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.



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

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
NELP 2.2 Educational Leadership Skills	Candidate evaluates ethical dimensions of issues through	Candidate evaluates ethical dimensions of issues through an		
Candidates demonstrate skills required to evaluate ethical	personal experience.			
dimensions of issues; analyze decisions in terms of established ethical framework; and develop a communication plan to advocate for ethical decisions.	Candidate communicates ethical decisions as they occur.			

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

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
NELP 3.3 Educational	Candidate	Candidate	Candidate	Candidate evaluates
Leadership Skills	analyzes root	evaluates root	evaluates root	root causes of
	causes of	causes of inequity	causes of inequity	inequity and bias in
Candidate	inequity and	and bias.	and bias in	collaboration with
demonstrates skills	bias.		collaboration with	the school
required to evaluate		Candidate	the school	leadership team,
root causes of inequity	Candidate	develops school	leadership team.	faculty, staff and
and bias; develop	develops school	policies and		stakeholders.
school policies or	procedures that	procedures that	Candidate develops	
procedures that	cultivate	cultivate	school policies and	Candidate develops
cultivate equitable,	equitable,	equitable,	procedures that	school policies and
inclusive, and	inclusive	inclusive and	cultivate equitable,	procedures that
culturally responsive	practice among	culturally	inclusive and	cultivate equitable,
practice among	teachers and	responsive	culturally	inclusive and
teachers and staff;	staff.	practice among	responsive practice	culturally
support the use of	Stant	teachers and staff.	among teachers	responsive practice
differentiated, content-	Candidate		and staff in	among teachers and
based instructional	supports use of	Candidate	collaboration with	staff in collaboration
materials and			the school	
	differentiated,	supports use of		with the school
strategies; and	content-based	differentiated,	leadership team.	leadership team,
advocate for equitable	instructional	content-based		faculty, staff and
practice among	materials.	instructional	Candidate supports	stakeholders.
teachers and staff.		materials and	use of	
	Candidate	strategies.	differentiated,	Candidate supports
	advocates for		content-based	use of differentiated,
	equitable	Candidate	instructional	content-based
	practice.	advocates for	materials and	instructional
		equitable practice	strategies in	materials and
		among teachers	collaboration with	strategies in
		and staff.	the school	collaboration with
			leadership team.	the school
				leadership team,
			Candidate	faculty, staff and
			advocates for	stakeholders.
			equitable practice	
			among teachers	Candidate advocates
			and staff in	for equitable
			collaboration with	practice among
			the school	teachers and staff in
			leadership team.	collaboration with
				the school
				leadership team,
				faculty, staff and
				stakeholders.
				STAKEHUIUEI S.

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). <u>An interim grade of IP (In Progress)</u> 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. <u>However, the IP grade is valid for only one year</u>. At the <u>end of one year</u> <u>the IP grade automatically changes to –Unsatisfactory</u>]. 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, <u>Unseasonable Truths: The Life of Robert Maynard Hutchins</u>. Boston: Little, Brown and Company, 1989. Barth, Roland, <u>Improving Schools From Within</u>. 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-