



Ed.D. Practicum Handbook

Curriculum and Instruction Specialization

2019-2020

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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 Director of the respective college 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 Chair of the Ed.D. Program. If there is no reconciliation, contact the 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 Chair of the Ed.D. Program, or the Director of the College of Education 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 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 in 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 field 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 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 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 80 hours each semester with no less than 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 (district mentor), university field supervisor, university professor, and student whose signatures are below and signify approval of the practicum plan proposal:

Field Supervisor _____ **Date** _____

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 |
|-------------------------------|-------------------|-------------------|
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| | | |

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 |
|-------------------------------|-------------------|-------------------|
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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 |
|-------------------------------|-------------------|-------------------|
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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 |
|--------------------------------------|--------------------------|--------------------------|
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| | | |

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 |
|--------------------------------------|--------------------------|--------------------------|
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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 |
|--------------------------------------|--------------------------|--------------------------|
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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 |
|--------------------------------------|--------------------------|--------------------------|
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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 |
|--------------------------------------|--------------------------|--------------------------|
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The Practicum Experience

You will be expected to log 80 hours of administrative experiences during CAI 6235 and an additional 80 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” 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 6236. 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

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 80 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 80 hours combined from all Standards and a minimum of 8 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 80 and 8 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 80 hours, 8 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 of 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, 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 6235 and CAI 6236. The form indicates that your field supervisor has completed his/her updated training. You will review the form and sign. The form will then be automatically sent to your district site supervisor who will indicate the date he/she completed the online training. The form will then be emailed to you with all three signatures for you to upload to the online portal to become part of your student file.

Semester Evaluation Form

Your field supervisor will complete and sign a **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 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 _____

Practicum Participant's Information:

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: _____

Site Supervisor Information:

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

Mentor's Position: _____

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:

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.



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.

The University would like you, as the Site Supervisor, 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 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 by Concordia University. It is the policy and requirement of the College of Education that the intern experiences a minimum of 8 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 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 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 Field 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 field supervisor’s observations. You will also be asked to assist with an evaluation of the practicum participant’s performance during 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, 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.

Signature of Site Supervisor: _____ Date _____

Practicum Participant _____ Date _____

Listed below are contact people for Concordia University Texas

Dr. Rosie Watwood
Alison Chai
Dr. Chris Winkler

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

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



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): <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: 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 _____

Sample – Do not use



Semester Evaluation
EdD CAI Practicum

Directions: This form is to be used by university supervisors, in collaboration with the district mentors, to provide a final evaluation of each semester. 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

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

Sample – Do not use

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)

Sample – Do not use

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 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