

Practicum Planning Guide



The University of Scranton

Scranton, Pennsylvania

Practicum Planning Guide

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The University of Scranton

Scranton, Pennsylvania

Practicum Planning Guide

For

EADM 531: Practicum in Elementary School Administration

Or

EADM 536: Practicum in Secondary School Administration

Ivan A. Shibley, D.Ed.
The University of Scranton
112A O'Hara Hall
Scranton, PA 18510-4632
Telephone: 570-941-6376
Fax: 570-941-5819
E-mail: shibleyi3@scranton.edu

June 25, 2010

FORWARD

This *Practicum Planning Guide* provides an overview of the University's program to create on-the-job experience for its graduate Candidates seeking a Masters degree in Educational Administration. Through this program, Candidates will be able to apply theory and research to "real life" situations as well as demonstrate competence and identify areas of developmental opportunity.

While the Elementary and Secondary Practicum are two unique and separate courses, it should be noted that this *Practicum Planning Guide* provides general process descriptions, an overview of performance guidelines, typical course expectations and forms applicable to either course. As you register for the specific practicum, you will receive additional, more detailed information related to completing that course. This *Practicum Planning Guide* serves only as a "heads up" and is provided early so that you may begin the planning process as outlined. Remember: both courses must be completed in order to earn the Master of Science in Educational Administration from The University of Scranton.

The Elementary and Secondary Practicum in Educational Administration are designed to benefit the prospective administrator candidate, as well as the sponsoring school district. It should provide the prospective administrator with an opportunity to better understand and appreciate the work of the school principal and to determine their own suitability for the role. At the same time, the Practicum provides the school district an opportunity to test the competencies, skills, and adaptability of the prospective administrator candidate. This opportunity is a critical part of the District's on-going search for competent administrators and supports its ability to recommend competent administrators to other school districts.

All Practicum participants should be cognizant of the mission of the Catholic Jesuit University which requires that Candidates display sensitivity to issues of inclusion and bias, as well as, diversity (racial, gender, ethnic, religious, and lifestyle). Candidates must display consideration of those who are disabled in any way. Furthermore, Candidates should become aware of and respond to those stakeholders within and outside the school to insure that all are treated in a just and fair manner.

INTRODUCTION

Rationale

It is generally agreed that classroom experience and professional graduate study alone do not fully develop the competencies needed to function as an administrator in a contemporary educational system. Opportunities must be provided for the prospective administrator to evaluate the competencies acquired by academic training as they apply to the position, and to assess their overall competency level, including identification of strengths and developmental areas that must be strengthened to qualify for licensure. The Administrative Practicum represents one way in which these opportunities may be provided under supervised conditions.

An Overview

A practicum is similar to the familiar internship in the medical profession. It is a program that provides the prospective administrator, who is completing a Masters in Educational Administration, with 'real life' practical experience. The Practicum, as executed by The University of Scranton includes the following elements. All identified forms can be found in the Appendix.

1. **Agreements:** Agreements are designed to ensure a common and consistent understanding of each person's roles, responsibilities and expected outcomes.
 - **Practicum Approval** - An agreement between the Administrative Candidate, the candidate's Principal and the appropriate District staff that a) acknowledges the time requirements associated with the practicum and b) allows the teacher to complete the assigned Practicum tasks in a logical manner. A logical manner for completion of the practicum would imply a consistent time frame and sequential access to the role of Administrator. For example, an administrative candidate may function in the administrative role by being completely released from classroom teaching assignments, using planning periods, working before and after school hours and/or taking advantage of summer school environments in which to execute the practicum. Summer should be the last resort. Candidate and parent contact are essential elements of the Practicum experience and every effort should be made to do the Practicum during the normal school year. Candidates are allowed to complete one Practicum when students are not in school if needed.
 - **Supervising/Sponsoring Administrator Information** – An agreement between the candidate and a qualified administrator who is willing to execute the responsibilities described in this *Practicum Planning Guide* with a focus on providing effective feedback to the prospect.
 - **Practicum Work Plan** – An agreement between the Candidate, the Supervising Administrator and the University's Evaluating Professor that delineates specific tasks to be executed and/or products to be produced during the practicum. The identification of

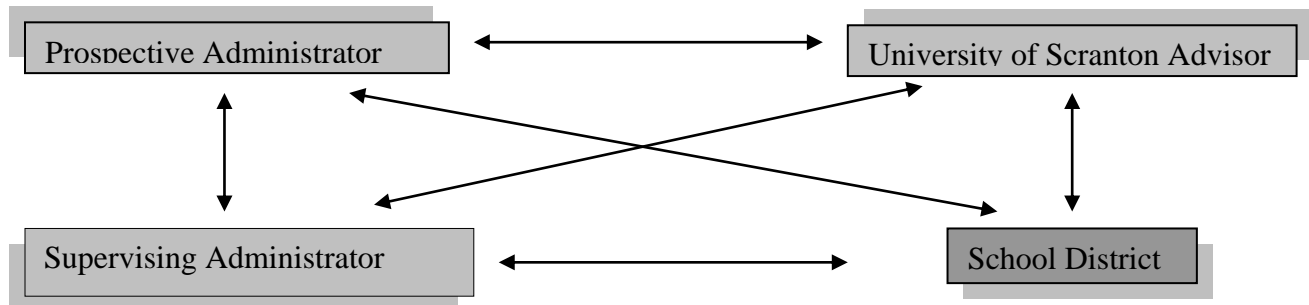
tasks should be based upon a discussion of the Candidate's current skills and identified areas of improvement.

2. **Approvals:** Approvals ensure that all agreements and work products meet consistent high standards as outlined by The University of Scranton.
 - **Supervising Administrator** – The completed Supervising Administrator Information form should be submitted to the University. This will allow the Evaluating Professor to verify qualifications and ensure a rigorous practicum.
 - **Work Plan** – The mutually developed and agreed to Practicum Work Plan must be submitted for approval to the Evaluating Professor at least **four weeks** prior to beginning the Practicum session.
3. **University Support:** The University of Scranton provides several levels of support to both the Administrative Candidate and the Supervising Administrator. In addition to the expected access to University services, the practicum includes:
 - **University of Scranton Evaluating Professor.** This person functions as advisor, to provide both Candidate and Supervising Administrator with the necessary guidance; and as evaluator, to assess the quality of all completed assignments.
 - **University of Scranton Visiting Instructor.** The Visiting Instructor will schedule a single visit to talk with the Elementary and Secondary supervising administrator. This visit may be required depending on the candidate's state requirements for licensing. The instructor will confer with the Supervising Administrator and interview other key stakeholders. The Visiting Instructor will provide feedback to the candidate and report observations to the Evaluating Professor. A Lab Fee is associated with this element of the Practicum. A non-negotiable fee of \$1,500.00 has been established for all site visits.
4. **Feedback and Recommendations:** Ongoing feedback is also a critical component of the practicum and is, therefore, also a structured process. Specific feedback opportunities include:
 - **Immediate and Periodic Feedback from the Supervising Administrator** – The Supervising Administrator will provide ongoing, spontaneous feedback to the Candidate regarding their performance in specific situations. In addition, the Supervising Administrator will provide periodic updates to the Evaluating Professor during online communication and additional reports as requested by the Evaluating Professor.
 - **Site Visit Evaluation** - If a site visit is required, the Visiting Instructor will provide feedback to the candidate, the Supervising Administrator and the Evaluating Professor.
 - **Final Candidate Performance Evaluation** – A summative evaluation by the Supervising Administrator of the Candidate's performance.

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- Recommendation for Principal Licensure – This program for licensure is based upon the Pennsylvania state licensure requirements. States may have different requirements for licensure that may not have been a part of this Practicum. The University of Scranton is not responsible for any other components except those specifically detailed in this Practicum Guide.
 - Institutional Recommendation – Upon successful completion of the entire MS in Educational Administration degree, including Practicum and Comprehensive Exam, the University of Scranton’s Certification Officer will provide an institutional recommendation of the Candidate for Principal licensure which will be based upon Pennsylvania’s state licensure requirements. The successful candidate may then submit that recommendation to his/her state for review and acceptance. If the candidate’s state department of education requires The University of Scranton to affix a seal or have a University official sign the certification document, an on-site visit, as previously described, is required.
5. **Scheduled Communication Events:** These events are designed to ensure progress towards completion of all tasks and assignments in a timely manner.
- Initial Discussion – As soon as the Candidate has registered for either practicum, the Evaluating Professor will be assigned. It is the Candidate’s responsibility to contact the assigned professor to establish a communication process and verify understanding of all expectations.
 - Discussion Board Assignments – These assignments are presented during the Practicum in a manner similar to other online courses.
 - Counseling – The Evaluating Professor will be available for the Supervising Administrator and the Candidate to discuss potential problems and clarify outstanding issues.
 - Tracking – A Weekly Activity Report will allow everyone to be aware of the progress made towards success.
6. **Assignments:** In addition to the individual Work Plan, common assignments, specific to each practicum, are designed to ensure a base line experience for all practicum participants and to develop a broad range of skills. These assignments must be completed as scheduled by the Evaluating Professor and are in addition to the 150 hours of supervised experience.

ROLES AND RESPONSIBILITIES

Because each of the stakeholders plays a critical role in the process, the Practicum can be seen as a four way partnership. Each role is dependent upon the others.



Value

The main purpose of the practicum is the supervised development of the Prospective Administrator Candidate for the role of school administrator. This supervised development process provides value to all of the partners, including:

- Provides new ideas and supplementary services for the school system sponsoring the candidate;
- Provides the school district, the university, and the candidate with a means to determine the likelihood that the candidate will be successful as a school administrator;
- Helps the candidate discover the role for which he/she is best suited;
- Helps the candidate test acquired competencies by attempting administrative tasks under the supervision of a competent, experienced administrator;
- Enables the candidate to benefit from the lessons learned by the Supervising Administrator during a lifetime of professional service;
- Provides an opportunity for the candidate, with supervision, to thoroughly exam the school and district budget;
- Requires the candidate to look beyond a single school at stakeholders within and outside the school district.

Roles/Responsibilities: The School District

The School District in which the Prospective Administrator Candidate currently holds a teaching assignment must recognize that the Practicum is critical not only to the candidate's success, but also to the on going development of their system. As such, arrangements must be made to ensure the candidate has sufficient time to execute the administrative tasks assigned and to demonstrate the skills expected within the practicum period. As part of the planning process decisions will be made and documented to define realistic schedules.

Roles/Responsibilities: The Prospective Administrator Candidate/Candidate

The Prospective Administrator Candidate has three key responsibilities which must be completed prior to beginning the Practicum.

1. The first responsibility of the candidate is to gain approval of a logical practicum schedule. The University of Scranton expects the 150 required Practicum hours to be completed within a minimum of 12 weeks. This means that you have 4 weeks prior to the start of the semester plus 8 weeks during the semester to complete the assignments, demonstrate skills and function as an administrator for 150 hours. Should a logical practicum schedule require release from any of your teaching assignments, it is important that agreement to do so be documented and signed by an appropriate District Administrator and the Principal of your school. Should you discover that you need an additional session to complete your hours, you may request a four week extension through your Evaluating Professor.
2. The second major responsibility of the candidate is to select a Supervising Administrator and gain agreement to participate in the Practicum.
 - When selecting a Supervising Administrator the candidate should consider the following criteria:
 - Experienced and respected school or district administrator,
 - No history of work related discipline,
 - Willingness to spend extra time with you to provide direction, supervision and feedback, \
 - A compatible personality and
 - Other criteria as listed under Policies and Procedures.
 - When asking the Supervising Administrator to participate in the Practicum, the candidate should inform the Supervising Administrator of the expected responsibilities, including:
 - Assignment of specific responsibilities to you, the administrator candidate.
 - Supervision of your work to ensure the safety of all stakeholders;
 - Documentation of your time spent in the administrative capacity;
 - Assessment of, and feedback regarding, your demonstrated competence in each of the task areas.

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- Agreement to function as the Supervising Administrator must be documented using the appropriate form.
 - Once the candidate has identified a person who agrees to function as the Supervising Administrator during the practicum, the candidate must allow the University to review the Supervisor's resume. A University review of qualifications helps to ensure that all program participants undergo the same rigorous experience and have the same opportunity to learn from highly qualified administrators. The Supervisor's qualifications must be submitted to the Director of Clinical Practice at least **four weeks** prior to beginning the practicum.
3. The Candidate and the Supervising Administrator must develop a Practicum Work Plan. The Work Plan must be submitted to the University at least **four weeks** prior to beginning the practicum. Use the form provided in the appendix. It is the Candidates' responsibility to check with his/her individual state on criteria for principal licensure.

Roles/Responsibilities: The Supervising Administrator

The Supervising Administrator is, perhaps, the key influencer on the candidate's success. This influence is expressed by executing the following responsibilities:

1. Assist in Planning a Program of Work

- Guide the Candidate to find and understand your state's standards for being an effective principal;
- Guide the Candidate in relating your state's standards to those required by the Master's Degree in Educational Administration, as documented in this guide.
- In cooperation with the Candidate and his/her University Advisor, identify specific areas of developmental need.
- Using the above information, and in cooperation with the Candidate, identify responsibilities which can be assumed by the Candidate, including situational opportunities and specific activities that provide a means to enhance and/or demonstrate ability.

2. Supervise the Candidate's Experience

- Sign the Practicum Work Plan, which outlines the tasks and responsibilities planned during the Practicum. This form is located in the appendix.
- Ensure the safety of all stakeholders in situations where the Candidate has assumed responsibility;
- Provide ongoing observation, feedback and direction throughout the Practicum;
- Communicate with the candidate's University Evaluating Professor in a manner established during initial dialogue and planning.
- Share "lessons learned" as appropriate; and

Roles/Responsibilities: The University Evaluating Professor

The University of Scranton assigns a professor to serve as a facilitator in the application of the candidate's on-campus work to his/her school administration experiences. The professor is available to assist the candidate or the Supervising Administrator with any problem of administration for which the candidate or the sponsor desires consultation and professional reference.

In addition, the University Evaluating Professor will, via a conference call, maintain ongoing interaction and monitor progress with Administrator Candidates and the Supervising Administrators. Specifically, the following events will be scheduled as part of the Work Plan:

- Seminar discussion assignments to be executed via discussion boards;
- Weekly Activity Logs located in the appendix and submitted by the candidate;
- Problem Identification and Resolution at least twice during the Practicum;
- Gather performance feedback from the Supervising Administrator and Visiting Faculty.

Roles/Responsibilities: The University's Site Visit Faculty

If required, as part of the principal licensure process, an approved University faculty member is requested to provide a recommendation of the Candidate as Principal. This request can only be fulfilled if a University Faculty member conducts an in person visit during the final Practicum. The University Site Visit Faculty functions as a fully qualified adjunct to the University Staff and is responsible for the following activities during the Site Visit:

- Discuss candidate's performance with the Supervising Administrator to verify activities and identify areas of strength, developmental opportunities and general recommendations;
- Interview other stakeholders, such as teachers, candidate, parents and community representatives as appropriate to identify perceived strengths and developmental opportunities;
- Discuss the candidate's experience, questions, concerns and next steps with the candidate;
- Summarize and document findings for distribution to the Candidate, the Supervising Administrator and the University Evaluating Professor; and
- Provide recommendations as to the candidates "next steps."

POLICIES OF THE ADMISTRATIVE PRACTICUM

Registration Qualifications

- Practicing educational professional who is pursuing graduate study leading to a Masters in Educational Administration;
- Completion of all course work required by the Masters in Educational Administration as defined in The University of Scranton Graduate Studies Catalog;
- Documented District agreement to support the Candidate's time requirements, as evidenced by submission of the appropriate form;
- Completion of all normal registration processes for EADM 531, Practicum in Elementary School Administration and EADM 536, Practicum for Secondary School Administration.

Supervising Administrator

- Selected Administrator must meet the following qualifications:
 - Certified administrator;
 - Held the position of School Administrator for at least three years and received satisfactory assessments during that period;
 - Hold an administrative position responsible for the appropriate grade levels(Elementary K-6; Secondary 7-12);
 - Have a clean disciplinary, ethical and legal record; and,
 - Not have a family relationship with the Prospective Administrator Candidate.
- A district or State Superintendent of Schools or his designee, may function as a Supervising Administration.
- The Supervising Administrator retains all final decision making authority regarding school, district or community outcomes in situations where the Prospective Administrator Candidate has assumed responsibility.
- The University of Scranton Evaluating Professor retains decision making authority regarding practicum processes and outcomes.
- The Prospective Administrator Candidate shall have no administrative authority, except as specifically delegated by the Supervising Administrator with the approval of the Superintendent.

Practicum Facilities

- The Prospective Administrator Candidate may complete the Practicum in any school within his/her district which includes one or more of the grades appropriate to the Practicum being completed. Elementary Practicum should be undertaken in a building with grades Pre-K/K to 6. Secondary Practicum should be undertaken in a building with grades 7-12.
- Whenever it is not practical for the candidate to perform within his/her own district, the candidate with the help of the District Superintendent shall make every attempt to secure an alternative location.
- The most effective Practicum is conducted during the school year and will typically include Candidate/parent interaction. Should this not be a realistic expectation, the Supervising Administrator and the Candidate should consider tasks which do not require Candidate interaction, but do demonstrate administrative competence. In these cases, however, the University Evaluating Professor will pay special attention to the relationship between the tasks listed on the Work Plan and the requirement to demonstrate competence in specific areas. The University reserves the right to approve/disapprove and/or modify all Work Plans.

Getting Started

- The Prospective Administrator Candidate should begin the planning process as soon as practical.
- Four key steps must be completed and submitted to the Director of Clinical Practice at least four weeks prior to beginning the Practicum:
 - Secure approval from the School Principal and appropriate District Administration to participate in the 150 hour practicum,
 - Identify and gain approval of a Supervising Administrator,
 - Develop, submit and gain approval of a Practicum Work Plan,
 - Submit Supervising Administrator's Resume.
- In addition, prior to the start of the Practicum, please submit the appropriate School and District Survey found on pages 28-29 of this guide (strongly recommended but not required).

Completion Requirements

- Documented completion of 150 hours during the first 12 weeks or 16 weeks of an approved four week extension has been provided;
- If an extension is granted, the first session's grade will be recorded as an Incomplete (I); the final practicum grade will be entered at the completion of the 150 hours, or the second session, whichever comes first;
- All required forms signed and on file in the University Practicum Advisor's office;
- Acceptable completion of all course assignments;
- An acceptable Final Evaluation of the Candidate by the Supervising Administrator; and
- If required by the Candidate's district, a Recommendation for Licensure by the Superintendent of Schools to the appropriate Board of Education.

Questions and Answers

Questions	Answers
1. How many hours do I have to complete for the Practicum?	150 hours are required for each Practicum (Elementary and Secondary) excluding the written projects.
2. Who can be my Supervising Administrator?	Any certified administrator, having a minimum of three years experience, covering the grade levels in which you are completing the Practicum.
3. How are Elementary and Secondary levels defined?	Elementary = PreK - Grade 6 Secondary = Grades 7-12
4. May I complete the Practicum in my current school?	Yes, providing it encompasses the specific grades for that Practicum.
5. What happens if I need to complete the Practicum in another school; for example, a different grade level?	There are really two ways to answer this question. First, students do not need to be present to complete most of the tasks associated with the Practicum. Therefore, you could work with a Principal in another building while school was not in session, such as during the summer. Try to avoid summer. Second, if you elect to work in another school during the academic year, you will need to do so during your off hours, or secure permission to leave your teaching assignment for the time of the Practicum.
6. What if I am unable to complete 150 hours in a 12 week period?	You may request a single four week session extension to complete your Practicum. To do so, ask your Evaluating Professor to indicate an "Incomplete" for the first session in which you are enrolled. Then you will be placed in a special extension session and will not be assessed tuition. You will receive your grade at the end of the special extension session.
7. What are the specific requirements for the Practicum?	The Practicum Planning Guide will provide a significant level of detail in answer to your question.
8. Will I receive an institutional recommendation as a result of completing both Practicum?	Based on the requirements in your state, the University may provide a site visit resulting in an institutional recommendation upon successful completion of the entire Degree program. There is a non-negotiable site visit fee of \$1,500.
9. May I do both Practicum in the summer time?	No. Only one Practicum may be completed in the summer unless there is a summer school.

Questions	Answers
10. May I complete both Practicum in a grade 5-8 middle school?	Yes, but this is discouraged. Working in two different schools with two different mentors provides more experience.
11. If my state does not require an on-site visit, why do I have to have a visit?	Many state departments of education require the University seal be affixed to the certification application or require a University official to sign the documents. Pennsylvania and The University require an on-site visit if the states required the seal or the signature.
12. I work in a K-12 building. May I do both Practicum in the same building?	Yes, but this is discouraged. Working in two different buildings and with two different mentors provides more experience.
13. Do I need to take the comprehensive examination?	Yes. All students must successfully complete the comprehensive examination to be eligible for graduation. You should submit the online application to the College of Graduate and Continuing Education. The form can be found at https://lynx.scranton.edu/forms/comprehensive-examination.html Examinations are held six times a year.
14. Do I need to apply for degree/graduation?	Yes. Applying for degree or graduation is the same thing. An online application should be completed when you are arranging for your final course or by the application deadlines: September 30th for Fall/December and Intersession/January; January 31st for Spring/May, and May 31st for Summer/August. The form can be found at http://web2.scranton.edu/commencement/ . Degrees are conferred four times a year - August 31, December 31, January 31, and the actual graduation date in May. Transcripts will reflect degree conferral. Those students finishing in August and December will receive the diploma in February. Those finishing in January and in May who do not attend commencement, diplomas will be mailed in June.

SUGGESTED ACTIVITIES AND ASSIGNMENTS

Overview

There are three types of information in this section:

1. **Responsibility Areas**, which describe the responsibilities associated with a position as school or district administrator. This list also represents the types of responsibilities that should be assumed by the Candidate in order to demonstrate and build the requisite competencies.
2. **Suggested Activities**, which lists typical assignments and/or tasks related to the various responsibility areas. These suggested activities are offered as a starting point to develop the Practicum Work Plan.
3. **Assignments**, which lists the specific course assignments and product outcomes expected during each practicum. It should be noted that details of these assignments, including changes, rubrics and due dates, will be provided as part of the standard Candidate materials distributed upon registration for either course.

1. Responsibility Areas

An effective school and/or district administrator must execute a number of tasks during any given day, and over an entire career those expectations are extensive and diverse. Each task requires multiple competencies, the ability to recognize which skill should be applied to which situation, analytic skills necessary for problem resolution and the willingness to do what ever it takes to provide an effective and safe learning environment for the range of candidates, teachers, parents and other stakeholders involved in the education process. The overall purpose of the Practicum is to allow the prospective administrator candidate to recognize the true range of these abilities and to enhance their own competency level in as many situations as possible. The list of responsibility areas included here should guide development of the Practicum Work Plan.

While it is not realistic or even possible to demonstrate or evaluate every possible competency or performance in unique situations, the University of Scranton's Practicum in Educational Administration requires demonstrated competencies in as many of the following responsibility areas as can be accomplished during the 150 hour Practicum.

Major Responsibility Areas		
Planning	Management	Personal Growth
Finance	Personnel	Early Childhood Education
Buildings	Supervision	Special Education
Grounds	Staff Meetings	Vocational Education
Transportation	Classroom Visits	Children with Disabilities
Curriculum	Law	Language Arts Education
Co-curricular Activities	Candidate Placement	
Testing	School/Community/Relations	
	Public Relations	
	Community Meetings	
	Parent Meetings	

2. Suggested Activities

Situations which allow the candidate to demonstrate performance in many of the above responsibility areas will typically arise in an ad hoc manner during the Practicum. The following suggested activities and/or experiences are provided in order to ensure a consistent level of rigor and the broadest possible opportunity and challenge for the prospective administrator candidate. In general, the Prospective Administrator Candidate should plan to chair or take a leadership role, with the Supervising Administrator’s guidance, in several committees associated with the Suggested Activities which follow.

The parties are encouraged to develop additional relevant activities and experiences which may be unique to the situation. Such decisions should be documented on The Practicum Work Plan. Please remember that the following activities are examples of what could be included in the Work Plan, may be adapted to your situation and should be expanded upon in your Work Plan.

Suggested Activities related to Administrative Functions	
Organization	<ul style="list-style-type: none"> • Review prepared materials on district's administrative organization – e.g., organization chart, job description
	<ul style="list-style-type: none"> • Visit all offices and study administrative organizations from administrative office to classroom
	<ul style="list-style-type: none"> • Attend meetings of Board of Education
	<ul style="list-style-type: none"> • Prepare principal's monthly report to the superintendent
	<ul style="list-style-type: none"> • Participate in a systematic decision-making process under the guidance of on-site administration
Personnel – Professional	<ul style="list-style-type: none"> • Study materials, policies, and procedure for recruitment, selection, and supervision – e.g., applications, interview forms, contracts
Non-professional and Pupil	<ul style="list-style-type: none"> • Examine pupil personnel materials – e.g., records, report cards, promotional policies
Finance	<ul style="list-style-type: none"> • Review budget preparation procedures
	<ul style="list-style-type: none"> • Study Candidate activity accounts, policies, and procedures
	<ul style="list-style-type: none"> • Follow through requisition to delivery to use of item
Buildings, Grounds, and Transportation	<ul style="list-style-type: none"> • Study maintenance program
	<ul style="list-style-type: none"> • Study policies and procedures relative to the use of buildings and grounds by Candidates and public at large
	<ul style="list-style-type: none"> • Determine transportation limits for the building
	<ul style="list-style-type: none"> • Study policies and procedures of the district relative to transportation in general and preparation of bus routes, schedules, and passenger rolls
Auxiliary Agencies	<ul style="list-style-type: none"> • Assist in preparing the schedule and the operation of the adult education program
	<ul style="list-style-type: none"> • Assist in preparing the summer recreation program
	<ul style="list-style-type: none"> • Assist in preparing the after-school program
	<ul style="list-style-type: none"> • Study and observe the organization and operation of the school's lunch program
	<ul style="list-style-type: none"> • Investigate the school's working relationship with the various social service agencies
Local District and the Department of Education	<ul style="list-style-type: none"> • Assist in the preparation of all report forms required by the Department
	<ul style="list-style-type: none"> • Prepare a calendar for the preparation and submission of local and Department of Education reports

Suggested Activities related to Supervision and Curriculum	
Organization	<ul style="list-style-type: none"> • Review and study plans for assignment of teachers and supervisors • Visit at least one classroom at each grade in each discipline
Plans and Schedules	<ul style="list-style-type: none"> • Assist the principal in the preparation of the master schedule and Candidate schedules • Visit and prepare a supervisory report at several levels of instruction (reports are not to be placed in teachers' records)
Revision and Study	<ul style="list-style-type: none"> • Review and study district plans, organization, and procedures for curriculum study and revision • Meet with groups working on curriculum study • Check file of Department of Education curriculum publications and prepare a list of all missing publications that are still available • Examine professional library collection of books, pamphlets, and other publications available for staff use
Selection of Personnel	<ul style="list-style-type: none"> • Follow the procedure for the recruitment and selection of a teacher
Selection of Materials	<ul style="list-style-type: none"> • Follow the procedure for the selection of materials of instruction
Suggested Activities related to School and Community Relations	
Community Information	<ul style="list-style-type: none"> • Prepare a booklet on pertinent 'school-community' data: population study, maps, industries, trades, clubs and organizations, ethnic groups, and churches • Prepare weekly releases to local newspapers and other news media • Visit and discuss distribution of school news with local editors and other regional news media managers
Community Groups	<ul style="list-style-type: none"> • Attend a PTA council meeting • Accompany a principal to a PTA unit executive board meeting • Attend meetings of local service clubs

3. Assignments

In addition to demonstrating performance in as many responsibility areas as possible through selected activities, each Prospective Administrator Candidate enrolled in either Practicum will be required to complete assignments specific to that course in addition to the 150 hours. The general assignments listed in this *Practicum Planning Guide* are offered to support the Candidate's advanced planning. Additional assignment details, due dates and rubrics will be provided as part of the actual course Study Guide received upon enrollment.

Core Assignments include:

- Perform administrative tasks, under the guidance of a certificated administrator, for a minimum of 150 hours across a single 12 week time period, or 16 weeks if an additional four week session extension is requested and granted.
- Verify completion of said tasks to the University Evaluating Professor regularly, but no less than every two (2) weeks through emailing the Weekly Log with an attached journal.
- Attend a minimum of three course meetings through active participation in discussions via the discussion board.

Typical Assignments for EADM 531: Practicum in Elementary Education

- Devise a project or a change model related to a problem or issue observed during the practicum and submit the project plan/change model to the University Advisor.
- Analyze the internal/external communications of the district.
- Analyze the district's efforts to address diversity. Create a program that will address diversity for both staff and students.

Typical Assignments for EADM 536: Practicum in Secondary Education

- Write a four to six page reaction paper after observing the conflict and stress management techniques used by your Supervising Administrator, yourself and others with whom you come in contact during your Practicum. Include both lessons learned and how you intend to, or have, applied those lessons and techniques in conflict/stress management to your own practice.
- Design a comprehensive PreK-12 program for advising, counseling and guidance services in your school and school district. Address the development of policies to provide a safe school environment and promote health and Candidate welfare as part of your program.
- Complete an analysis of the school budget in comparison to the district budget.

APPENDIX: FORMS AND SAMPLES

Practicum Approval

Directions

- Candidate – complete personal information
- District Representative – complete personal information and sign form
- Candidate – sign and submit form to:

Dr. Ivan A. Shibley
The University of Scranton
112A O’Hara Hall
Scranton PA 18510-4632

Submittal Date: _____

Practicum Level: _____

Enrollment Session: _____

Candidate Name (print): _____

District Representative/Title (print): _____

The University of Scranton and the undersigned School District hereby agree to cooperate in providing on-the-job, administrative experience in the preparation and training of a school principal in accordance with the Administrative Practicum program outlined by The University of Scranton. As such, we understand that the Candidate must demonstrate competence during 150 hours of administrative work.

It is further understood that the university professor assigned to monitor and evaluate said trainee’s progress should be Dr. Ivan A. Shibley, or his designee.

Candidate Signature: _____

District Administrator Signature: _____

Name of School District: _____

Name of Assigned School: _____

University Representative Approval
(for University of Scranton use only) _____

Supervising Administrator Information

Directions

- Candidate – complete personal information
- District Representative – complete personal information and sign form
- Candidate – sign and submit form to:

Dr. Ivan A. Shibley
The University of Scranton
112A O’Hara Hall
Scranton PA 18510-4632

Submittal Date: _____

Practicum Level: _____

Enrollment Session: _____

Candidate Name (print): _____

Supervising Administrator Name//Title (print): _____

I confirm that the following information is correct and agree to execute the responsibilities required of a Supervising Administrator for The University of Scranton’s Principal Practicum program as listed below.

Administrator Qualifications

I am certified as a _____ (Level of Administration); *Attach resume.

I have been a school/district administrator for _____ years;

I have a clean disciplinary, ethical and legal record: True? Not True (please explain)

My relationship to the Prospective Principal Candidate is: _____;

Special Recognitions/Awards (optional):

Administrative Responsibilities

- Support the Candidate in developing a Practicum Work Plan;
- Ensure execution of approved Work Plan;
- Assign responsibilities to the Candidate as needed to demonstrate Administrative competence;
- Supervise all work and ensure a safe and productive environment for all stakeholders;
- Verify documentation of time clocked and work completed;
- Communicate, as requested, with Dr. Ivan A. Shibley, The University of Scranton; and/or the evaluating professor.
- Assess and provide effective feedback on the Candidate’s performance in all areas.

Supervising Administrator Signature: _____

Name of School District/School: _____

Candidate Signature: _____

University Representative Approval:
(for University of Scranton use only) _____

Practicum Work Plan

Directions

- Candidate and Administrator – complete personal information and sign form once completed
- Both – discuss each section of the form and identify agreed to areas of concentration

Submittal Date: _____

Practicum Level: _____

Enrollment Session: _____

Candidate Name (print): _____

Supervising Administrator Name//Title (print): _____

This form is comprised of two sections.

Section 1: Areas of Administrative Competence

This section lists various areas of administrative competence. Each area should be defined and discussed relative to Principal Competencies as defined by your state and the Candidate's current demonstrated competence. Once agreement has been reached relative to definition, areas of strength and developmental opportunities, each area should be given a priority as indicated. It should be noted that Priority 1 and 2 areas are meant to identify areas of developmental opportunity and will comprise a majority of the tasks developed and executed by this candidate during the practicum.

Section 2: Work Plan Tasks

Focusing on those administrative competence areas identified as a Priority 1 and/or 2, the Candidate and Supervising Administrator should define specific tasks that will both provide training in a given area and provide opportunity to demonstrate success. A well defined task or project should include areas of responsibilities, expected outcomes, criteria for success and a time frame. The *Practicum Planning Guide* includes suggested activities related to each administrative competence area. These suggestions may be used as provided, or adapted to fit the situation and developmental need.

Agreement

The parties hereby agree that during the training/practicum period, tasks will be developed, assigned and performed within the following areas and in the priority order indicated. Priority has been established based upon developmental needs, areas of least experience and situational opportunities.

Supervising Administrator Signature: _____

Name of School District/School: _____

Candidate Signature: _____

University Representative Approval:
(for University of Scranton use only) _____

Candidate Name (print) _____

Directions - Section 1: Areas of Administrative Competence

Using the scale provided, and based upon perceived developmental opportunity, please identify a priority status for each area listed below.

Priority Scale: 1: Most frequent 2: Frequent 3: If time permits 4: Not at all

- | | |
|-------------------------------|--------------------------------|
| ___ Finance | ___ Special Education |
| ___ Buildings | ___ Language Arts Skills |
| ___ Grounds | ___ School Community Relations |
| ___ Transportation | ___ Public Relations |
| ___ Personnel | ___ Supervision |
| ___ Curriculum | ___ Staff Meetings |
| ___ Community Meetings | ___ Law |
| ___ Classroom Visits | ___ Computers |
| ___ Candidate Placement | ___ Vocational Education |
| ___ Co-curricular Activities | ___ Parent Conferences |
| ___ Testing | ___ Disabled Children |
| ___ Early Childhood Education | ___ Other Areas |

Candidate Name (print) _____

Directions - Section 2: Work Plan Tasks

Indicate the specific responsibilities that will be assumed and/or the tasks that will be performed for each of the Priority 1 and 2 areas identified in Section 1. You are required to log hours based on Priority 1 areas first. Use additional pages as necessary.

1 Priority Areas

Area: _____ Anticipated Responsibilities and/or Tasks

Area: _____ Anticipated Responsibilities and/or Tasks

Area: _____ Anticipated Responsibilities and/or Tasks

Area: _____ Anticipated Responsibilities and/or Tasks

2 Priority Areas

Area: _____ Anticipated Responsibilities and/or Tasks

Area: _____ Anticipated Responsibilities and/or Tasks

Area: _____ Anticipated Responsibilities and/or Tasks

Area: _____ Anticipated Responsibilities and/or Tasks

Section 2: General Performance

Using the scale indicated, please rate the Candidate's performance in each of the following areas:

	Excellent	Satisfactory	Needs Improvement	Not Applicable
Flexibility balanced by the ability to stand firm				
Ability to identify, define and solve problems				
Curriculum and Technical Knowledge				
General Knowledge and Ability				
Oral Communication Skills				
Written Communication Skills				
Initiative				
Ability to generate ideas				
Other				

Comments related to the candidates demonstrated performance in the above areas:

Section 3: Change and Improvement

Using the scale provided, please rate the extent to which the Candidate was able to effect change in the following areas.

	Significant Change Effected	Some Change Effected	No Change Effected	Negative Impact in the Area
Administrative Procedures				
Curriculum Practices				
Personnel Policy				
School Board Policy				
Community Support				

Supervising Administrator's Signature

Date

Additional comments related to the Candidate's ability to effect change in the educational environment:

Section 4: General Assessment

- From your perspective, which of the following phrases best describes the general direction of the Candidate's progress during the semester (Check only one)

Generally improved____ Remained about the same____ Generally regressed____

- At any time during the Practicum, did you consider the following possibilities?

Possibilities	Yes	No
You considered discontinuing the Candidate's services		
You felt the Candidate was not prepared for the practicum experience		
If contractually possible, you would have recommended the Candidate for hire as an administrator in your District.		

Additional comments related to areas of general assessment:

Supervising Administrator's Signature

Date

Please return this form to:

The Evaluating Professor

Fax: see email received on the first day of class

SCRANTON EDUCATION ONLINE PROGRAM
SCHOOL AND DISTRICT DEMOGRAPHIC SURVEY

Please provide the school and district demographic information requested below:

EADM 531: Practicum in Elementary School Administration

School demographic information

Number of students:	
Percentage who are eligible for free or reduced lunch:	
Percentage who are from a home with at least one parent having attained a bachelor's degree:	
Percentage who are classified minority:	
Percentage who are classified as special education:	

District demographic information

Number of students:	
Percentage who are eligible for free or reduced lunch:	
Percentage who are from a home with at least one parent having attained a bachelor's degree:	
Percentage who are classified minority:	
Percentage who are classified as special education:	

Name: _____

Date: _____

School Name: _____

City/State: _____

District Name: _____

City/State: _____

SCRANTON EDUCATION ONLINE PROGRAM
SCHOOL AND DISTRICT DEMOGRAPHIC SURVEY

Please provide the school and district demographic information requested below:

EADM 536: Practicum in Secondary School Administration

School demographic information

Number of students:	
Percentage who are eligible for free or reduced lunch:	
Percentage who are from a home with at least one parent having attained a bachelor's degree:	
Percentage who are classified minority:	
Percentage who are classified as special education:	

District demographic information

Number of students:	
Percentage who are eligible for free or reduced lunch:	
Percentage who are from a home with at least one parent having attained a bachelor's degree:	
Percentage who are classified minority:	
Percentage who are classified as special education:	

Name: _____

Date: _____

School Name: _____

City/State: _____

District Name: _____

City/State: _____