WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE    M.Ed. 8900, Practicum in School Leadership

COURSE CREDIT:  3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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<tr>
<td>35</td>
<td>5</td>
<td>100</td>
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I. PROGRAM ATTRIBUTES, COLLEGE OF EDUCATION

MED 8900 is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework. This conceptual framework was developed and adopted by the College of Education in 1998, and involved collaborations with college faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of Wilmington University; reflects national standards advocated by INTASC, NCATE, and NASDTEC; and integrates Delaware's Professional Teaching Standards. The framework document fully explicates each attribute. The complete framework can be accessed on Blackboard™ at the MED/MET Program Notebook.

Programs within the College of Education:

1. are knowledge-based (including content knowledge, theoretical knowledge, propositional knowledge, and craft knowledge);
2. view educators as learners;
3. are contextually and culturally sensitive;
4. feature extensive field experiences and authentic collaboration;
5. stress inquiry, analysis, reflection, and professional growth
6. are developmental, flexible, and allow for experimentation;
7. are standards-driven; and
8. promote the effective use of technology.

II. ISLLC-BASED PROGRAM COMPETENCIES

(ISSLC standards can be accessed at: http://www. ccsso.org/ content/pdf s/isllcstd.pdf ) or on Blackboard™ at the MED/MET Program Notebook.

The Wilmington University MED School Leadership program is designed to produce educational leaders who will ...

Syllabus is sole property of Wilmington University
College of Education
Professional Partners
Creating Environments for Learning
1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Candidates will synthesize and apply the knowledge and skills identified in standards 1-6 during a supervised, field-based practicum, and will develop a portfolio that documents those experiences.
   (#7 above is derived from ELCC standard 7.0.)
   - Portfolio assessment rubrics and all course S.E.A.’s are keyed to these Program Competencies.
   - PC followed by a number (e.g., PC 1) refers to one of the program competencies above.

III. ABOUT THE SCHOOL LEADERS LICENSURE ASSESSMENT (SLLA)
(SLLA exam information can be accessed at: http://www.ets.org/sls/slsaboutslla.html)

This Educational Testing Service exam is now required in several states for initial licensure as a school principal or supervisor. The exam draws heavily on knowledge related to the ISLLC standards and on the candidate’s ability to analyze actions, make decisions and solve problems.

IV. ATTENDANCE POLICY: College of Education Policy

In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.
V. WILMINGTON UNIVERSITY GRADUATION COMPETENCIES

It is intended that Wilmington University graduate students will achieve the following competencies:

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them appropriately to one’s field of study.
2. Utilize research methods and findings as they apply to one’s profession.
3. Demonstrate advanced oral and written communication skills.
4. Apply legal and ethical principles to guide professional behaviors and decision-making.
6. Apply the principles associated with a pluralistic society to increase respect for our multicultural world.
7. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in any professional environment.
8. Demonstrate the ability to access, use, and evaluate information and information technologies.
9. Demonstrate flexible thinking while maintaining a results-oriented outlook.
10. Meet the unique competencies in one’s academic program.

- Portfolio assessment rubrics and all course S.E.A.’s are keyed to these graduation competencies.
- GC followed by a number refers to one of the above graduation competencies (e.g., GC 4).
VI. PRACTICUM CHALLENGES

1. Vision and Leadership (7503, 7590, 7706/7)
[Note: The components appearing in the first section (“Reflect on why …”) of each challenge are drawn from the ISLLC standards. Your reflections on these components may address each component individually, or may address the components as a group. These reflections should form the first part of each portfolio section or chapter.]

Reflect on why it is important for school leaders to:

a) Understand the role of public education in developing and renewing a democratic, pluralistic, economically productive society.
b) Understand the principles of strategic planning.
c) Understand that the development of a shared vision is an inclusive process, involving all stakeholders.
d) Model consensus building and negotiation skills.
e) Understand that the school leader’s influence and responsibility extend beyond the school.

Complete (f) and (g) below:

f) Describe, analyze, and reflect on the philosophy, vision, mission, goals, and belief statements that guide your practicum school. (Include information about the strategic planning process used to develop these principles.)
g) Devise a strategic plan for developing a new or revised school philosophy, vision, mission, goals, and set of belief statements for your practicum school. The plan should reflect your views, your knowledge of the school and community, your experience, literature in the field, as well as the intent and processes suggested by the ISLLC standards.

2. Establishing a Culture for Learning (7702, 7708, 7799)

Reflect on why it is important for school leaders to:

a) Understand principles of student growth and development.
b) Understand learning theories.
c) Understand curriculum design, implementation, evaluation, and improvement.
d) Understand principles of effective instruction.
e) Understand diversity and its meaning for educational programs.

f) Understand school culture.

Complete (g) and either (h) or (i) below:

g) Describe, analyze, and reflect on culturally sensitive and appropriate (or inappropriate) pedagogy observed in the school (related to gender, sexual orientation, color, ethnicity, age, different abilities, religion, socio-economic levels, linguistic diversity, exceptional children, special needs students, etc.).

h) Observe three administrative disciplinary meetings (with the approval of the building principal and/or the district office) and make recommendations concerning action appropriate to the circumstances. Critique the style of the administrator who conducted the meeting; OR

i) Identify specific school-wide or classroom practices that reflect cultural biases and present recommendations for ways to improve or stop those practices. Carry out the plan and reflect on the outcomes.

3. **Organizing for an Effective School (6490, 7590, 7706/7)**

Reflect on why it is important for school leaders to:

a) Understand the change process for systems, organizations, and individuals.

b) Understand theories and models of organization and the principles of organizational development.

c) Understand operational procedures at the school and district level.

d) Understand principles and issues relating to school safety and security.

e) Understand legal issues that impact school operations.

Complete the following:

f) Describe, analyze, and reflect on your school’s current academic schedule (traditional, block, modified, rotating, open, etc.). Identify strengths and weaknesses of the schedule. What steps would you take to improve the schedule?

g) Design an organizational innovation to be implemented in your practicum school that could increase student learning. (Examples: looping, multi-age and/or multi-disciplinary grouping, block scheduling, balanced calendar, year-round schools, staggered start/stop times, alternative entry points, etc.). Begin the proposal with an assessment of the needs of the site, followed by a clear definition of the innovation to be implemented. The needs assessment should include actual data as well as a review of any pertinent literature and research. Outline the actions to be implemented and the strategies to be used to evaluate the effectiveness of the innovation. Outline steps to be implemented to ensure institutionalization of the innovation and explain how assessment results will be used to make adjustments to the innovation.
h) Identify the most frequent legal issues or problems facing your practicum school or district, and then develop a report that identifies the reasons for these issues, including your recommendations for solutions.

4. **Supervision, School Improvement, and Staff Renewal** (7701, 7708, 7705)

Reflect on why it is important for school leaders to:

a) Be committed to life-long learning.
b) Understand principles of adult learning and professional renewal.
c) Understand principles of developmental/clinical supervision.
d) Understand the Delaware Performance Assessment System (DPAS II).

Complete the following:

e) Describe, analyze, and reflect on the main components of DPAS II (or the formal process used for evaluating staff in your practicum school).
f) Describe, analyze and reflect upon the professional development/renewal program(s) in your school or district (or within a grade level, department, team, faculty, subject area, etc.).
g) Propose criteria and processes you would recommend for enhancing the recruitment, selection, evaluation, and development of teachers and other staff. Discuss how you would address issues related to staff diversity.
h) Utilizing DPAS II or the format/approach used in your practicum school, prepare written performance appraisals for three staff members in your building (one classroom teacher, one special area teacher, and one support staff member). The teacher appraisals must include a pre-conference, at least one classroom observation, and a post-conference. Develop a written professional development/renewal plan with one staff member. Include copies of all documents in your portfolio. Do not identify staff members by name.
i) Describe, analyze, and reflect on participant reactions (including your own) to (h) above.

5. **State and District Accountability Programs** (6490, 7705, 7702)

Reflect on why it is important for school leaders to:

a) Understand the national school reform movement and the state’s plan related to “No Child Left Behind and Race to The Top.”
b) Understand the accountability program employed in the state in which your practicum school is located.
c) Understand basic principles of educational measurement, evaluation, and assessment.

Complete the following:

d) Secure a copy or summary of “No Child Left Behind and/or Race to The Top” and describe, analyze, and reflect upon your state’s plan to achieve NCLB/RTT goals. Include an analysis of NCLB/RTT impact, outcomes, and “unintended effects” in your school.

e) Describe, analyze, and reflect upon the accountability program that is currently in operation in your practicum school.

f) Devise a graphic representation that illustrates test scores in your school over a period of three years.

g) Propose a strategy for helping teachers understand and use **disaggregated** test results to improve student learning.

6. **Creating and Allocating School Resources** (7201, 7503, 7706/7)

Reflect on why it is important for school leaders to:

a) Understand principles and procedures of fiscal operations, especially as they relate to school improvement and student learning.

b) Understand human resource development relating to school improvement and student learning.

c) Understand issues relating to school facilities and use of space as they relate to school improvement and student learning.

d) Understand how to expand resources that support teaching and learning by identifying and utilizing community assets.

Complete the following:

e) Describe, analyze, and reflect on the extent to which fiscal operations in your practicum school and district are linked to school improvement plans and how they are linked to student learning.

f) Develop a needs-based or program-driven budget for your practicum school that more effectively uses available financial resources to enhance student learning.

g) Describe, analyze, and reflect upon the processes used to identify staffing needs in your practicum school. What changes would you suggest?

h) Describe, analyze, and reflect upon the use of space in your practicum school. Pay particular attention to which teachers and students are assigned to more or less desirable classrooms and teaching/learning areas.

i) Describe a new or underused community asset that could be utilized in your school's program to enhance student learning, and how you would acquire and capitalize on that asset.
j) Describe your practicum school’s current procedures for selecting and ordering textbooks, instructional materials, equipment, and supplies. Describe shortcomings of the current procedures, and the improvements you would make.

k) Describe procedures used in the school to inventory textbooks, equipment, and materials; propose improvements to current procedures.

7. Building and Expanding the Role of the School in the Community  (7503, 7701, 7702)

Reflect on why it is important for school leaders to:

   a) Understand emerging issues and trends that impact the school community.
   b) Understand the conditions, demographics, and dynamics of the communities and constituencies served by the school.
   c) Understand how to develop additional resources within the larger community.
   d) Understand the principles of effective public relations and marketing.
   e) Understand how to develop different models of school, family, business, community, government and higher education partnerships.

Complete the following:

   f) Describe, analyze, and reflect on community trends and issues that are affecting your practicum school.
   g) Describe, analyze, and reflect on the structure and effectiveness of parent organizations or partnerships in your practicum school.
   h) Describe, analyze, and reflect on community partnerships that exist within your school or school district.
   i) Propose another model of parental and/or community involvement that could contribute to school reform and improved student learning in your practicum school.

8. Programs for Exceptional Children (7702, 6490, 7708)

Reflect on why it is important for school leaders to:

   a) Understand the student characteristics and exceptionalities that are covered under federal and state regulations.
   b) Understand special education programs and models for providing for the needs of children identified in IDEA.
   c) Understand federal and state regulations governing special education.

Complete the following:

   d) Review and reflect on (critically, if desired) pertinent federal/state regulations and district/school procedures for identification, placement, and instruction of “exceptional” children.
e) Develop a timeline or chart that depicts the process of identifying and placing a student in a special education program.

f) Describe, analyze, and reflect on the current “state” of special education programs in your school. Pay particular attention to student demographics, teacher qualifications, teaching strategies, and physical facilities in which those programs are housed.

g) Compare the elements of (f) above with the your practicum school’s programs for “gifted and talented” students, and reflect on your findings.

h) Attend two special education placement or program development meetings or hearings. Critique the process and the program recommendations for each student reviewed as well as the style of the person conducting the meeting. (Do not identify the participants.)

i) Describe some strategies you would employ to support classroom teachers who are struggling with (or resistant to) "inclusion" programs.

j) Propose some modifications to current programs for “exceptional” children that would be appropriate in your practicum school and that are supported by research on teaching and learning.

9. **Technology** (7710, 7705, 7708)

Reflect on why it is important for school leaders to:

a) Understand the role of technology in promoting student learning and professional growth.

b) Understand information sources, data collection, and data analysis strategies.

c) Understand current technologies that support resource management and school operations.

Complete the following:

d) Describe, analyze, and reflect on the technology programs and equipment available in your practicum school to support teaching and learning.

e) Describe your vision of how technology might empower both teachers and learners.

f) Describe, analyze, and reflect on how the effective use of technology can have powerful effects on the classroom environment, including changing the role of teachers and changing power relationships between teachers and learners.

g) Propose some technology applications that could be used to improve the quality of learning and enhance the school’s day-to-day operations.

10. **Student Support Services** (7706/7, 7702, 7708)

Reflect on why it is important for school leaders to:

a) Understand how to organize an effective student support services program.
b) Understand how a school discipline code relates to support and student services.
c) Understand the role of guidance services, psychological services, health services and other support services in improving student learning.

Complete the following:

d) Describe, analyze, and reflect on the student support services available to students in your school district.
e) Propose improvements in student health services that should be implemented at your practicum school, with strategies for achieving those improvements.
f) Propose improvements in psychological and counseling services for students that should be implemented at your practicum school, with strategies for achieving those improvements.
g) Describe, analyze, and reflect on your school’s safety and security plan; propose changes that would result in improvements over current plans, with strategies for achieving those improvements.
h) Describe, analyze, and reflect on the development, overall quality/relevance, implementation strategies, and usefulness/value of student handbooks, codes, and behavior guidelines. Propose changes that would improve the process as well as the products.

11. School Governance and Management (7590, 7706/7, 7702)

Reflect on why it is important for school leaders to:

a) Understand the principles of representative governance and how those principles can be implemented in a school setting.
b) Understand principles and strategies related to conflict resolution in a school environment.
c) Understand how shared decision making relates to school improvement and improved student learning.

Complete the following:

d) Describe, analyze, and reflect on the school improvement planning process that exists in your practicum school. Propose changes that would enhance that process.
e) Propose strategies that could be employed by school leaders in your practicum school to enhance communications among teachers, support staff, students, central office personnel, parents, the media, and community stakeholders.
f) Propose ways to improve collaboration and shared decision making among all stakeholders involved with your practicum school.

VI. TIME REQUIREMENTS AND SEMINAR SCHEDULES

Experience has shown that completion of all MED 8900 challenges and components will require about 200 hours of time. Candidates attempting to complete all components within one semester will find this to be a difficult (although not impossible) task, since it would require more than 20 hours per week. A better strategy is to spread the work out over more than one semester, thus reducing weekly time requirements.

Students are encouraged to attend periodic MED 8900 seminars during the practicum semester(s). The seminars are designed to provide opportunities for collaboration with mentors and candidates as well as to provide information and guidance related to completion of practicum challenges and the development of the professional portfolio. Seminar schedules and locations are determined by each mentor group.

VII. REFERENCES AND READINGS

Candidates review selected and relevant journals, books, and other professional publications related to school leadership and school reform. Selected readings will be described in the annotated bibliography section of the candidate's professional portfolio.

VIII. ASSESSMENT, PORTFOLIO DUE DATES, GRADES

Students are expected to prepare and present a professional portfolio that addresses all components and includes all documentation specified in the syllabus and in the portfolio guidelines. Each section of the portfolio is scored on a five-step scale: unsatisfactory, emerging, basic, proficient, or distinguished. An overall portfolio score of "basic" or higher is necessary for course completion. Scoring rubrics are posted on the Bb Program Notebook. Portfolios can be developed and presented electronically using Blackboard or as a website or as a PDF file. (See portfolio guidelines in the MED/MET Program Notebook.)

Portfolio 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 U. If this happens, candidates will be required to
re-register for the course and pay full tuition and fees.

**Content Area Assessment (CAA) – Pre-requisite for MED 8900**

This assessment meets ELCC and NCATE/CAEP criteria for national recognition and program
approval). **The assessment is taken on TaskStream during the time the candidate is actively
enrolled in the Practicum.**

Wilmington University developed this assessment to satisfy accrediting association
requirements. This actually has some advantages, since we can “test what we teach.” No student
will be able to complete the M.Ed. School Leadership program until this requirement is fulfilled,
since we must report aggregated test data for all “program completers” each semester.

Results are kept in absolute confidence, and are not released to anyone without your prior written
approval, and will NOT become part of your official college file. Test results will be reported to
NCATE only as average scores for each cohort, with no names or other information that would
identify you personally.