

## **PRACTICUM: School Principal**

### Semester I (1 credit)

### Semester II (2 credits)

05 592 061	Practicum for Elementary Principal	05 593 061
05 594 061	Practicum for Middle School Principal	05 595 061
05 596 061	Practicum for High School Principal	05 597 061

The practicum is a two-semester (1+2=3credits) field-based experience in which the student engages in administrative responsibilities at the level of a school principal. These responsibilities are supervised by an on-site supervisor/mentor who holds certification in the appropriate area. A minimum of 300 hours must be completed during the course of the year. The responsibilities must be real and varied enough to allow the student to actively apply their knowledge and skills, thus demonstrating competence in the “Standards for Advanced Programs in Educational Administration” of the ELCC (Educational Leadership Constituent Council) and the “Massachusetts Standards for Administrators.” In addition to the field-based activities, candidates participate regularly in an on-line seminar with the university supervisor/instructor and meet for 3-4 face-to-face sessions at the university. Students develop a practicum action plan, document their activities in a journal, participate in regular on-line discussions, complete several reflection assignments, and compile a final Practicum Portfolio. The basis of all work in the online seminar relates directly to the issues, experiences, and questions from the candidate’s field-based activities. The Practicum aims to help all students achieve a fuller realization of their professional and personal resources as leaders and learners and strengthen their effectiveness as educational administrators now and into the future.

Essential Questions for students to address throughout the practicum:

- What field experiences and responsibilities are the most fruitful sources of knowledge, skill development, and attitude formation for me as an aspiring school leader?
- How are my activities and responsibilities allowing me to demonstrate competence in the “Standards for Advanced Programs in Educational Administration” of the ELCC?
- How is my work contributing to the reinforcement or creation of my beliefs and core values as a leader?
- How is my work fostering school improvement and increased student achievement at my site?

As a result of course work students will:

1. Design and fulfill a Practicum Action Plan (PAP) through which they demonstrate their competency in the ELCC Standards.
2. Clearly identify and refine their Leadership Beliefs and Core Values to serve as a personal leadership compass into the future.
3. Strengthen self-awareness, systematic reflection, and problem solving skills.
4. Participate in and contribute to the development of a robust online learning community that provides collegial support, expands perspectives, and fosters learning for its participants.
5. Think of themselves as educators for transformation.

"Education for Transformation" is the guiding theme of the University of Massachusetts Lowell, Graduate School of Education. This commitment to "Education for Transformation" produces graduates who:

- demonstrate excellent knowledge, judgment and skill in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents, and community representatives to support educational excellence;
- use inquiry and research to address educational challenges.

### **Practicum: Calendar and Major Assignments: Summer-Fall 10**

<b>Segments</b>	<b>Major Assignments</b>	
#1 May 24-June 6 "Entry and Early Assessment"	Introduce Myself (resume, narrative, photos) Mentor Biography & Partnership Agreement Looking Ahead	
#2 June 7-June 20 "Practicum Action Plan (PAP)" Entry, Assessment, Planning	Practicum Action Plan (PAP) Journal Entry Segment #2 School Assessment (or District)	
#3 June 21-July 4 "Leadership Skills Inventory" Implementation, Reflective Practice	Leadership Skills Inventory Journal Entry Segment #3 School Closing Analysis	
#4 July 5-July 18 "Leadership Core Values" Implementation, Reflective Practice	Leadership Beliefs/Core Values Statement Journal Entry Segment #4	

#5 July 19-August 15 (4 weeks) “Artifact Reflection I” Implementation, Reflective Practice	Artifact Reflection I Journal Entry Segment #5	
#6 August 16- August 29 “Theory Into Practice (TIP) I” Implementation, Reflective Practice	Theory Into Practice (TIP) I Journal Entry Segment #6 Register for Practicum II	
#7 August 30-September 12 “Journal Jam: Peer Feedback” Implementation, Reflective Practice	Journal Jamboree: Peer Feedback Letters Journal Entry Segment #7 School Opening Analysis	
#8 September 13-September 26 “Mid-Practicum Progress & Updated PAP” Assessment and Planning	Mid-Practicum Progress Report Mid-Practicum Assessment Updated Practicum Action Plan (PAP)	
#9 September 27-October 10 Implementation, Reflective Practice	Journal Entry Segment #9	
#10 October 11-October 24 “Artifact Reflection II” Implementation, Reflective Practice	Artifact Reflection II Journal Entry Segment #10	
#11 October 25-November 7 “Theory Into Practice (TIP II)” Implementation, Reflective Practice	Theory Into Practice (TIP II) Journal Entry Segment #11	
#12 November 8-November 21 Implementation, Reflective Practice continued	Journal Entry Segment #12 Leadership Beliefs/Core Values Revisited Personal Skills Inventory Revisited	
#13 November 22-December 5 “Finishing Up & Final Portfolio”	Final Portfolio	

**Participation and Communication Requirements**

A fundamental component of the practicum is regular participation and communication on line. This fulfills three important course expectations. First, it insures regular, continuous engagement in course themes, assignments, and responsibilities. Second, it helps galvanize us into a learning community, provides collegial support, and expands our individual perspectives. Third, it promotes self-assessment and reflective practice—essential leadership traits. Since this course is graded as S=satisfactory or U=unsatisfactory, you will need to abide by the requirements below to qualify for an S and course credit.

There are three basic methods for our participation/communication:

1. Discussion Board:

You are required to use the discussion board in each "segment" of the Practicum to post assignments and review the assignments of colleagues in the Practicum. Response requirements to colleague's postings will be indicated. I will often supply guidelines on length and type of response but all responses should be thoughtful, succinct, and follow proper grammar/usage conventions.

Segments in the Practicum are usually two weeks long; release of course materials for each segment will usually be on Mondays. You may need to post an assignment by the following Sunday evening and regularly by the second Sunday of the two week segment.

2. Chat:

Chat will be scheduled on an as-needed basis in between the face-to-face sessions.

3. E-mail:

Email sent to me should be reserved for personal/private issues. Of course you may e-mail other members of our group individually. I expect you to check our site e-mail regularly as I will use it to pass on important information to our class.