

Wilmington University
College of Education

Practicum

Course Number: MED 8903

Course Title: Practicum

Term:

lead them to engage in discourse that brings others to their ideas. Problems are rarely best solved in isolation but by a collaboration of committed stakeholders who have been brought to agree on the problem to be solved and led to a consensus on the innovative solution to the problem.

The practicum internship will emphasize practical experiences in the context of “living classrooms and

For each project the candidate will describe:

- the goals of the project;
- the Learning Outcome(s), tasks and activities of the project;
- standard(s)/component(s) to be emphasized and how that component is specifically being addressed;
- findings and analysis of the components addressed; and
- a reflective response on the impact on K12 student learning, professional learning and innovative practices.

Building Leadership

Mission, Vision, and Improvement

1.0 An education leader promotes success by **applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.**

1.1 Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Learning Outcomes 1.1

Candidate will

- Lead the development of a vision and mission statement for a school being sure to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Lead the review and updating of the vision and mission statement for a school reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

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- Lead the development of an improvement plan for the school in data use, design, implementation and evaluation.
- Write a summary for the administrative team of the school's efforts to improve the school in alignment with a collaboratively design mission and vision.
- Lead the identification of strategies and practices that will build organizational continuous and sustainable school improvement.
- Develop and lead a professional development activity that deepens the understanding of the continuous and sustainable improvement activities to all school staff and teachers.
- Identify ways to communicate and support, nutrition service staff, custodial and maintenance staff, and transportation staff in their roles for sustaining, promoting and facilitating the school's continuous improvement in alignment with the vision and mission.
- Lead a group of stakeholders in the identification of strategies that develop school's continuous improvement plan in alignment with the vision and mission.
- Lead a focus group of stakeholders to define the continuous improvement plan for the school and how to engage community stakeholders.
- Provide the principal with the results of a review of the literature on leadership school improvement processes that engage stakeholders.
- Lead the development of a plan for the identification and implementation of change processes that support the school's vision and mission and lead to school level transformational leadership.
- Lead the development for a plan to assess the school's efforts toward transformational leadership.
- Conduct a professional development for school and building leaders on transformational leadership.
- Lead stakeholders in the design of a comprehensive professional development plan that is research-based and connected to the school's vision and mission towards continuous improvement.
- Lead the development of a policy on continuous professional development for school leaders.

Building rubric

1.2	Novice	Emerging	Proficient (TARGET)	Advanced Performance
<p>NELP 1.2 Educational Leadership Skills</p> <p>Candidate demonstrates skills required to evaluate existing improvement processes; use research and data to develop an improvement process that includes the</p>	<p>Candidate applies various tools and techniques (e.g. fish-bone diagram and other graphic organizers and analysis tools) for evaluating existing improvement process.</p>	<p>Candidate applies various tools and techniques (e.g. fish-bone diagram and other graphic organizers and analysis tools) for evaluating existing improvement process with the school leadership team.</p>	<p>Candidate applies various tools and techniques (e.g. fish-bone diagram and other graphic organizers and analysis tools) for evaluating existing improvement process with the faculty and staff.</p>	<p>Candidate applies various tools and techniques (e.g. fish-bone diagram and other graphic organizers and analysis tools) for evaluating existing improvement process with the faculty, staff, parent and community stakeholders.</p>

2.1	Novice	Emerging	Proficient (TARGET)	Advanced Performance
				development and how it is related to leadership theory.

2.2 Evaluate, communicate about, and advocate for ethical and legal decisions.

Learning Outcomes 2.2

Candidate will

- Develop professional development based on the consequences of ethical and legal decisions.
- Lead school staff in the practice of anticipating the results of ethical and legal decisions.
- Choose and lead the staff in internalizing a decision-making model or process based on an analysis of an established ethical framework.
- Develop communication media for sharing with parents and students on the ethical dimensions of issues at the school.
- Develop school-wide processes and procedures for advocating for ethical and legal activities for student behavior throughout the school.
- Develop school-wide processes and procedures for advocating for ethical and legal activities for faculty and staff behavior throughout the school.
- Develop school-wide processes and procedures for advocating for ethical and legal activities for parent and stakeholder behavior as members of the school.

Building rubric

2.2	Novice	Emerging	Proficient (TARGET)	Advanced Performance
<p>NELP 2.2 Educational Leadership Skills</p> <p>Candidates demonstrate skills required to evaluate ethical dimensions of issues; analyze decisions in terms of established ethical framework; and develop a communication plan to advocate for ethical decisions.</p>	<p>Candidate evaluates ethical dimensions of issues through personal experience.</p> <p>Candidate communicates ethical decisions as they occur.</p>	<p>Candidate evaluates ethical dimensions of issues through an</p>		

3.2	Novice	Emerging	Proficient (TARGET)	Advanced Performance
bias in the allocation of educational resources and opportunities; cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values; and advocate for the equitable access to educational resources, procedures, and opportunities.	<p>allocation of resources.</p> <p>Candidate creates guidelines, norms and values for equitable resource use.</p> <p>Candidate advocates for equitable access to educational resources.</p>	<p>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use.</p> <p>Candidate advocates for equitable access to educational resources, procedures and opportunities.</p>	<p>the school leadership team.</p> <p>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use with the school leadership team.</p> <p>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team.</p>	<p>the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team, faculty, staff and stakeholders.</p>

3.3 Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Learning Outcomes 3.3

Candidate will

- Lead a diverse group in the study and identification of how equity, inclusiveness and cultural responsiveness is operationalized throughout the school.
- Lead a study of the school's policies and procedures to identify strengths and weaknesses in equitable, inclusive, and culturally responsive instruction and behavior support practices.
- Lead the identification of ways in which the successful equitable, inclusive, and culturally responsive instructional practices can be celebrated

Building rubric

3.3	Novice	Emerging	Proficient (TARGET)	Advanced Performance
<p>NELP 3.3 Educational Leadership Skills</p> <p>Candidate demonstrates skills required to evaluate root causes of inequity and bias; develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff; support the use of differentiated, content-based instructional materials and strategies; and advocate for equitable practice among teachers and staff.</p>	<p>Candidate analyzes root causes of inequity and bias.</p> <p>Candidate develops school procedures that cultivate equitable, inclusive practice among teachers and staff.</p> <p>Candidate supports use of differentiated, content-based instructional materials.</p> <p>Candidate advocates for equitable practice.</p>	<p>Candidate evaluates root causes of inequity and bias.</p> <p>Candidate develops school policies and procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff.</p> <p>Candidate supports use of differentiated, content-based instructional materials and strategies.</p> <p>Candidate advocates for equitable practice among teachers and staff.</p>	<p>Candidate evaluates root causes of inequity and bias in collaboration with the school leadership team.</p> <p>Candidate develops school policies and procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff in collaboration with the school leadership team.</p> <p>Candidate supports use of differentiated, content-based instructional materials and strategies in collaboration with the school leadership team.</p> <p>Candidate advocates for equitable practice among teachers and staff in collaboration with the school leadership team.</p>	<p>Candidate evaluates root causes of inequity and bias in collaboration with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate develops school policies and procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff in collaboration with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate supports use of differentiated, content-based instructional materials and strategies in collaboration with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate advocates for equitable practice among teachers and staff in collaboration with the school leadership team, faculty, staff and stakeholders.</p>

DUE DATES, FORMATS, GRADES

Internship logs, portfolio entries, and other internship artifacts serve as evidence that are to be submitted on Taskstream. Due dates are: November 15 (fall semester), March 15 (spring semester), or July 15 (summer semester). The final grade for MED 8900 will be either S (Satisfactory) or U (Unsatisfactory). An interim grade of IP (In Progress) will be posted if the work is not completed at the end of the semester in which you registered for the course. The IP grade carries no academic or financial penalties. However, the IP grade is valid for only one year. At the end of one year the IP grade automatically changes to -Unsatisfactory. This grade will remain on your transcript. If this happens, you will be required to re-register for the course which includes tuition and fees.

TIME REQUIREMENTS AND SEMINAR SCHEDULES

Candidates have a minimum of six months (NELP requirement) to complete all internship hours since 240-360 total hours would be required. Candidates are expected to spread the work out, thus reducing weekly time requirements. This also provides opportunities to participate in authentic leadership activities during different phases of the school year (school opening, mid-term, school closing, summer, etc.). Candidates have one year from the end of the semester registered to complete the course.

Candidates are expected to attend periodic Internship seminars in addition to completing all activities and projects. The seminars are conducted by the assigned university supervisors and designed to provide opportunities for collaboration with mentors and other candidates as well

References for Support of the Internship Portfolio:

Ashmore, Harry, Unseasonable Truths: The Life of Robert Maynard Hutchins. Boston: Little, Brown and Company, 1989.

Barth, Roland, Improving Schools From Within. San Francisco: Jossey-Bass, Publishers, 1991.

Boyan, Norman (Ed.), Handbook of Research on Educational Administration. New York: Longman, 1988.

Bucher, Richard, Diversity Consciousness. Columbus, Ohio: Prentice Hall, 2004.

Despite tight budgets, Denver Public Schools has hired more people to coach and evaluate leaders. Here's how the district did it. <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf>

Syed, S. (October 2013). Leading School through Major Change. *Principal Leadership*, v14 n2 p30-33.

A Wallace Foundation study finds five practices that will help principals lead their schools through implementing new standards. <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Leading-Schools-Through-Major-Change-Principals-and-the-Common-Core.pdf>

Mendels, P., Mitgang, L.D. (April 2013). Creating Strong Principals. *Educational Leadership*, v70 n7 p22-26.

The Wallace Foundation reports on dozens of districtwide efforts that are aiming to make school leaders more effective. <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Educational-Leadership-Creating-Strong-Principals.pdf>

Gil, J. (December 2012). Strength Training: Aspiring Principals Need Fortified Programs to Prepare Them for the Challenges They Face. *JSD the Learning Forward Journal*, v33 n6 p24-31.

This articles argues for principal training programs that are selective, comprehensive and support principals beyond their graduation dates. <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Strength-Training-Aspiring-Principals-Need-Fortified-Programs-to-Prepare-Them-for-the-Challenges-They-Face.pdf>

Mendels, P. (June 2012). Principals in the Pipeline: Districts Construct a Framework to Develop School Leadership. *JSD the Learning Forward Journal*, v33 n3 p48-52.

Six school districts are participating in an initiative funded by The Wallace Foundation to ensure that a large corps of school leaders is properly trained, hired, and developed on the job. <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Principals-in-the-Pipeline.pdf>

Mendels, P. (February 2012). The Effective Principal. Five Practices that Shape Instructional Leadership. *JSD the Learning Forward Journal*, v33 n1 p54-

