will be monitoring your Log and Reflections of activities you complete in Practicums I and II. Currently, the Ed.D. Practicum Director also serves as the course instructor.

The combined experiences of these people will benefit you as you complete your practicum. They all have educational administrative backgrounds and have worked with students, teachers, campus leaders, and central office administrators. I urge you to learn from these people.

Please take advantage of this opportunity to broaden school leadership experiences and form relationships with people who guide you as you move into curriculum and instruction leadership.

Rosie Watwood, Ed.D.
Ed.D. Practicum Director

Letter to the Site Supervisor (District Mentor)

Dear Site Supervisor,

Thank you for agreeing to become the site supervisor for one of our students seeking a doctoral degree curriculum and instruction. Our student has selected you based on your strengths as an educator, your vision for your school, the talents you show daily, and the ethics you display. We feel confident that our student will gain the needed experience of what being a leader of curriculum and instruction is in real life by observing you this semester. Please allow the behavior you model to show him/her how to act as a successful school leader.

Duties as a Site Supervisor to the Practicum Participant:

- Please take the time to review this handbook to ensure that you understand what is expected as you interact with the student during this practicum.
- As the site supervisor, you should have daily and weekly contact with the practicum participant. You are essential to the process. You will be a teacher, site supervisor, evaluator, and confessor for the practicum participant. Concordia University desires that you expose the practicum participant to as many “real life” experiences as possible and provide an opportunity for him/her to truly “get their feet wet” in the process.
- Please allow the student to get a broad spectrum of the life of a district leader. Review the eight standards with the student and help the practicum participant determine productive activities that fulfill each of the standards in a meaningful manner.

A Concordia Field Supervisor has also been assigned to work closely with you and the student during this learning experience. This field supervisor will be in your district at least twice during the practicum semester to observe the student performing some leadership task. Both you and the field supervisor are crucial in ensuring the success of the student. If you feel it necessary to contact the site supervisor beyond the district visits/observations, you are encouraged to do so.

Thank you for your time, effort, and willingness to be part of this practicum program.

Rosie Watwood, Ed.D.

College of Education

Ed.D. Practicum Director

Purpose of the Practicum

Why Are You Doing This?

Opportunities in School Leadership

- You have completed two years of your doctorate-level work at Concordia University. Once you earn your Ed.D., you will have more opportunities in school leadership. This practicum is designed to offer you authentic experiences related to the duties and responsibilities of a curriculum and instruction leader.

Collaborative Decision-Making

- Education has always been dynamic, and in this time of challenges, it is indeed no different. Many say that this is one of the most challenging and critical times we have ever had in education. We have moved from leaders being the “final word” towards more collaborative decision-making. We have shifted from a “top-down” directive to more on-campus control. Where educators once moved quickly and often without adequate training and certification, now rigorous training and requirements are required to move into other areas of the educational process. We are all being asked to be more professional in our training, behavior, and continuing educational growth. Within our profession, we are now experiencing a need and demand for continuing education, growth, and skill building. We are genuinely modeling “lifelong learning” not only as a requirement for continuing as educators but as a way of life.

Technology

- Technology has, in the past, changed from generation to generation. Still, now it advances so quickly that it is not uncommon for our students to be ahead of us in knowledge, understanding, and skills. Many times, the student becomes the teacher in this area. This is becoming a geometric progression, and we hardly master one technological skill before another one is presented to us. More than ever, educators must be flexible and “thinkers-on-our-feet,” so we can handle all the challenges we will encounter.
- The COVID-19 pandemic heightened our need to understand new technologies that ensure students have equal access and opportunities for success.

Management of Information

- Coupled with the technological explosion is the ever-increasing amount of information at the disposal of all within the educational environment. We are now called on to manage Herculean amounts of information and to discriminate between what is most accurate and essential to disseminate, not only for ourselves as educators but also what is vital for students to learn. We must recognize research-based instructional techniques from those programs that “feel like they should work.” We do not have the time nor the luxury to try out techniques that have not passed rigorous scrutiny.

Facilitators of the Learning Process

- Another challenge for educators is to be better facilitators of the learning process. We are starting to recognize and honor the diversity within our population in values, beliefs, learning styles, and other aspects that make each of us unique individuals as learning takes place. We are teaching children who would not have been allowed even to attend school fifty years ago. As school district leaders, you will need to acquire expertise in dealing with diversity and the issues and conflicts that come with a heterogeneous population of students, staff, and community members. We are increasingly a reflection of society, and it is one of the responsibilities to help all function successfully in the school environment.

Site Supervisor and Practicum Participant

- Most likely, your practicum experience will be an educational experience different from any you have ever had. You will choose a site supervisor whose professional guidance will lead you through diverse and challenging situations. You and your site supervisor will design your learning experiences. You will know the reality of school leadership because you will see and experience first-hand the duties and responsibilities you will face when you move to the next level of educational responsibility. You can make this an extremely valuable and rewarding experience, or you can choose to barely meet the mandatory requirements, which will leave you with a narrow view and knowledge of what the office of the leader of curriculum and instruction involves.

Site Supervisor (Curriculum and Instruction Leader)

- The site supervisor (district mentor) will be essential to your successful completion of the practicum for leaders of curriculum and instruction. Concordia University requires this person to be a practicing leader of curriculum and instruction with at least three years of experience. It will be your responsibility to find a site supervisor willing to work with you during this time. The site supervisor must agree, in writing, to act as your site supervisor in all areas of your service in the district. The Ed. Practicum Director must approve the person selected before the agreement is finalized. Your site supervisor and your field supervisor will work closely together to give you the best experience possible during your practicum. This person will be the local contact between the university and the school. You may undoubtedly work with other district leaders, but your site supervisor will be the one your field supervisor will interact with during this time.
- The site supervisor acts as an advisor, supervisor, confessor, and evaluator during your training. This person should be an outstanding administrator and should have the skills and training you also wish to acquire. Choose this person very carefully. It is critical to the successful completion of the certification process. This experience will be with you for the rest of your educational life.

Field Supervisor (employed by Concordia)

- This individual will work closely with the practicum participant and site supervisor (district mentor). The university field supervisor and the practicum professor will monitor the successful completion of the required experiences during the completion of the practicum. There will be site visits and weekly communication with the field supervisor and administrative site supervisor concerning a review of assigned projects.

Rosie Watwood, Ed.D.

Ed.D. Practicum Director

The Practicum Experience

You will need to log 80 hours of leadership activities during CAI 6235 and an additional 80 hours during CAI 6336. No previous log hours can be accepted because TEA requires a practicum participant to be under the direction of a university-based field supervisor. You are encouraged to take advantage of any opportunities offered before your practicum, however, because they will enhance your understanding of a position in curriculum and instruction and will assist your district in the process. If you cannot fulfill the requirements due to extreme extenuating circumstances, contact the Ed.D. Practicum Director by completing a petition for exceptions to these requirements.

The practicum is framed in two sixteen-week “hands-on” experiences under the direction of an onsite site supervisor and field supervisor employed by the Concordia University. You will experience activities in the eight leadership standards during the practicum. Hours are to be logged all sixteen weeks in both semesters of the practicum. It is the requirement of the College of Education that you log a minimum of 8 hours in each of the eight standards each semester. This way, each standard will be evenly represented, and you will submit your log weekly to your field supervisor. You are not limited to the 80-hour requirement each semester. Any additional hours over and above the 80 may be logged in any of the eight standards. You will continue to log hours for all 16 weeks of the practicum in both semesters. Hours will be recorded in a formal log, which at the end of each semester will be verified by the Site Supervisor and Field Supervisor who will sign the Log along with you prior to submission to the course instructor for both CAI 6235 and CAI 6336. The second monthly submission should show that you have reached the 40-hour point in the practicum. The practicum is intended to familiarize you with the many diverse experiences that leaders of curriculum and instruction encounter during a regular school day.

Log and Reflections

You will send your Log of Activities and your Reflections to your field supervisor each week. Both the Log and Reflections are ongoing throughout the semester. At the end of each module, you will upload to the appropriate link.

Eighty hours of logged relevant educational experiences are required to fulfill the requirements for CAI 6235. You will briefly describe each action you undertook during the week and enter the number of hours it took to complete in decimal form (0.5 not 1/2). Take care not to overflow the first line on the Excel spreadsheet. *Choose only one Standard for each activity.* However, if you feel more than one Standard applies (maximum of two), split the activity into two lines on the log. In the weekly reflections, include a rationale in both Standards explaining why the activity involved more than one Standard.

Reflections are written and updated each weekend to expand upon the log by explaining what you learned from the action and why you feel it applies to the identified Standard. The Reflections are all in one Word document, separated by each of the eight Standards with the date of the action so they can be correlated with the Log. Both are submitted as a pair to the field

supervisor each week. The Log starts with your first leadership activity, and the Reflections are initiated and sent the first weekend of the course.

The Semester Log (third submission) includes all your leadership activities for the first semester of the practicum. The year-long practicum has a minimum requirement of 160 hours combined in all Standards and at least 16 hours in each Standard. Some Standards will have additional hours logged, depending on the district's needs and assignments given by the site supervisor. Concordia University requires practicum participants to complete leadership tasks through the practicum time frame. Therefore, continue recording in your log until the official end of the practicum period.

The student will receive an EdD Log Verification Form through DocuSign near the end of the semester. That form will be submitted at the same time the semester log and reflections are submitted. *The professor reviews both the Semester Log/Reflections and the EdDLog Verification Form to ensure that they contain 80 hours, 8 hours or more in each Standard. This is essential for the successful completion of the course.*

Observations by Field Supervisor

The Field Supervisor will conduct four observations with the intern, two during CAI 6235 and two during CAI 6336; they will occur at the location where the intern is doing the practicum. **These visits will be a minimum of 35 minutes in length, and one visit must be completed in each half of both semesters. All four visits will be observations of the student performing a leadership task.** Each district visit will be documented through an observation form, sent through the DocuSign process, and signed by all parties. The form is submitted to the University to the appropriate link in Blackboard. For each observation, there must be a pre-observation conference and an individualized, synchronous, and interactive post-observation between the Field Supervisor and practicum participant.

If your school district is not meeting face-to-face and is temporarily operating virtually due to COVID-19, field supervisors may observe you in virtual settings according to a recent change in TAC 228. The rule change is as follows: *(e) For purposes of educator preparation training under §228.35 of this title (relating to Preparation Program Coursework and/or Training) during the 2020–2021 academic year, actual school settings and authentic school settings may include campuses with a traditional, in-person setting that are temporarily functioning in a virtual setting, and face-to-face settings for observations may include synchronous virtual settings.*

Meeting Between the Site Supervisor and Field Supervisor

A meeting will be held in person, by phone, or by videoconferencing between the Site Supervisor/District Mentor and the Field Supervisor to discuss the success of the practicum participant in the completion of the onsite part of the practicum. This meeting will be confidential between the two individuals. They will determine the success of the student in completing the practicum. This information will also be utilized by the field supervisor to complete the summative evaluation form.

Initial Contact Form/Training Form

The Initial Contact/Training form is a DocuSign form and will be completed by your field supervisor and sent to you after s/he has made initial contact during both semesters of the practicum. The form also indicates that your field supervisor has completed his/her updated training. You will review the form, sign, and then it will go to the site supervisor for a signature. The form with all three signatures will be uploaded to the appropriate link in the Blackboard course.

Semester Evaluation Form

Your field supervisor will complete and sign a **Semester Evaluation form** that encompasses information concerning all eight of the Superintendent Standards. You will receive the form through the DocuSign process. You will review the document, sign it, and it will then be forwarded to your site supervisor for review and a signature. The form with all three signatures will be uploaded to the appropriate link in the Blackboard course.

Leadership Standards for CAI Practicum

Concordia University has developed eight standards for students completing the Curriculum and Instruction EdD Practicum.

1. Ethical Leadership

A leader of curriculum and instruction knows how to act with integrity, fairness, and in an ethical manner to promote the success of all students.

2. School Culture and Diversity

A leader of curriculum and instruction knows how to foster a positive school culture by meeting the needs of diverse learners and by participating in a shared vision of high expectations for all stakeholders (students, staff, parents, and community).

3. Curriculum Planning, Development, Implementation, and Evaluation

A leader of curriculum and instruction knows how to promote the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. The leader must also understand budget development and maintenance and advise campuses on the use of the money available for curricular or instructional resources.

4. Instructional Leadership

A leader of curriculum and instruction knows how to promote the success of all students by advocating, nurturing, and sustaining an instructional program conducive to student learning and staff professional growth. Further, the leader must demonstrate expert knowledge of curriculum development and instructional best practices based on a thorough and deep understanding of the research on curriculum and instruction.

5. Human Capital

A leader of curriculum and instruction knows how to provide guidance, feedback, and coaching to staff members to improve outcomes for all students. Likewise, the leader also knows how to allocate human resources for curriculum implementation appropriately.

6. Professional Learning

A leader of curriculum and instruction knows how to plan and implement professional learning opportunities that increase educator effectiveness and results for all students.

7. Communication and Collaboration

A leader of curriculum and instruction knows how to promote the success of all students by encouraging collaboration among members of the educational community, by collaborating with families and community members, and by responding to diverse community interests and needs.

8. State and National Curriculum Issues and Trends

A leader of curriculum and instruction must be aware of and continually learn about state and national policy that impacts curriculum development (adopted standards, instructional materials, policies around budget, etc.). Beyond the state, the curriculum leader must be a primary source of knowledge around national trends and the most up-to-date research around curriculum and instruction. The leader must also model lifelong learning for personal growth by participating in organizations and learning about the ever-evolving educational trends.



Ed.D. Practicum
11400 Concordia University Drive
Austin, Texas 78726

Practicum Information Form

EDAD _____

CAI _____

_____ Supt. Cert.

Practicum Participant's Information:

Student's Name _____

Address _____

City, State, Zip _____

Phone (Home) _____ (Work) _____ (Cell) _____

Concordia Email address _____

Other Email Address: _____

District Name: _____

Campus/Location of Service: _____

Campus/Location of Service Address: _____

Current Job Assignment/Grade Level: _____

Site Supervisor Information:

Name and Title of Site Supervisor (District Mentor): Mr./Mrs./Ms./Dr. _____
(Please circle title)

Mentor's Position: _____

Work Phone: _____ Email Address: _____

Practicum Agreement

Thank you for agreeing to act as a mentor for the Concordia University Texas (CTX) practicum participant listed below, who is on a journey to becoming a curriculum and instruction leader.

As the site supervisor, Concordia University would like you to expose the practicum participant to as many “real life” experiences as possible. The practicum participant you are mentoring will be expected to log at least 80 hours of activities each semester. If during the practicum year, the student cannot fulfill the requirements due to extreme extenuating circumstances, he/she is to contact the Ed.D. Practicum Director.

The practicum is tied very closely to the eight standards established by Concordia University. The College of Education requires that the intern experience at least 8 hours in each of the eight standards each semester, with the remaining hours logged in any of the standards. They are not limited to the 80-hour each semester requirement. Any additional hours over and above the 80 may be logged in any of the eight standards. Before beginning the practicum, the student will create a Practicum Proposal in which activities are suggested to meet the required hours. You will be able to approve, reject, modify, or add any activities based on your district needs and the strengths and weaknesses of the practicum participant. Concordia University will assign a supervisor who will assist the practicum participant in preparing the Practicum Proposal and will observe a leadership activity on location during the practicum, if possible. You will receive copies of the supervisor’s observations. You will also be asked to assist with an evaluation of the practicum participant’s performance during the practicum.

You will receive and review training materials within the first three weeks of the practicum.

I agree to support this practicum participant during the practicum experience. I will provide the practicum participant the support needed to complete the 80 required log hours each semester, including providing time away from regular duties as necessary to assure them an opportunity to act as administrators during their course of study.

Signature of Site Supervisor: _____ Date _____

Practicum Participant _____ Date _____

Listed below are contact people for Concordia University-Texas

Dr. Rosie Watwood
Alison Chai
Stephanie Hartzell
Dr. Chris Winkler

Ed.D. Practicum Director
Certification & Compliance Officer
Director of Ed.D. Program, College of Education
Senior Director, College of Education

rosie.watwood@concordia.edu
alison.chai@concordia.edu
stephanie.hartzell@concordia.edu
chris.winkler@concordia.edu

Practicum Initial Contact/Training Form

Practicum Participant's Name: _____

Practicum School/District Name: _____

My university supervisor contacted me before the end of the third week of the practicum:

Date of Contact: _____

Method of contact (please circle only one): email phone in person

Practicum Student's Signature: _____

To be completed by site supervisor (district mentor):

Site Supervisor's Name: Mr./Mrs./Ms./Dr. _____

I completed the Site Supervisor training before the end of the third week of the practicum: _____

Date of Training

Site Supervisor's Signature: _____

To be completed by field supervisor (university supervisor):

Field Supervisor's Name: _____

I completed the Field Supervisor training before the first day of the semester: _____

Date of Training

Field Supervisor's Signature: _____

This form needs to be returned to the practicum student. All signatures must be attached before the student uploads to the online course portal.

Practicum Proposal

As a practicum participant, you will create an action plan at the beginning of the practicum experience so you and your supervisors will have a clear understanding of your intended goals and desired skills and outcomes. Developing the plan is a cooperative effort between you and the site supervisor. You will share it with your field supervisor as soon as that person is assigned to you. The Practicum Proposal will enhance your practicum experience and yield the ultimate educational experience for you.



PRACTICUM PROPOSAL

Practicum Participant: _____ **Semester(s)** _____

Site Supervisor
(District Mentor: _____ **Campus/District** _____

Course Professor _____

This document is a proposal or plan for the student to complete the required hours established by Concordia University. It is not a contract that obligates the parties. This plan is based on the district's needs, the skills of the student, and the requirements for practicum experiences established by the TEA and Concordia University Texas.

The student must log at least 80 hours each semester with at least 8 hours logged in each Standard each semester. The site supervisor/district mentor should feel free to assign additional hours for the practicum participant to complete based on the needs of the district. Administrative activities, other than those listed herein, may be substituted or added.

The student should complete this proposal in collaboration with the district leadership and university field supervisor.

The proposal to which this page is attached is agreed to by the site supervisor, and the student whose signatures are below and signify approval of the practicum plan proposal:

Site Supervisor (District Mentor) _____ **Date** _____

Practicum Participant _____ **Date** _____

Plan for Curriculum and Instruction Leadership Standards

Standard 1—Ethical Leadership

A leader of curriculum and instruction promotes the success of all students by acting with integrity, fairness, and in an ethical manner to promote the success of all students.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 2—School Culture and Diversity

A leader of curriculum and instruction knows how to foster a positive school culture by meeting the needs of diverse learners and by participating in a shared vision of high expectations for all stakeholders (students, staff, parents, and community).

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 3—Curriculum Planning, Development, Implementation, and Evaluation

A leader of curriculum and instruction knows how to promote the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. The leader must also understand budget development and maintenance and advise campuses on the use of the money available for curriculum or instructional resources.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 4—Instructional Leadership

A leader of curriculum and instruction knows how to promote the success of all students by advocating, nurturing, and sustaining an instructional program conducive to student learning and staff professional growth. Further, the leader must demonstrate expert knowledge of curriculum development and instructional best practices based on a thorough and deep understanding of current research on curriculum and instruction.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 5—Human Capital

A leader of curriculum and instruction knows how to provide guidance, feedback, and coaching to staff members to improve outcomes for all students. Likewise, the leader knows how to allocate human resources for curriculum implementation appropriately.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 6 – Professional Learning

A leader of curriculum and instruction knows how to plan and implement professional learning opportunities that increase educator effectiveness and results for all students.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 7 – Communication and Collaboration

A leader of curriculum and instruction knows how to promote the success of all students by encouraging collaboration among members of the educational community, by collaborating with families and community members, and by responding to diverse community interests and needs.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 8 – State and National Issues and Trends

A leader of curriculum and instruction must be aware of and continually learn about state and national policy that impacts curriculum development (adopted standards, instructional materials, policies around budget, etc.). beyond the state, the curriculum leader must be a primary source of knowledge about national trends and the most up-to-date research around curriculum and instruction. The leader must also model lifelong learning for personal growth by participating in organizations and learning about ever-evolving educational trends.

Element of Standard Addressed	Proposed Activity	Proposed Timeline



CAI Practicum Observation Form

Observation No. _____

Student's Name _____ Location _____ Start Date of Practicum _____

Observation Date _____ Start Time _____ End Time _____ (MUST BE AT LEAST 35 MINUTES)

Pre-observation Conference Date _____ Method (check one): ☐ phone ☐ email ☐ in person (may be virtual)

Synchronous Post-observation Conference Date _____ Method (check one): ☐ phone ☐ in person (may be virtual)

Field Supervisor _____ Site Supervisor (District Mentor) _____

Event/Activity _____ Student Role _____

Check the boxes for each Indicator observed. Then describe the indicator in the space provided.

☐ **Standard 1: Ethical Leadership**

☐ **Standard 2: School Culture and Diversity**

☐ **Standard 3: Curriculum Planning, Development, Implementation, and Evaluation**

☐ **Standard 4: Instructional Leadership**

☐ **Standard 5: Human Capital**

☐ **Standard 6: Professional Learning**

☐ **Standard 7: Communication and Collaboration**

☐ **Standard 8: State and National Curriculum Issues and Trends**

Comments/Post-observation discussion:

Interventions:

Student _____ Site Supervisor _____ University Supervisor _____

This completed form is given to the student who will obtain all signatures and submit to the professor via portal to the online course.



CAI Semester Evaluation

EdD CAI Practicum

Directions: This form is to be used by university supervisors, in collaboration with the district mentors, to provide a semester evaluation of the candidate seeking leader of curriculum and instruction's certification. Please fill out all areas.

Student: _____ Site Supervisor (District Mentor): _____

District Name: _____

Field Supervisor (University): _____ Practicum Start Date: _____

Evaluation Date: _____ Number of Hours Completed in Practicum: _____

To be completed by the evaluator:

Please describe the candidate's attributes in the following eight Standards noting such things as strengths, areas for improvement, or any special skills or talents. Please cite specific examples to support your observations.

Standard 1: Ethical Leadership

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Standard 2: School Culture and Diversity

--

Standard 3: Curriculum Planning, Development, Implementation, and Evaluation

--

Standard 4: Instructional Leadership

--

Standard 5: Human Capital

--

Standard 6: Professional Learning

--

Standard 7: Communication and Collaboration

Standard 8: State and National Curriculum Issues and Trends

Recommended grade (A-F or pass/fail): _____

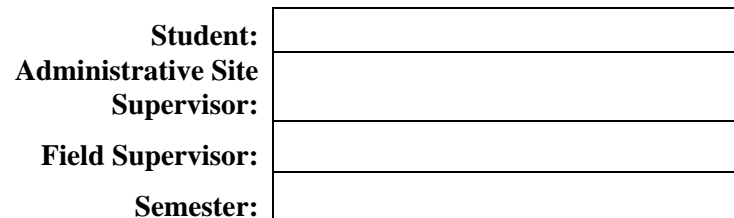
Comments related to the recommendation and pass/fail status:

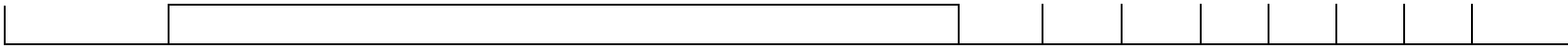
SIGNATURE
STUDENT

SIGNATURE
FIELD SUPERVISOR (UNIVERSITY)

SIGNATURE
SITE SUPERVISOR (DISTRICT MENTOR)

THIS COMPLETED FORM IS TO BE GIVEN TO STUDENT WHO WILL OBTAIN ALL SIGNATURES AND SUBMIT TO PROFESSOR VIA THE PORTAL TO THE ONLINE COURSE.





Practicum Reflection Form

STANDARD REFLECTIONS

As you complete your practicum, you must remember to focus on the eight standards. You will complete an Excel spreadsheet noting the tasks you have completed throughout the semester weekly and submit them to your field supervisor by midnight each Sunday evening. You will also categorize the tasks into one of the eight standards and enter the number of hours you completed. You are to complete a minimum of 80 hours during the 16 weeks of each semester (please continue logging all 16 weeks regardless of the quantity of hours logged) and a minimum of 8 hours each semester in each of the eight standards. The spreadsheet will assist you in monitoring your progress with the standards.

You will reflect each week on your leadership experiences. You will write after the Standard in an MS Word document an expansion of the task in your Log. You should provide information concerning what you learned, why you chose that Standard, and what you have determined about a curriculum and instruction leader. The reflections will be ongoing from the beginning of the semester and updated weekly. They are submitted to the course professor at the end of each month during the practicum. Please begin each description with the date it occurred as a reference to your log sheet. In your weekly reflections that you submit to your field supervisor, you should tell about any “aha” moment(s) or new learning experience(s) that you had during that week. Those should be written after you write your full Reflections on your MS Word document. We want you weekly to communicate to your field supervisor any shift in thinking that occurred that week, or if you feel that you are perceived differently by your fellow faculty members, tell about how that affected you.

Feel free to add as many additional pages as needed to each of the standard sections.

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Standard 6

Standard 7

Standard 8