



Ed.D. Practicum Handbook

Curriculum and Instruction Specialization

Spring 2019

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CONCORDIA UNIVERSITY TEXAS

College of Education

Ed.D. Curriculum and Instruction Program Introduction

Mission Statement – “Developing Christian leaders”

It is the intent and purpose of Concordia University to help develop leaders for the state, nation, and world who focus on Christian values and servitude. Our belief is through developing Christian leaders with the skills to work with educators and students, Concordia University will empower the next generation to be successful and to be an example of what the power of Christian service can do for all people. Our students not only gain the educational skills to lead schools in the 21st century, but they also learn to do so in a manner that reflects the morals, values, and ethics necessary to bring peace and harmony to all they touch.

Academic Honesty

It is the official policy of Concordia University 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 Dean 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 the educational growth of all students 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 Director of the Ed.D. Program. If there is no reconciliation, contact the Chair of the School 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 Chair of the School 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 you 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 be performing 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. You, as a practicum participant, will have an opportunity during your practicum to experience district leadership in many facets of curriculum and instruction. We hope that you will be able to work with teachers, students, campus leaders, district-level personnel, and other school stakeholders to enhance your understanding of such leadership.

It is our prayer 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 experiencing 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 as well as observe your completion of administrative tasks.
- Course Professor – This is the university faculty member teaching CAI 6235 and CAI 6236 and will be monitoring your Log and Reflections of activities you complete during both Practicum I and Practicum II.

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 your experiences in school leadership and form relationships with people who guide you as you move into the leader of curriculum and instruction’s position.

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

Letter to the Site Supervisor (District Mentor)

Dear Site Supervisor,

We, at Concordia University, thank you for agreeing to become the site supervisor for one of our students who is 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 through 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 some time to review this handbook with the student to ensure that both of you understand what is expected as you interact with him or her during this practicum.
- In your role 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 at any time 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.
School 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 duties and responsibilities of the leader of curriculum and instruction's position.

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 leadership being, for all intents and purposes, 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 truly 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, but 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. Educators, more than ever, must be flexible and “thinkers-on-our-feet” so we can handle all the challenges we will encounter.

Management of Information

- Coupled with this technological explosion is the ever-increasing amount of information and knowledge 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 important to disseminate, not only for ourselves as educators but also what is vital for students to learn. We must be able to recognize research-based instructional techniques from those programs that “feel like they should work.” We don't 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 the areas of values, beliefs, learning styles, and other aspects that make each of us unique individuals as learning takes place. We are teaching children whom 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 more and more 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 that 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 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. This person must be approved by the Ed. Practicum Director before the agreement is finalized. Your site supervisor and your field supervisor will work closely together to afford you the best experience possible during your practicum. This person will be the local contact between the university and the school. You may certainly 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 will be responsible to act 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 the rest of your educational life.

Field Supervisor (employed by the university)

- 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

Practicum Plan Proposal

You will need to create a plan of action to be utilized at the beginning of your practicum experience so that you, your field supervisor, and site supervisor/district mentor 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 Plan 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 which obligates the parties. The activities are suggestions based on the needs of the district, 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 100 hours each semester with no less than 10 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 (district mentor), university field supervisor, university professor, and 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—Learner-Centered Values and Ethics of Leadership

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

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 2—Learner-Centered Leadership and School District Culture

A leader of curriculum and instruction promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 3—Learner-Centered Human Resources Leadership and Management

A leader of curriculum and instruction promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 4—Learner-Centered Policy and Governance

A leader of curriculum and instruction promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 5—Learner-Centered Communications and Community Relations

A leader of curriculum and instruction promotes the success of all students collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 6 – Learner-Centered Organizational Leadership and Management

A leader of curriculum and instruction promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 7 – Learner-Centered Curriculum Planning and Development

A leader of curriculum and instruction promotes 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.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

Standard 8 – Learner-Centered Instructional Leadership and Management

A leader of curriculum and instruction promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

The Practicum Experience

You will be expected to log 100 hours of administrative experiences during CAI 6235 and an additional 100 hours during CAI 6236. 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” experience 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 10 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 100-hour requirement each semester. Any additional hours over and above the 100 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 Final Log along with you prior to submission to the course instructor for CAI 6236. The second monthly submission should show that you have reached the 50-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

Each week you will send your Log of Activities and Reflections to your University Field Supervisor. The forms for recording your Log and Reflections are available in Blackboard. Both the Log and the Reflections are ongoing throughout the semester. At the end of each month, you will send the cumulative Log and Reflections to your University Professor.

A minimum of 100 hours of logged relevant administrative experiences in each semester is required to fulfill the requirements for the Practicum. 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. If you feel that more than one Standard applies (maximum of two), split into two lines on the Log, and 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 that they can be correlated with the Log. Both are submitted as a pair to the

University 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 Final Log (fourth submission) you send to your professor for CAI 6235 and CAI 6236 will include all your leadership activities for the entire practicum semester and must have three signatures (student, site supervisor, field supervisor). Practicum I and Practicum II each have a minimum requirement of 100 hours combined from all Standards and a minimum of 10 hours in each of the eight Standards. Some standards will have additional hours logged depending on the needs of the district and assignments given by the Site Supervisor/District Mentor. The 100 and 10 hours are minimums, and you should not stop logging hours until the final week(s) of each of the semesters (see Important Dates section for the final date of the practicum logging). TEA requires that practicum participants complete leadership tasks throughout their practicum timeframe. *The professor reviews the Final Log to ensure that it contains 100 hours, 10 hours or more in each Standard. This is essential for successful completion of the course.*

Visits by Field Supervisor

The Field Supervisor will hold at least four meetings with the intern, two during CAI 6235 and two during CAI 6236 that will take place 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 both semesters.** All four visits will be observations of the student performing a leadership task. Each district visit will be documented on a Concordia Observation form and signed by all parties and then 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.

Meeting Between the Site Supervisor and Field Supervisor

A meeting will be held in person or by phone 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

The initial contact form will be completed by your field supervisor and sent to you after s/he has made initial contact during CAI 6236. The form indicates that your field supervisor has completed his/her updated training. You will review the form, sign, and then procure the signature of your district site supervisor after that supervisor has also completed the online training. The form with all three signatures will be uploaded to the online portal and placed in your TEA folder.

Second-Semester Evaluation Form

Your field supervisor will complete and sign a **Second-Semester Evaluation form** that encompasses information concerning all eight of the Leadership Standards. You will review the document, sign it, and converse with the university field supervisor as needed. Then, you will share the final form with your site supervisor/district mentor and have that person sign as well. Once all three signatures have been procured, the document will be uploaded online to the corresponding online portal.

Leadership Standards for Practicum

These standards are adapted from the standards established for superintendents in the state of Texas. They are taken from §242.15 of the Texas Administrative Code.

(b) **Learner-Centered Values and Ethics of Leadership.** A leader of curriculum and instruction promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A leader of curriculum and instruction promotes understands, values, and is able to:

- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) serve as an articulate spokesperson for the importance of education in a free democratic society;
- (4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;
- (5) maintain personal physical and emotional wellness; and
- (6) demonstrate the courage to be a champion for children.

(c) **Learner-Centered Leadership and School District Culture.** A leader of curriculum and instruction promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A leader of curriculum and instruction promotes understands, values, and is able to:

- (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
- (2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;
- (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;
- (4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;

- (5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;
- (6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;
- (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;
- (8) demonstrate an awareness of emerging issues and trends affecting the education community;
- (9) encourage and model innovative thinking and risk-taking and view problems as learning opportunities; and
- (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

(d) **Learner-Centered Human Resources Leadership and Management.** A leader of curriculum and instruction promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A leader of curriculum and instruction promotes understands, values, and is able to:

- (1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
- (2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;
- (3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;
- (4) deliver effective presentations and facilitate the learning of both small and large groups;
- (5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
- (6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;

(7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;

(8) demonstrate and apply knowledge of certification requirements and standards; and

(9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

(e) Learner-Centered Policy and Governance. A leader of curriculum and instruction promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A leader of curriculum and instruction promotes understands, values, and is able to:

(1) define and apply the general characteristics of internal and external political systems to the educational organization;

(2) demonstrate and apply appropriate knowledge of legal issues affecting education;

(3) provide leadership in defining leader of curriculum and instruction and board of trustees' roles, mutual expectations, and effective leader of curriculum and instruction-board of trustees working relationships;

(4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;

(5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;

(6) use legal systems to protect the rights of students and staff and to improve learning opportunities;

(7) apply laws, policies, and procedures fairly, wisely, and considerately; and

(8) access state and national political systems to provide input on critical educational issues.

(f) Learner-Centered Communications and Community Relations. A leader of curriculum and instruction promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A leader of curriculum and instruction promotes understands, values, and is able to:

(1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;

- (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;
- (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;
- (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;
- (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;
- (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;
- (7) use effective consensus-building and conflict-management skills;
- (8) articulate the school district's vision and priorities to the community and to the media;
- (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;
- (10) communicate an articulate position on educational issues; and
- (11) demonstrate effective and forceful writing, speaking, and active listening skills.

(g) Learner-Centered Organizational Leadership and Management. A leader of curriculum and instruction promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A leader of curriculum and instruction promotes understands, values, and is able to:

- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;
- (2) implement processes for gathering, analyzing, and using data for informed decision making;
- (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;
- (4) develop, implement, and evaluate change processes for organizational effectiveness;
- (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;

- (6) apply legal concepts, regulations, and codes for school district operations;
- (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;
- (8) acquire, allocate, and manage resources according to school district vision and priorities;
- (9) manage one's own time and the time of others to maximize attainment of school district goals; and
- (10) use technology to enhance school district operations.

(h) **Learner-Centered Curriculum Planning and Development.** A leader of curriculum and instruction promotes 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. A leader of curriculum and instruction promotes understands, values, and is able to:

- (1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;
- (2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;
- (3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;
- (4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;
- (5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;
- (6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;
- (7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and
- (8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

(i) **Learner-Centered Instructional Leadership and Management.** A leader of curriculum and instruction promotes the success of all students by advocating, nurturing, and sustaining a school

district culture and instructional program conducive to student learning and staff professional growth. A leader of curriculum and instruction promotes, understands, values, and is able to:

- (1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;
- (2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;
- (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;
- (4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;
- (5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);
- (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;
- (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;
- (8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;
- (9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and
- (10) create an environment in which all students can learn.

Source: The provisions of this §242.15 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202.



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

Practicum Information Form

EDAD _____

CAI _____

Student's Name _____

Address _____

City, State, Zip _____

Phone: (home) _____ (work) _____ (cell) _____

Concordia E-Mail address _____

Other E-Mail Address: _____

District Name: _____

Campus/Location of Service: _____

Campus/Location of Service Address: _____

Current Job Assignment/Grade Level: _____

Name of Site Supervisor (District Mentor): _____

Mentor's Position and Title: _____

Work Phone: _____ E-Mail Address: _____

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 (January 27, 2019):

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 (District Mentor) Name: _____

I completed the Site Supervisor/Mentor training before the end of the third week of the practicum

(January 27, 2019) (Date): _____

Site Supervisor's (District Mentor) Signature: _____

To be completed by field supervisor (university supervisor)

Field Supervisor's Name: _____

I completed the University Field Supervisor training before the first day of the semester (January 7, 2019)

on (Date): _____

Field Supervisor's Signature: _____

This form needs to be returned to the practicum participant to be uploaded to the online course portal.

University Field Supervisor Signature: _____

This form needs to be returned to the practicum student to be uploaded to the online course portal.



Site Supervisor (District Mentor) Practicum Agreement

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

The University would like you, as the administrative mentor, 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 100 hours of experiences during each semester. If during the practicum experience, the student cannot fulfill the requirements due to extreme extenuating circumstances, he/she is to contact the Practicum instructor.

The Practicum is tied very closely to the eight standards established under TAC 242.15. It is the policy and requirement of the College of Education that the intern experiences a minimum of 10 hours in each of these eight standards each semester, with the remaining hours to be logged in any of the standards. They are not limited to the 100-hour each semester requirement. Any additional hours over and above the 100 may be logged in any of the eight standards. Before beginning the Practicum, the practicum participant will present to you a Proposal for the Practicum 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 as well as visit the practicum participant on location during the practicum. You will be provided copies of the supervisor’s observations. You will also be asked to complete an evaluation of the practicum participant’s performance during the Practicum and provide a recommendation for certification.

You will be e-mailed a link to a web page which will provide you with information regarding TEA’s and CTX’s expectations for the Practicum. You will be expected to view the web page and all 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 100 required log hours each semester, which may include providing time away from regular duties as needed to assure them an opportunity to act as administrators during their course of study.

Printed Practicum Participant’s Name _____

Printed Site Supervisor’s (District Mentor) Name: _____

Signature of Site Supervisor (Curriculum Leader): _____ Date _____

Listed below are contact people for Concordia University Texas

Dr. Rosie Watwood
Alison Chai
Dr. Jim McConnell

Ed.D. Practicum Director
Certification & Compliance Officer
Director, School of Education

rosie.watwood@concordia.edu
alison.chai@concordia.edu
jim.mcconnell@concordia.edu



Ed.D. Practicum Observation Form

Observation No. _____

Student's Name _____ Location _____ Start Date of Practicum January 7, 2019

Observation Date _____	Start Time _____	End Time _____	(MUST BE AT LEAST 35 MINUTES)
Pre-observation Conference Date _____	Method (check one): <input type="checkbox"/> phone <input type="checkbox"/> email <input type="checkbox"/> in person		
Synchronous Post-observation Conference Date _____	Method (check one): <input type="checkbox"/> phone <input type="checkbox"/> in person		

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: Learner-Centered Values and Ethics of Leadership: A leader of curriculum and instruction promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 2: Learner-Centered Leadership and School District Culture: A leader of curriculum and instruction promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation. and stewardship of a vision of learning that is shared and supported by the school community.

Standard 3: Learner-Centered Human Resources Leadership and Management: A leader of curriculum and instruction promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

Standard 4: Learner-Centered Policy and Governance: A leader of curriculum and instruction promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.

Standard 5: Learner-Centered Communications and Community Relations: A leader of curriculum and instruction promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 6: Learner-Centered Organizational Leadership and Management: A leader of curriculum and instruction promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 7: Learner-Centered Curriculum Planning and Development: A leader of curriculum and instruction promotes 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.

Standard 8: Learner-Centered Instructional Leadership and Management: A leader of curriculum and instruction promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

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.



**Second-Semester Evaluation
CAI Practicum**

Directions: This form is to be used by university supervisors, in collaboration with the district mentors, to provide a second-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: January 7, 2019

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: Learner-Centered Values and Ethics of Leadership

Standard 2: Learner-Centered leadership and District Culture

Standard 3: Learner-Centered Human Resources Leadership and Management

Standard 4: Learner-Centered Policy and Governance

Standard 5: Learner-Centered Communications and Community Relations

Standard 6: Learner-Centered Organizational Leadership and Management

Standard 7: Learner-Centered Curriculum Planning and Development

Standard 8: Learner-Centered Instructional Leadership and Management

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 100 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 10 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 administrative 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 the superintendent's position. The reflections will be ongoing from the beginning of the semester and updated weekly. They are submitted to your course professor and your field supervisor 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