Wilmington University
College of Education

Practicum

Course Number: MED 8900
Course Title: Practicum
Term: 

COURSE CREDIT: 3 Credits

Course Description:
This course provides opportunities for M.Ed. candidates to engage in leadership-related, authentic, supervised clinical field experiences in approved school settings. The course requires the M.Ed. in School Leadership candidate to perform, analyze, and reflect on a specific set of tasks involving real responsibilities of school leaders. Completion of these tasks normally requires 120-200 hours of field-based work. The course culminates in the preparation of a professional portfolio that includes task-related documents, artifacts, and reflections. Learning activities are field-based and standards-driven, reflect the College of Education Conceptual Framework, and are linked to the National Educational Preparation Standards (NELP). The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a university advisor. Advising seminars are scheduled at regular intervals throughout the semester. A lab fee is required.

Minimum Time Requirements (in clock hours):

<table>
<thead>
<tr>
<th>Seminar</th>
<th>SEA NELP Components</th>
<th>Clinical Field Experience Hours</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>1, 2 &amp; 3</td>
<td>100+</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Theory and Foundation: Link to the Program Theory will be housed at the top of your program.
Program Competencies:  [Masters in School Leadership Framework](#)

Specialized Professional Association Standards:  [NELP-Building-Standards.pdf](#)

Technology Standards:  [International Society for Technology Administrator Standards](#)

Wilmington University Graduate Graduation Competencies:  [Graduate Graduation Competencies](#)

Delaware Performance Appraisal System II:  [DPAS II for Administrators](#)

American Association of School Administrators - Code of Ethics:  [American Association of School Administrators](#)


**College of Education Attendance Policy**

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered 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 passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of FA (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. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

For the purpose of the Internship, candidates are required to attend at least three group meetings with the university supervisor at a time and site designated by the agreement with the candidates and the university supervisor.

**Practicum Internship Introduction**

The experiences described on the following pages illustrate Learning Outcomes that must be carried out during the practicum experience. Each activity is described in terms of its NELP Standard Component, Learning Outcome possible clinical field experiences and the NELP Standard Component rubric assessments. While other experiences can serve as the tasks completed, they must address the designated NELP Standard Components and be approved by the university and building advisor/mentor, and fulfill the elements expressed in the scoring rubric.

Every educational leader must be able to work with others to create a vision; assure the students and staff in the school are safe; respond to the needs and interests of those who send their students to the school; advocate for equitable, inclusive and culturally responsive environments for learning, especially the marginalized and those in poverty; and lead in a way that is reflective, transparent, honest, ethical and courageous.

The practicum internship is the field experience in an authentic school setting in which theory and research meet practice. As practitioners who have learned by doing, candidates will become skilled at the advocacy that
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 schools” and districts. It extends the mission of the College of Education to translate theory into practice. Since the Practicum is the beginning of the internship field experience it addresses NELP Components 1, 2 and 3. It is designed to encompass 100 to 180 actual school setting “real-life” laboratory hours of work. This experience is designed as an in-depth opportunity for authentic learning of the various skills involved in building leadership.

The internship requires practical experiences for our candidates that are contextual, real-world, and based on the NELP Standards Components.

**Structured External Assignment**

**Building Leaders**

The Practicum is differentiated accordingly for elementary, middle, or high school principals based on the school-based setting and activities. It is in the identified setting in which candidates have practical leadership experience and in which each candidate, with consultation with a local leader and the university supervisor that becomes the candidate’s activities and project arena.

Ultimately in the MEDSL program, candidates must demonstrate competency in all NELP Standards Components. This course addresses the first three components. There are defined Learning Outcomes for each NELP Standard Component in the context of building level leadership. In this case the candidate’s work occurs within the school building with classrooms and school level experiences. The following Standards Components are shown with a list of possible Learning Outcome experiences and rubric assessments that are provided for every candidate. While recommended Learning Outcome experiences are provided for each Standard Component, as adult learners and leaders, candidates may select a portion of the Learning Outcome experiences with approval from the university advisor and building mentor that are agreed upon by all parties and that fully address the Standard Component(s).

**Practicum**

Practicum school based Learning Outcome experiences make-up the first three NELP Standard Components with the entire project addressing each and every component. The entire project is to be an authentic field based experience that involves work in 8900 and 8903-6 at least 100+ field experience hours and 240 clinical internship hours. The identification of the total project and the specific Learning Outcome experiences involved in the total project should be driven by the needs of the school and the learning needs and interest of the candidate. A listing of possible Learning Outcomes is provided below for NELP Standard Components 1, 2 and 3.

For the identification of the candidate’s proposed learning project, the candidate, the university supervisor and the building mentor will agree as to the content, structure, Learning Outcome(s), artifacts and evidence. Each Learning Outcome experience must align with the NELP Standard Component being addressed.

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 a school board discussion of the vision and mission statement of a school including data use, technology, equity, diversity, digital citizenship, and community.
• Lead the development of a plan for the implementation of a school vision and mission statement that considers the values of data use, technology, equity, diversity, digital citizenship, and community.
• Lead the review and updating of the vision and mission statement in the school’s long range or strategic plan reflecting and prioritizing items such as: data use, technology, equity, diversity, digital citizenship, and community.
• Lead a review of the vision and mission statement in the school’s long range or strategic plan reflecting and prioritizing items such as: data use, technology, equity, diversity, digital citizenship, and community.
• Chair the school’s strategic planning task force reflecting and prioritizing items such as: data use, technology, equity, diversity, digital citizenship, and community.
• Chair a subcommittee of the school’s strategic planning task force reflecting and prioritizing items such as: data use, technology, equity, diversity, digital citizenship, and community.
• Serve as a member of the school’s strategic planning task force and make recommendations for the linking of the strategic plan to the school’s vision and
mission being sure to consider items such as: data use, technology, equity, diversity, digital citizenship, and community.

### Building rubric

<table>
<thead>
<tr>
<th>1.1</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>NELP 1.1 Educational Leadership Skills</td>
<td>Candidate review the existing mission and vision statements.</td>
<td>Candidate evaluates existing mission and vision processes and statements and design a school mission and vision being attentive to technology and diversity.</td>
<td>Candidate evaluates existing mission and vision processes and statements and leads collaborative design of a school mission and vision with the school leadership team while being attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community.</td>
<td>Candidate evaluates existing mission and vision processes and statements and leads collaborative design of a school mission and vision with the school leadership team while being attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community.</td>
<td>Candidate evaluates existing mission and vision processes and statements and leads collaborative design of a school mission and vision with the school leadership team while being attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community.</td>
</tr>
<tr>
<td>Candidates demonstrate skills required to evaluate existing mission and vision processes and statements; collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community; and develop a comprehensive plan for communicating the mission and vision.</td>
<td>Candidate fails to communicate the mission and vision.</td>
<td>Candidate develops a plan for announcing the mission and vision.</td>
<td>Candidate develops a comprehensive plan for communicating the mission and vision.</td>
<td>Candidate develops a comprehensive plan for communicating the mission and vision with the school leadership team.</td>
<td>Candidate develops a comprehensive plan for communicating the mission and vision with the school leadership team.</td>
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</tbody>
</table>

1.2. Lead improvement process activities that include data use, design, implementation, and evaluation.

**Learning Outcomes 1.2**

Candidate will

- Lead the development of improvement process activities in setting strategic and tactical school goals.
- Lead the development of improvement process activities in planning the achievement of the school’s goals.
- Lead the analysis of the school’s plan to design, implement, and evaluate its strategic, tactical and operational goals including what data will be used and what activities will be implemented.
- Conduct a workshop for building faculty in the collection and analysis of data that assesses their schools’ continuous improvement in setting, supporting, and achieving improvement targets.
- Conduct a workshop of improvement process activities for the School Leadership Team in the collection of data and the improvement on targets goals.
- Conduct a workshop for stakeholders in the collection and analysis of data that assesses the effectiveness of the school on continuous improvement targets.
- Lead the analysis of the connection of the school’s learning goals to the tactical and operational implementation of the school’s goals in the school and classroom, respectively.
- Lead the school effort to prioritize improvement needs, activities, processes and evaluation measures in continuous improvement.
- 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

<table>
<thead>
<tr>
<th>1.2</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
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<th>Distinguished</th>
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<tbody>
<tr>
<td>NELP 1.2 Educational Leadership Skills</td>
<td>Candidate demonstrates skills required to evaluate existing improvement processes; use research and data to develop an improvement process that includes the</td>
<td>Candidate applies the existing improvement process.</td>
<td>Candidate applies various tools and techniques (e.g. fish-bone diagram and other graphic organizers and analysis tools) for evaluating existing improvement process.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td></td>
<td>Candidate develops a school-wide improvement process in isolation.</td>
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following components: diagnosis, design, implementation, and evaluation; and develop an implementation plan to support the improvement process.

<table>
<thead>
<tr>
<th>1.2</th>
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<tr>
<td></td>
<td>Candidate uses research and data advice from district office to develop a school-wide improvement process that includes diagnosis, design, implementation and evaluation.</td>
<td>Candidate uses research and data to develop a school-wide improvement process that includes diagnosis, design, implementation and evaluation.</td>
<td>candidate uses research and data to develop a school-wide improvement process that includes diagnosis, design, implementation and evaluation.</td>
<td>In collaboration with the school leadership team, the faculty, staff, parents and stakeholders, candidate uses research and data to develop a school-wide improvement process that includes diagnosis, design, implementation and evaluation.</td>
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</table>

**Ethics and Professional Norms**

2.0 An education leader promotes success by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

2.1 Reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

**Learning Outcomes 2.1**

Candidate will

- Write a policy that cultivates and models professional dispositions and norms that support the educational success and well-being of each student and adult.
- Provide professional development for teachers that implements the policy that cultivates and models professional dispositions and norms that support the educational success and well-being of each student and adult.
- Analyze school instructional support programs for alignment with the policy that cultivates and models professional dispositions and norms that support the educational success and well-being of each student and adult.
- Write policy that clearly supports, cultivates and models professional dispositions and norms that support the educational success and well-being of each student and adult.
- Develop procedures that delineate, cultivate and model professional dispositions and norms that support the educational success and well-being of each student and adult.
- Provide professional development that models professional dispositions and norms such as: fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning that support the educational success and well-being of each student and adult.
- Develop a scoring rubric that incorporates professional dispositions and norms such as: fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning.
• Communicate and model the importance of professional dispositions and norms such as: fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning to all school constituents.

<table>
<thead>
<tr>
<th>Building rubric</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>2.1 Educational Leadership Skills</td>
<td>Candidate's vision for own leadership development and reflection lacks connection to leadership growth.</td>
<td>Candidate's vision for own leadership development and reflection is one dimensional or sparse for obtaining insightful leadership change, learning or growth.</td>
<td>Candidate's vision for own leadership development is grounded in self-assessment, but learning, growth, and change is left to the judgement of the evaluator.</td>
<td>Candidate presents a plausible plan of aligned goals, activities and outcomes as an extension of plan models professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) as a basis for building organizational culture with an explanation as to why this work is aligned and will enhance the candidate's personal development.</td>
<td>Candidate's vision for own leadership development is reflective and multifaceted with thorough self-assessment for learning, growth. Change elements address most goals.</td>
</tr>
<tr>
<td>Candidate demonstrates skills required to engage in reflective practice; to cultivate professional norms among diverse constituencies; and to model professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn).</td>
<td>Candidate presents a plan of goals and activities as an extension of the plan.</td>
<td>Candidate presents a plausible plan of aligned goals, activities and outcomes as an extension of models professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) as a basis for building organizational culture with an explanation as to why this work is aligned and will enhance the candidate’s personal development.</td>
<td>Candidate presents a plausible plan of aligned goals, activities and outcomes as an extension of plan models professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) as a basis for building organizational culture with an explanation as to why this work is aligned and will enhance the candidate’s personal development.</td>
<td>Candidate presents a plausible plan of aligned goals, activities and outcomes as an extension of models professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) as a basis for building organizational culture with an explanation as to why this work is aligned and will enhance the candidate’s personal development.</td>
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</table>

The candidate expresses the significant learning, growth, and change in the leadership skills, abilities and qualities that are planned providing the theory and rationale inherent in these activities and the change elements desired.
2.1 Organizational culture and its relationship 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**

<table>
<thead>
<tr>
<th>2.2</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
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</thead>
<tbody>
<tr>
<td>NELP 2.2 Educational Leadership Skills</td>
<td>Candidate disregards ethical dimensions of issues.</td>
<td>Candidate evaluates ethical dimensions of issues through personal experience.</td>
<td>Candidate evaluates ethical dimensions of issues through an analysis of an established ethical framework.</td>
<td>Candidate evaluates ethical dimensions of issues through an analysis of an established ethical framework with the school leadership team.</td>
<td>Candidate evaluates ethical dimensions of issues through an analysis of an established ethical framework with the school leadership team, the faculty, staff, and stakeholders.</td>
</tr>
<tr>
<td>Candidates demonstrate skills required to evaluate ethical dimensions of issues; analyze decisions in terms of an established ethical framework, and develop a communication plan to advocate for ethical decisions.</td>
<td>Candidate neglects ethical decisions.</td>
<td>Candidate communicates ethical decisions as they occur.</td>
<td>Candidate develops a communication plan to advocate for ethical decisions.</td>
<td>Candidate develops a communication plan to advocate for ethical decisions with the school leadership team.</td>
<td>Candidate develops a communication plan to advocate for ethical decisions with the school leadership team, the faculty, staff, and stakeholders.</td>
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</tbody>
</table>

2.3 Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

**Learning Outcomes 2.3**

Candidate will:
- Write in the school prospectus practices that cultivate ethical behavior in instructional, operational, and curricular conduct and relationships.
- Model through communication in print, digital media, or oral presentations ethical behavior and relationships of the school.
• Define specifically what ethical conduct means in personal behavior and relationships and measures taken in your school to cultivate ethical behavior in others.
• Develop a means to audit ethical conduct in self and others in a school setting.
• Based on standards and policy, develop a rubric for analyzing the ethics of decisions in the school.
• Provide professional development on ethical behavior in personal conduct and relationships and ways to cultivate ethical behavior in others.
• Develop simulations to practice and model ethical conduct in self and cultivate it in others.

Building rubric

<table>
<thead>
<tr>
<th>NELP 2.3 Educational Leadership Skills</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
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<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>Candidates demonstrate skills required to formulate a school-level ethical leadership platform, model ethical practice, and cultivate ethical behavior in others.</td>
<td>Candidate neglects a school-level ethical platform.</td>
<td>Candidate uses a school-level ethical leadership platform.</td>
<td>Candidate formulates a school-level ethical leadership platform.</td>
<td>Candidate formulates a school-level ethical leadership platform with the school leadership team.</td>
<td>Candidate formulates a school-level ethical leadership platform with the school leadership team, the faculty, staff and stakeholders.</td>
</tr>
<tr>
<td></td>
<td>Candidate disregards ethical behavior.</td>
<td>Candidate models ethical behavior.</td>
<td>Candidate models ethical behavior and cultivates ethical behavior in others.</td>
<td>Candidate models ethical behavior and cultivates ethical behavior in others with the school leadership team.</td>
<td>Candidate models ethical behavior and cultivates ethical behavior in others in cooperation with the school leadership team.</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Candidate models ethical behavior and cultivates ethical behavior in others in cooperation with the school leadership team, the faculty, staff and stakeholders.</td>
</tr>
</tbody>
</table>

Equity, Inclusiveness, and Cultural Responsiveness

3.0 An education leader promotes success of every candidate by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

3.1 Use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Learning Outcomes 3.1

Candidate will

• Lead a school-level committee that includes community members and works toward an inclusive school culture.
• Participate as a member of a school-level committee that includes board and community members and works toward a supportive and inclusive school culture.
• Participate as a member of a team that provides support to a school-level committee that includes community members and works an inclusive school culture.
• Lead in a collaborative style a school group that identifies and makes plans for improvement of a practice that will improve a supportive school culture.
• Participate in a school group that identifies and makes plans for improvement of a supportive and inclusive school culture.
• Provide technical support to a school group that identifies and makes plans for the improvement of a supportive and inclusive school culture.
• Collaboratively use data to analyze the supportive and inclusive nature of the school to determine and design improvement opportunities.
## Building rubric

<table>
<thead>
<tr>
<th>NELP 3.1 Educational Leadership Skills</th>
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</thead>
<tbody>
<tr>
<td>Candidate demonstrates skills required to evaluate school culture; use research and data to design and cultivate a supportive, nurturing, and inclusive school culture; develop strategies for improving school culture; and advocating for a supportive and inclusive school culture.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Candidate lacks data to improve the school culture.</td>
</tr>
<tr>
<td>Candidate lacks strategies for improving school culture.</td>
</tr>
<tr>
<td>Candidate advocates for an improved school culture.</td>
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</table>

### Learning Outcomes 3.2

Candidate will:

- Prior to adoption, work with the school leadership team, PLC’s and parents to propose changes for the advancement of instructional materials and technology opportunities for use in the school.
- Conduct a forum in which parents and other stakeholders can be informed of and react to changes in instructional materials and technologies to be used in the schools.
- Create with the faculty equitable access to educational resources and technology opportunities policy and procedures.
- Gather input and support for communication to parents and other stakeholders about the equitable access to educational resources and technology resources and opportunities.
- Communicate and advocate for equitable access to educational resources and technology resources and opportunities through meetings, digital media or open forums.

## Building rubric

<table>
<thead>
<tr>
<th>NELP 3.2 Educational Leadership Skills</th>
</tr>
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<tbody>
<tr>
<td>Candidate neglects sources of inequality and bias in</td>
</tr>
<tr>
<td>Unsatisfactory</td>
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<tr>
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<tr>
<td>Candidate evaluates sources of inequality and bias in</td>
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### 3.2

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<tr>
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<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>allocation of</td>
<td></td>
<td>allocation of resources and opportunities.</td>
<td>opportunities with the school leadership team.</td>
<td>the school leadership team, faculty, staff and stakeholders.</td>
</tr>
<tr>
<td>demonstrates</td>
<td>resources.</td>
<td></td>
<td>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use with the school leadership team.</td>
<td>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team, faculty, staff and stakeholders.</td>
<td></td>
</tr>
<tr>
<td>skills required to evaluate sources of inequality and 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.</td>
<td>Candidate creates guidelines, norms and values for equitable resource use.</td>
<td>Candidate advocates for equitable access to educational resources.</td>
<td>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use with the school leadership team.</td>
<td>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team.</td>
<td>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team, faculty, staff and stakeholders.</td>
</tr>
<tr>
<td></td>
<td>Candidate uses personal norms and values for resources.</td>
<td>Candidate creates guidelines, norms and values for equitable resource use.</td>
<td>Candidate advocates for equitable access to educational resources.</td>
<td>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use with the school leadership team.</td>
<td>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team.</td>
</tr>
<tr>
<td></td>
<td>Candidate</td>
<td></td>
<td>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use with the school leadership team.</td>
<td>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team.</td>
<td>Candidate advocates for equitable access to educational resources, procedures and opportunities with the school leadership team, faculty, staff and stakeholders.</td>
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<td>advocates for access to educational resources.</td>
<td>Candidate creates guidelines, norms and values for equitable resource use.</td>
<td>Candidate advocates for equitable access to educational resources.</td>
<td>Candidate creates procedures, guidelines, norms and values for equitable resource and opportunity use with the school leadership team.</td>
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</table>

### 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, advanced or improved.
- Analyze and make recommendations to the principal for increased equity, inclusiveness, and cultural responsiveness of school instruction and curriculum.
- Collaborate with local police, fire, and security organizations for the increased safety and behavior support practices among teachers and staff of all school work sites.
- Write a policy based on the analysis of safety and behavior support practice needs of all school work areas.
### Building rubric

<table>
<thead>
<tr>
<th>NELP 3.3</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>Educational Leadership Skills</td>
<td>Candidate ignores root causes of inequity and bias.</td>
<td>Candidate analyzes root causes of inequity and bias.</td>
<td>Candidate evaluates root causes of inequity and bias.</td>
<td>Candidate evaluates root causes of inequity and bias in collaboration with the school leadership team.</td>
<td>Candidate evaluates root causes of inequity and bias in collaboration with the school leadership team, faculty, staff and stakeholders.</td>
</tr>
<tr>
<td>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.</td>
<td>Candidate disregards school procedures that cultivate equitable practice among teachers and staff.</td>
<td>Candidate develops school procedures that cultivate equitable, inclusive practice among teachers and staff.</td>
<td>Candidate develops school policies and procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Candidate advocates for favored individuals.</td>
<td>Candidate advocates for equitable practice.</td>
<td>Candidate advocates for equitable practice among teachers and staff.</td>
<td>Candidate advocates for equitable practice among teachers and staff.</td>
<td>Candidate advocates for equitable practice among teachers and staff in collaboration with the school leadership team.</td>
<td>Candidate advocates for equitable practice among teachers and staff in collaboration with the school leadership team, faculty, staff and stakeholders.</td>
</tr>
<tr>
<td>Candidate evaluates root causes of inequity and bias in collaboration with the school leadership team, faculty, staff and stakeholders.</td>
<td>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.</td>
<td>Candidate supports use of differentiated, content-based instructional materials and strategies in collaboration with the school leadership team.</td>
<td>Candidate advocates for equitable practice among teachers and staff in collaboration with the school leadership team.</td>
<td>Candidate advocates for equitable practice among teachers and staff in collaboration with the school leadership team, faculty, staff and stakeholders.</td>
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</table>
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 as to provide information and guidance related to completion of internship activities and projects. Seminar schedules and locations are determined by each mentor group. Attendance is recorded. Attendance at least three (3) seminars is required in order for university supervisors to submit a Satisfactory (S) grade for MED 8900.

References for Support of the Internship Portfolio:


Machiavelli, *The Prince*. 


Neustadt, Richard and May, Ernest, *Thinking In Time: The Uses of History For Decision Makers*. New York: The Free Press, 1986. (Particularly chapters 1, 3, 4, 5, 6, 8, 9, 10, 13, 14 and the appendixes.)


Sophocles, *The Antigone*.


**JOURNALS**: (Note: Journals usually provide the most up-to-date research.)


*Educational Administration Quarterly*. Los Angeles: Sage on behalf of UCEA. Published four times a year.

*Educational Leadership*. Alexandria, VA: ASCD. Published monthly September through May.
Educational Leadership and Administration. Pomona, CA: California Assoc. of Professors of Ed. Admin. Published bi-annually.

Education Leadership Review. Ypsilanti, MI: National Council of Professors of Educational Administration. Published bi-annually.


Issues in Teacher Education. San Francisco: Gaddo Gap Press in behalf of the California Council on Teacher Education. Published bi-annually.


Leadership. Sacramento, California: Association of California School Administrators. Published bi-monthly.

Phi Delta Kappan. Bloomington, IN: Phi Delta Kappan. Published monthly.


Teacher Education Quarterly. San Francisco: Gaddo Gap Press. Published four times a year.


Understanding Learning – Links – Supporting Resources –

Rethinking Leadership: The Changing Role of Principal Supervisors (October 2013). Corcoran, Michael Casserly, A., Price-Baugh, R., Walston, D., Hall, R. & Simon, C. looks at the six districts participating in The Wallace Foundation’s Principal Pipeline Initiative. Part I presents a description of the organizational structure and general features of the various principal supervisory systems, including the roles, selection, staffing, professional development, and evaluation of principal supervisors, as well as the preparation, selection, support, and evaluation of principals. Part II provides recommendations for building more effective principal supervisors. Based on the survey results and observations from the site visits, these recommendations identify those structures and practices that are most likely to result in stronger school leaders and higher student achievement.

Districts Matter: Cultivating the Principals Urban Schools Need (February 2013): The Wallace Foundation distills insights from school leadership projects and major studies supported by the foundation since 2000 to highlight key district actions to boost school leadership, including drawing up meaningful job descriptions and mentoring novice principals.

The School Principal as Leader: Guiding Schools to Better Teaching and Learning (January 2013): This Wallace Perspective summarizes a decade of foundation research and work in school leadership to identify what it is that effective school principals do. It concludes that they carry out five key actions particularly well, including shaping a vision of academic success for all students and cultivating leadership in others.

The Making of a Principal: Five Lessons in Leadership Training (June 2012): This report draws on a decade of work by the Wallace Foundation and identifies ways that pre-service and in-service training can be enhanced to further develop strong leadership in every school. This report focuses on candidate selection, emphasizing instructional leadership, and including high quality mentoring and individualized professional development.
**How Leadership Influences Student Learning** (2004): This Wallace Foundation report shows that leadership is second only to teaching among school influences on student success, and its impact is greatest in schools with the greatest need, according to this landmark examination of the evidence on school leadership.

**Articles**


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](http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf)


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](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)

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. [Click for the Wallace Foundation report](http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Principals-in-the-Pipeline.pdf)


After reviewing its body of research and field experiences, The Wallace Foundation pinpoints five practices central to effective school leadership. [Click for the Wallace Foundation report](http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-Effective-Principal.pdf)

*The Role of Nonacademic Outcomes: Boston Public Schools Share the Importance of Social-emotional Learning on Student Achievement*, Daniel Brown, May 2017

Videos

**A Bold Move to Better Prepare Principals: The Illinois Story** (October 2016). This is a four-part video series that explores Illinois’ actions to revamp the way school principals are prepared. The series begins with the tale of how the state of Illinois and its partners, including universities, districts and teachers’ unions, accomplished this change. Two of the videos profile exemplary preparation programs at the University of Illinois at Chicago and New Leaders Chicago, which helped to inspire the higher standards and whose graduates effectively lead Chicago public schools. The final video features Chicago principals who describe how their training programs prepared them for the real demands of their jobs.

**State Policy to Develop Excellent Principals: A Washington Brief** (2015). How can state policy improve the effectiveness of school principals? Educators, including New York State’s commissioner of education gathered in Washington, D.C., on November 3, 2015, to discuss a major Wallace Foundation report that seeks to answer that question. Keynote speaker Paul Manna, professor of government and public policy at the College of William & Mary and the author of the report, *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*, summarized key findings from his research. He described three matters policymakers must understand before taking action: principals’ place on their state’s policy agenda; six possible levers that could trigger change; and their state’s unique context, including the ways in which key education-related institutions interact.

**School Leadership in Action: Principal Practices** (2015). This video series follows 10 principals in four metropolitan areas through their workdays, showing how they use five practices of effective school leadership to improve teaching and learning in their classrooms. The practices, described in *The School Principal as Leader*, are based on more than a decade of Wallace-supported research to identify what successful principals do.

**Six Superintendents’ Experiences Building Principal Pipelines** (2015). Six large school districts have been participating since 2011 in The Wallace Foundation’s Principal Pipeline Initiative, a six-year effort to train, hire and support talented principals. In this series of eight videos, the superintendents of these districts discuss details of their effort, lessons they have learned and advice they can offer to other districts. Many of the experiences they recount are detailed in a January 2015 report about the initiative, one in a series by independent researchers evaluating the effort.

**The Principal Story Learning Guide**. (May 2014). This web-based professional learning guide uses excerpts from the award-winning PBS documentary film, *The Principal Story*, to illustrate the five practices. The guide is intended to help those who prepare and support aspiring and current principals probe these essential practices. Use this [facilitator guide](http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-Effective-Principal.pdf) to explore options for using these tools.

**Wallace Foundation Videos: “Great School Leadership in Action.”** (April 2013). These videos ask, “What makes for an effective principal?” And they answer: *Five practices, done well*. Listen as 13 school leaders talk about how they have put those
practices to work. Identified by local administrators for their efforts to boost teaching and learning, often under difficult circumstances, the principals come from districts receiving Wallace Foundation grants to improve school leadership.

*THE PRINCIPAL STORY* (September 2009) – a critically-acclaimed PBS documentary that follows two school leaders determined to make successes of the difficult schools they lead – with specially-prepared materials to help users promote excellence among principals. Videos and conversation guides can be used by principals, state or district officials, policymakers and concerned parents.

For additional resources from the Wallace Foundation, [visit their website.](#)

**In This Section**

- Online Professional Development
- On-Site Learning
- Conferences
- Center for Principal Leadership
- Assistant Principal Leadership Center
- The Wallace Foundation Resources
- LFA College and Career Readiness Tools