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## A Selection of Documents from the USFSP Practicum

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# **Administrative Practicum Handbook**

**EDA 6945**

**Summer 2008**



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## INTRODUCTION

The primary goal of the Administrative Practicum is to link the theoretical and philosophical frameworks of educational leadership to practice. The course requires students to serve in a school or district office setting assisting an organizational leader. During the practicum, the student is expected to assist in significant and varied administrative responsibilities under the guidance of a Supervising Administrator or mentor. The goal is to develop the aspiring administrator's leadership and management abilities by engaging in problem analysis, data collection, and problem-solving with others at the work site, addressing areas such as budgeting procedures, school/community relations, facility maintenance and repair, interpretation and use of statistical data especially for school improvement planning, curriculum development, student and program evaluation, staff development, scheduling, and the uses of technology.

Beyond the practical experience provided, these experiences are designed to assist students with integrating knowledge from course work and to provide a basis for assessing their professional strengths and their needs for further development. Through a combination of course work and field experiences, candidates should begin to develop the necessary competencies to lead a learning community.

It is difficult for a person who is employed full time to fulfill the practicum requirements and to gain a real feel for what it is to be a principal. Too often the person who is employed full time is limited to engaging in practicum activities before or after school, in the evening and on weekends. They would thus miss experiences, which would only take place during the school day. It is difficult to gain a feeling for the position without spending some full days observing and participating in the rhythm of an administrator's day. **It is strongly encouraged that the student makes arrangements so that at least some full days can be devoted to the practicum experience. Sometimes this can be accomplished through having a teaching intern or taking days of personal or professional leave, depending upon district requirements.**

The Intern may find that being a team leader or department chair will be advantageous during the practicum, as it provides additional opportunities to practice administrative skills and decision-making. Those who have been in a leadership role for one or more years prior to the practicum will find that this enriches their administrative practicum experience immensely.

You should be prepared to devote preparation time, lunches, and evenings to administrative experiences. Supervision of after school and evening student activities is a normal and expected part of the administrative experience, as is lunch supervision. Many discipline problems take extended time to resolve, and the use of professional or personal leave is often the only way that an Intern can gain the uninterrupted full days necessary to handle a problem situation from beginning to end.

It is the practicum student's responsibility to negotiate and schedule his/her time. Arrangements that may be made in one school may not be allowed in another. Students should not assume that release time would be available, even if it has been previously available for other students. This is entirely at the discretion of the district, and in some districts, at the discretion of the building principal. The Intern should discuss his/her needs with the Supervising Administrator and accept the decision made by that person.

## SELECTION OF SUPERVISING ADMINISTRATOR OR MENTOR

You are encouraged to identify an administrator at your work site who you think would be receptive to working with you and who would be motivated to assist you in acquiring experiences beneficial to both your goals and the work of your school. This person should be a role model of effective leadership. Once you have identified this person, contact Dr. Hodges and discuss. After Dr. Hodges' approval, contact your potential mentor and ask him/her formally if he/she is willing to serve as your mentor. If he/she agrees, then complete the top portion of Practicum Agreement Form and ask your Supervising Administrator to complete the bottom portion. Dr. Hodges will then schedule a meeting with the Intern and the mentor to further clarify the expectation of the class. At the meeting all parties will sign the agreement and the intern will place the form in the portfolio.

If you feel that you would have a better Practicum experience at another site, please contact Dr. Hodges to discuss.

## COURSE GOALS

During your practicum experience, you should: 1) gain additional experience and confidence in your abilities, 2) identify Florida Principal Leadership Standards (FPLS) as you engage in real administrative practices, 3) provide real administrative assistance in your work setting, and 4.) Increase your visibility as a potential administrator in the eyes of those with whom you work and who might be helpful in advancing you toward your career objectives.

The internship is to be done **during the last or next to the last semester** of a student's school administration program. All or nearly all required coursework should be completed. We also recommend that the Principalship or Leadership Internship be completed prior to the final Administrative Practicum. Before a student will be allowed to enroll for the internship, he/she must be admitted to the College of Education program in Educational Leadership (master's or certificate).

## COURSE REQUIREMENTS:

### 1. Practicum Agreement Form

Complete the top portion of the Practicum Agreement Form. Ask your Supervising Administrator to complete the bottom portion. This form will be signed by Dr. Hodges during the Practicum pre-site visit. The completed form should be placed in the Practicum notebook..

### 2. Emailing Your Professor

Email your professor bi-weekly. This is one mechanism for the student and professor to monitor progress.

### 3. Threaded Discussions

All candidates will participate in a threaded discussion about assigned course readings. The classroom Blackboard site will be the forum for the discussions. The minimum expectation is that each class member will post a reflective response to the prompt and provide meaningful feedback or further discussion in response to at least one of his/her colleagues' reflective postings. The duration of each discussion session will be five days.

### 4. Seminars

The student enrolling in the practicum agrees to attend any on-campus sessions or seminars scheduled by the university supervisor. **Absence for any reason from a practicum seminar will be made up through writing a reflective critique from an article on issues in educational leadership or other project agreed upon or 3 points will be deducted from the class grade.**

### 5. Evaluation by Supervising Administrator

The candidate will turn in his/her portfolio to his/her Supervising Administrator by the appropriate deadline. The student will include this evaluation by the supervising administrator in the final portfolio due to the instructor. Please refer the Supervising Administrator to pages 10-13 of this handbook. Also the evaluation form to be used by the Supervising Administrator is on page 12 of this handbook.

### 6. Evaluation by USF-St. Petersburg Supervisor

The candidate will schedule a post conference with the administrative mentor, the USF-St. Petersburg Supervisor and the candidate. During the conference, the summative evaluation form will be completed and signed by all participants.

7. Disposition form: This form is a self assessment of the interns ability as s/he completes the the Leadership program.

8. Demographic form: Complete the demographic form that reflects the school setting of which the intern is working.

### 6. Practicum Portfolio

#### a) Program Standards Self Assessment

Complete the Program Standards Self Assessment. Using the left-hand column on the assessment (Present Level of Performance), students will engage in pre-assessment of strengths, weaknesses, areas of particular interest and competence. This process needs to occur before you actually begin the practicum. The candidate should analyze the data and graph results to determine strengths and weakness and provide an written analysis of the results. These results will be used to guide a collaborative discussion between the candidate and the school based administrative mentor to developed Planned Practicum Activities and agree on assignments. You are encouraged to

increasingly assume responsibility for your continuing professional development and gain exposure and experience to the FPLS... Towards the end of the practicum, you need to complete the Program Standards Self Assessment (using the right-hand column called “Level of Performance in Practice”) again. The pre- and post- aspect of the assessment will give you a measure of your own growth, one that you can use in your portfolio and during interviews.

Include the pre- and post- aspect of the assessment in your portfolio. After the post assessment, write a brief summary (one page) of your strengths and areas in which you need to grow.

**William Cecil Golden Principal Leadership Standards Inventory;**

Access Florida School Leaders-William Cecil Golden site <http://floridaschoolleaders.com> and complete the Principal Leadership Standards Inventory. This information will assist you in identifying the standards of strength and those needed additional growth and provide an additional resource for you to identify activities for your Practicum experience.

b) Planned Practicum Activities

There is great flexibility in the number of experiences which will occur and in the time devoted to experiences in the areas of school leadership; however, field experiences must be completed in each of the Florida Principal Leadership Standards. **Instructional Leadership, Managing the Learning Environment, Learning, Accountability, and Assessment, Technology, Decision Making Strategies, Human Resources Development, Ethical Leadership, Vision, Community and Stakeholder Partnerships, and Diversity.**

Careful selection, based on your self-assessment, will permit you to build upon existing strengths gained through previous experience and expand activities in areas where you have little or no experience. It is assumed that all students bring with them previous experience. You are expected to work to enrich your portfolio of activities and to strengthen your qualifications for administrative positions. **You must complete 10 activities using the 10 FPLS.**

Place the field projects and FPLS on Planned Practicum Activities form. This form reflects the official agreement between the intern, Supervising Administrator and the Department of Educational Leadership and Curriculum Studies. This form makes sure that all parties understand the practicum student's role and responsibilities. The school based Administrative mentor must sign the form before it is submitted as part of the Practicum portfolio.

c) Practicum Activities Log

Complete the Practicum Activities Log form to document the actual work completed in the Administrative Practicum course. Provide the standard statement, a description of work developed/completed for each activity, approximate time, completion dates and initial of Supervising Administrator. Maintain the log throughout your internship. You are required to complete a three semester hour course (120 clock hours). Many students exceed the clock hour requirement simply because they view the practicum as such a valuable learning experience and also because they have an opportunity to "carry through" on a project. The school based administrative mentor must initial the form prior to submission as part of the Practicum portfolio.

d) Current Vitae

Create or update your resume. For assistance, use the guided provided in Gary Martin's text, School Leader Internship.

e) Philosophy of Education

You will craft your educational leadership vision by giving an explanation of your main priorities in education and the kind of leader you want to be.

f.) School Improvement Project

A School Improvement Project is an extensive project. It requires the student to lead others in a current and real leadership problem. The topic of the project should correlate to one or more standards. The student will complete four basic steps: planning, implementation, evaluation, and reflection. The final report on the Project should be typed (APA style), free of errors, and should have the following components:

- 1) Identification of topic  
Look within your own school or in a school/organization that is easily accessible to you and ask "How can I assist or make changes as a leader that will help this organization?" Go to the administration and ask them how you can help. Narrow these thoughts into one topic/issue. Then describe your topic.
- 2) Rationale for choosing topic (situation)  
Discuss why you chose this topic. Explain the significance of the topic to the standards in educational leadership, and specifically for this school. Explain your anticipated role in relation to this topic.
- 3) Identification of anticipated outcomes  
Write goals for your chosen topic/issue that are "SMART" (specific, measurable, action oriented, realistic, and time efficient). Explain how these goals link to school, district, and state goals.
- 4) Description of participants and setting  
Describe the community, school, administration, staff, and students. Describe both formal and informal policies of the school that relate to your topic. Describe the characteristics of any direct participants. Discuss why the topic you chose is appropriate for the school needs.
- 5) Description of assessment measures  
Provide an overall description of the methods and strategies you used to assess growth or change related to the goals/outcomes. Describe formative and summative measurement strategies for each goal. If possible, use and describe pre and post assessment items that are either



identical or parallel and consider a variety of assessment tools (self, peer, supervisor, group, etc...). Provide examples of measures. Describe how data are recorded and saved. Discuss why the strategies you chose are appropriate for your topic.

- 6) Description of plan (task)  
Create an action plan that describes how the goals will be accomplished. The action plan should contain: goals, tasks, resources, and timeline. Be sure that your role is clearly defined.
- 7) Description of implementation (activities)  
Describe in detail how the action plan was implemented. Describe your actions that kept momentum for your plan. Describe how you adapted your plan if necessary. Describe how you implemented assessment measures. Describe the reactions of participants to implementation in general.
- 8.) Resources  
Describe the resources needed to achieve the goal(s).
- 9.) Report on growth or changes  
Summarize (with text and graphics) and interpret the growth or change. Discuss and provide examples of growth or change. Describe any general conclusions or recommendations that you can make from the data. Explain to what extent your action plan was completed and/or goals met.
- 10.) Reflection statements - Self  
Write a reflective essay that explains the effectiveness of your leadership strategies. What went well, what did not go well, what did you learn, what would you do differently, what would you do next if you continued assisting in this area of leadership? Identify the FPLS the plan addressed.
- 11.) Reflection statements – Leadership Cycle Process  
Discuss how this experience provided you with insights into being an Administrator. What comments and suggestions do you have about the process? Use the Star approach to write the reflection. Situation (S), Task (T), Activities (A) and Resources (R).

## COURSE EVALUATION

Candidates will:

- Follow the guidelines set forth in the Practicum Handbook.
- Email the professor bi-weekly.
- Complete the Practicum Agreement Form.
- Participate in threaded discussions via the Blackboard site.
- Participate in large and small group seminar discussions centered on various educational leadership issues.

- Complete a self assessment using the Program Standards Self Assessment and complete the Planned Practicum Activities form based on that assessment.
- Maintain a log of internship activities on the Practicum Activities Log.
- Perform duties as assigned by the supervising administrator.
- Develop a leadership portfolio consisting of field experiences.
- Turn in his/her portfolio to the Supervising Administrator.
- Turn in his/her portfolio plus the evaluation by the Supervising Administrator to the USF St. Petersburg Instructor.

A final grade of A, B, C, D, F, or I will be assigned at the end of the semester of enrollment in EDA 6945 Administrative Practicum. Input from the University Professor, the Supervising Administrator and the practicum student will be used in determining a grade.

Grading Scale:

|              |   |
|--------------|---|
| 230-207      | A |
| 206-184      | B |
| 183-161      | C |
| 160-138      | D |
| 137 or below | F |

The extent to which learning activities have been conducted and documented; the extent to which Program Standards have been met and documented; and the professionalism exhibited throughout the field experience component of the program are factors that will be considered in grading.

## **TO THE PRACTICUM STUDENT**

### **Some things for you to remember:**

- Supervising Administrators are busy. Use your initiative in becoming involved in practicum activities. Don't always wait until an administrator tells you what to do.
- Be observant and investigative. As you see things happen in school with which you are unfamiliar, ask questions.
- Help out with administration. Volunteer.
- Keep the Supervising Administrator(s) informed of your activities.
- Schedule regular meetings with your Supervising Administrator.
- Involve the Supervising Administrator(s) in discussion about educational leadership, style, and educational values.
- Read current literature; ask other administrators what they read.

- Attend professional meetings and conventions. Many organizations have student rates for membership and attendance.
- Keep your Practicum Activities Log as a learning tool. Those learning's that are reflected upon are more likely to be retained.
- Collect forms, procedures, manuals, instructions, memos, etc. that could be useful for your portfolio.
- Ask questions. Encourage your Supervising Administrator(s) to explain what they are doing, and why. Just watching isn't enough. Also, ask for feedback on your own performance.
- Remember that the practicum will probably be the most important part of your administrative program. You may be able to pass by doing just an adequate job, but the district is watching you! Students who do an outstanding job may be in line for positions later on.

## TO THE SUPERVISING ADMINISTRATOR

**We appreciate your help with the Administrative Practicum.** Without your assistance, we would not have such a program. More importantly, without your assistance, future school leaders would not be adequately prepared. We hope that the practicum experience will be mutually beneficial. Many supervising administrators enjoy discussing their administrative style with an aspiring administrator; it gives them an opportunity to reflect and consider their own behavior. Also, the practicum student will be a worker for you, another willing pair of hands.

Part of what the intern does will involve studying and observing. However, he/she also needs to be actively involved. As he/she progresses through the practicum, there should be increasing opportunities for responsibility and decision-making. You will see more rapid growth and usefulness to you in the practicum student if you, or other administrators in your building, will take the time early on to actually structure experiences for the student -- for instance, telling them what to look for in a parent conference, allowing them to observe, and debriefing the conference afterward. Through early, structured experiences, the aspiring administrator rapidly learns about your procedures, judgment and problem solving strategies, and can then practice from this model in more independent activities. Occasional problems occur when these early, structured experiences are not attended to. Just because the practicum student has long standing as a teacher doesn't mean that he or she will automatically know what to do in an administrative role. Assigning the practicum student to supervise a student activity without establishing some administrative guidelines can result in unpleasant consequences.

At the beginning of the practicum experience, you and the student will meet to identify the activities in which the intern will be involved, and to make sure all parties understand their roles and responsibilities. If at any time you wish to discuss the intern with the professor, please call him/her at the numbers provided on the cover of this handbook. This is especially important if you notice areas of concern with which the university supervisor might be of assistance or if you would like additional supervision.

You will also be asked to give formative feedback to the practicum student throughout the practicum experience. As activities are completed, you may be asked by the practicum student to verify completion. At the end of the practicum you will be asked by the intern to complete an evaluation form and most interns also request a letter of recommendation. This is more for their future marketing than for the "evaluation" of the practicum experience. In the spirit of assisting your intern with his/her professional growth, please provide feedback in these and other areas to the student as well as the university. **In regards to the evaluation form to be completed at the end of the practicum, please give this to Dr. Hodges at the post internship conference or place it in an envelope and give it to the intern who will place it in his/her practicum notebook.**

**USF St. Petersburg  
College of Education  
Department of Educational Leadership and Curriculum Studies  
Dr. Olivia J. Hodges  
140 Seventh Avenue South  
St. Petersburg, FL 33701**

## TIPS FOR THE SUPERVISING ADMINISTRATOR

To provide the best possible experience for the practicum student it is suggested that you:

- Meet with the practicum student on a regular basis.
- As the practicum progresses, let the student take increasing responsibility. Continually discuss and monitor progress in meeting the performance standards.
- Discuss educational leadership with the student. Let him/her know what your values are.
- Give the practicum student feedback. Let him/her know when he/she has done a good job, and what can be done to improve.
- Involve the practicum student in more than routine administrative matters. Are there things you would like to do but just do not have time for? Perhaps the student can help. Examples might be:
  - Analyze achievement test results.
  - Update (or write) a procedures manual.
  - Evaluate a part of the school curriculum.
  - Gather information on a new instructional method.
  - Develop a handbook for substitute teachers.
  - Analyze student attendance patterns.
  - Publicize a school event.

## EVALUATION BY SUPERVISING ADMINISTRATOR

University of South Florida

Practicum Student \_\_\_\_\_

Date: \_\_\_\_\_

Please complete this confidential assessment, give the practicum student a copy, and return it to the University Instructor.

Using the following criteria rate the student in each of the identified areas.

**1=Does Not Meet Expectations:** The intern is operating below average for successful school leaders.

**2=Meets Expectations:** The intern is operating about average for successful school leaders.

**3=Exceeds expectations:** The intern is operating above average for successful school leaders.

**N=Not Observed**

|  |   |   |   |   |
|--|---|---|---|---|
| Demonstrates a potential to provide for a safe and effective learning environment  | 1 | 2 | 3 | N |
| Demonstrates a potential to work collaboratively with members of the school community to implement high standards of learning for all students | 1 | 2 | 3 | N |
| Demonstrates a potential to guide instruction and oversee the implementation of curriculum   | 1 | 2 | 3 | N |
| Demonstrates a potential to provide for staffing and professional development to meet student learning needs                                   | 1 | 2 | 3 | N |
| Demonstrates a potential to coordinate services that support student development and achievement   | 1 | 2 | 3 | N |
| Demonstrates a potential to use assessment and evaluation information about students, staff and the community when making decisions            | 1 | 2 | 3 | N |
| Demonstrates a potential to communicate with diverse groups and individuals with clarity and sensitivity                                       | 1 | 2 | 3 | N |
| Demonstrates a potential to act professionally in accordance with established laws, policies, procedures and good business practices           | 1 | 2 | 3 | N |
| Demonstrates a potential to understand the influence of social, cultural, political, and economic forces on the educational environment        | 1 | 2 | 3 | N |
| Demonstrates a potential to facilitate participation of parents and families as partners in the education of children                          | 1 | 2 | 3 | N |
| Demonstrates the ability to act with integrity, fairness, and in an ethical manner   | 1 | 2 | 3 | N |
| <b>Overall:</b> Demonstrates a potential to provide leadership to an educational organization  | 1 | 2 | 3 | N |

General comments about the practicum student's assignments and performance:

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Your observations regarding this practicum student's ability to work with, and lead students and teachers to greater levels of achievement:

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Your recommendations regarding this intern's future leadership development activities:

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I have known this intern since \_\_\_\_\_ and have observed his/her work for approximately \_\_\_\_\_ hours during his/her practicum at my school/organization.

Field Supervisor:

Name (please print) \_\_\_\_\_

School/District \_\_\_\_\_

Position \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Possible Practicum Activities

## Instructional Leadership:

- Assist principal or curriculum committee with development or evaluation of some aspects of the instructional program
- Observe IEP planning conference(s) or student assistance team meetings.
- Work with the Title 1 Resource teacher to review the Title 1 or ESOL program goals, objectives and plan.
- Review the school improvement plan and assist in data collection to evaluate the effectiveness of a component.
- Attend a School Advisory Council or School Board meeting(s). If appropriate, make a presentation explain an aspect of the instructional program with which you are familiar.
- Conduct appropriate research or literature review related to the curriculum and instruction.
- Develop an action plan to analyze standardized test results.
  - A. Indicate in writing who will be involved in the assessment and curriculum modification process.
  - B. Speculate on how changes will be made to the curriculum.
  - C. Develop a list of changes that can be made in instruction.
- Unitize student data to assess and modify curriculum and instruction.
- Include other administrative experiences

## Managing the Learning Environment:

- Assist a team in reviewing a school's goals and/or mission.
- Assist in identifying needed resources to accomplish goals.
- Review or develop a system for distributing supplies, equipment, etc.
- Assist, if needed, in identifying building repairs and/or possible safety hazards.
- Assist with revising a staff, parent or student handbook.
- Assist with or prepare required reports.
- Study the utilization of space.
- Arrange and/or assist in the opening/closing of school.
- Include other administrative experiences
- Handle attendance and student discipline as assigned.
- Devise a plan for managing buildings, lunchroom, and playground supervision.
- Assess current level and use of student support services and devise a plan to evaluate their effectiveness.
- Participate with staff committee to resolve an identified problem.
- Assist in reviewing disaster preparedness plan or supervising disaster drill.
- Maintain a daily log of administrator's management activities and allocation of time for one week.
- Assist with schedule preparation.
- Demonstrate consensus building skills in an actual staff meeting
- Choose a current issue in your school. Find at least two persons on either side of the issue. Meet with both sides to reach consensus on the new proposal or plan.
- Write a memo to the faculty relaying information that needs to be disseminated by the district or school office. Survey at least four people who received the memo and obtain their advice on its organization, clarity, intent, potential biases (gender, cultural, etc...), and recommendations for improvement.
- Create an opportunity for "Book Talk" sessions at which faculty and staff members, after reading targeted books related to specific campus needs, can discuss the issues raised. You will facilitate the Book Talk sessions.



- Facilitate a focus group of faculty and staff members. Discuss with them ways to address, appreciate, and respond to cultural differences in your school.
- Include other administrative experiences.

## Learning, Accountability and Assessment:

- Assist principal or curriculum committee with development or evaluation of some aspects of the instructional program.
- With the principal, conduct a curriculum audit of one aspect of the curriculum that is being addressed in the school improvement plan.
- With the principal analyze student achievement data and discuss possible actions needed to enhance the instructional program.
- Work with the Title 1 Resource teacher to review the Title 1 or ESOL program goals, objectives and plan.
- Review the school improvement plan and assist in data collection to evaluate the effectiveness of a component.
- Attend a School Advisory Council or School Board meeting(s). If appropriate, make a presentation explain an aspect of the instructional program with which you are familiar.
- Conduct appropriate research or literature review related to the curriculum and instruction.
- Develop an action plan to analyze standardized test results.
  - A. Indicate in writing who will be involved in the assessment and curriculum modification process.
  - B. Speculate on how changes will be made to the curriculum.
  - C. Develop a list of changes that can be made in instruction.
- Unitize student data to assess and modify curriculum and instruction.
- Assist the principal in auditing the FTE report to identify categories that are out of compliance with Florida Statutes.
- Assist the principal in identifying the school room utilization requirement(e.g. space requirements for ESE, vocational courses, class size reduction)
- Assist in the design of a school security plan that meets Florida Statutes and State Board of Education rules
- Assist with budget preparation, becoming familiar with federal, state and local funding.
- Assist in preparing reports for categorical programs and develop a cost/benefit analysis of one program component.
- Review plan for managing and use of school facilities. Study the inventory/control/ordering/receiving process for supplies and materials.
- Attend budget hearing or committee meetings.
- Assist with a school fund raising project.
- Become acquainted with student athletic events and/or other activity funds.
- Assist with writing a grant proposal.
- Create a presentation explaining the school budgeting process to faculty, staff, and community
- Meet with the person responsible for the school budget. Write a summary of how he/she does the budget.
- Meet with the person who does the employee payroll at a school. Write a summary of how/she does the payroll.
- Work on school accreditation committee.
- Identify the various publics that influence school level policy and decision making.
- Create a community resource file for the school that can be used to build interagency cooperation and serve as possible field trip sites.
- Conduct a needs assessment as directed by the administration.
- Interview union representatives to learn about their issues and concerns.
- Include other administrative experiences

# Operational Leadership

## Human Resource Development

- Demonstrate consensus building skills in an actual staff meeting
- Choose a current issue in your school. Find at least two persons on either side of the issue. Meet with both sides to reach consensus on the new proposal or plan.
- Write a memo to the faculty relaying information that needs to be disseminated by the district or school office. Survey at least four people who received the memo and obtain their advice on its organization, clarity, intent, potential biases (gender, cultural, etc...), and recommendations for improvement.
- Create an opportunity for “Book Talk” sessions at which faculty and staff members, after reading targeted books related to specific campus needs, can discuss the issues raised. You will facilitate the Book Talk sessions.
- Facilitate a focus group of faculty and staff members. Discuss with them ways to address, appreciate, and respond to cultural differences in your school.
- Include other administrative experiences.

## Decision Making:

- Assist a team in reviewing a school's goals and/or mission.
- Assist in identifying needed resources to accomplish goals.
- Review or develop a system for distributing supplies, equipment, etc.
- Assist, if needed, in identifying building repairs and/or possible safety hazards.
- Assist with revising a staff, parent or student handbook.
- Assist with or prepare required reports.
- Study the utilization of space.
- Arrange and/or assist in the opening/closing of school.
- Include other administrative experiences
- Handle attendance and student discipline as assigned.
- Devise a plan for managing buildings, lunchroom, and playground supervision.
- Assess current level and use of student support services and devise a plan to evaluate their effectiveness.
- Participate with staff committee to resolve an identified problem.
- Assist in reviewing disaster preparedness plan or supervising disaster drill.
- Maintain a daily log of administrator's management activities and allocation of time for one week.
- Assist with schedule preparation.
- Demonstrate consensus building skills in an actual staff meeting
- Choose a current issue in your school. Find at least two persons on either side of the issue. Meet with both sides to reach consensus on the new proposal or plan.
- Write a memo to the faculty relaying information that needs to be disseminated by the district or school office. Survey at least four people who received the memo and obtain their advice on its organization, clarity, intent, potential biases (gender, cultural, etc...), and recommendations for improvement.
- Create an opportunity for “Book Talk” sessions at which faculty and staff members, after reading targeted books related to specific campus needs, can discuss the issues raised. You will facilitate the Book Talk sessions.
- Facilitate a focus group of faculty and staff members. Discuss with them ways to address, appreciate, and respond to cultural differences in your school.

- Include other administrative experiences.

## Ethical Leadership

- Assist with a school fund raising project.
- Become acquainted with student athletic events and/or other activity funds.
- Assist with writing a grant proposal.
- Create a presentation explaining the school budgeting process to faculty, staff, and community.
- Include other administrative experiences
- Meet with the person responsible for the school budget. Write a summary of how he/she does the budget.
- Meet with the person who does the employee payroll at a school. Write a summary of how/she does the payroll.
- Work on school accreditation committee.
- Identify the various publics that influence school level policy and decision making.
- Create a community resource file for the school that can be used to build interagency cooperation and serve as possible field trip sites.
- Conduct a needs assessment as directed by the administration.
- Interview union representatives to learn about their issues and concerns.
- Include other administrative experiences

## Technology

- Use and/or promote technology or information systems for curricular improvements.
- Review and prepare a report on the current use of technology in the school.
- Become acquainted with the current programs in use by administrators.
- Review examples of instructional software.
- Observe and write observations regarding the instructional use of technology.
- Develop a student/parent survey on the uses of technology in their homes.
- Review or develop criteria for evaluating educational software.
- Identify technology resources for possible use by new teachers.
- Participate in school or district technology committee.
- Become familiar with district or school technology plan.
- Become aware of instructional and administrative technological opportunities.
- Develop a public relations pamphlet or a product (e.g. publication, video) for a school district or an organization.
- Develop an assessment instrument for collecting student, parent, faculty, staff, and community opinions.
- Include other administrative experience

# School Leadership

## Community and Stakeholder Partnership

- Provide leadership to programs serving students with special needs and capitalize on the school community in meeting those needs.
- Assume a leadership role in encouraging members of the school community to provide new resources for emerging student problems.
- Make a speech to a local service organization in which he/she articulates and demonstrates the importance of education in a democratic society.
- Work with others to develop a special program such as a neighborhood or school clean up.
- Work with others to plan school activities in observance of public school week.
- Prepare a news release or feature article on some aspect of the school program that deserves recognition.
- Review, revise or develop an orientation program for new students and their parents.
- Review school to home communications and make recommendations on how they can be improved and made two-way.
- Conduct home visit(s) to establish rapport with parents who may be reluctant to come to school.

## Diversity

- Meet with a counselor, a teacher, and a parent at your school to discuss the role of the school in regards to meeting children's emotional needs when their parents divorce. Include a summary of their responses (concerns and recommendations) and your recommendations.
- Interview a school nurse, and a school social worker. Discuss the major needs of the students served, and the nurse's/social worker's view of the role of the school in serving those needs. Include a summary of the interviews and your recommendations for improvement.
- Interview a current school-based administrator who is responsible for the ESOL program at his/her school. The candidate will write a summary that describes how the administrator facilitates articulation among administrators, content area teachers, ESOL teachers/staff, parents, and the community. In addition the candidate will create his/her own strategies for how to better facilitate articulation among the groups.
- Visit an alternative school. Create five interview questions for the principal and interview him/her. In addition, shadow the principal for an hour or more. Write a summary of this experience. Include the interview questions, interview responses, and reflection on the experience.
- Include other administrative experiences.

## Vision

- Assist a team in reviewing a school's vision, goals and/or mission.
- Assist in identifying needed resources to accomplish goals.
- Review or develop a system for distributing supplies, equipment, etc.
- Assist, if needed, in identifying building repairs and/or possible safety hazards.
- Assist with revising a staff, parent or student handbook.
- Assist with or prepare required reports.
- Assist in communicating relevant information to appropriate stakeholders
- Include other administrative experiences

## **FORMS AND DOCUMENTS**

(A separate electronic file exists. The following forms and documents can be found in the file.)

### PRACTICUM AGREEMENT FORM

This form serves as the student's request for permission to participate in the practicum.

### PROGRAM STANDARDS SELF ASSESSMENT

This form (360) serves as the pre- and post-assessment reflecting the practicum student's self evaluation of strengths, weaknesses, and areas of particular interest and competence.

### PLANNED PRACTICUM ACTIVITIES

This form reflects the official agreement between the intern, Supervising Administrator and the Department Educational Leadership. The student and the Supervising Administrator need to identify the activities in which the intern will be involved, and this form is used to make sure that all parties understand their roles and responsibilities collaboratively develop it.

### PRACTICUM ACTIVITIES LOG

This form summarizes the activities and time students complete. It is maintained throughout the internship.

### DEMOGRAPHIC FORM:

This form reflects the demographics of the school where the intern is in residence.

### DISPOSITION FORM:

This form is a self evaluation for the intern addressing the outcomes and FPLS.

