

EDU 5040 School Principal Practicum Syllabus

Spring 2022

Meeting Times: Determined with Bethany Ormseth, Ed.D

Location: LH 324 and school onsite visits/evaluations

Instructor: Bethany Ormseth Ed.D

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Phone: 262-818-3809

Prerequisites and Requirements: MEd with principal 51 or license track only. Students must complete within one to two semesters of this practicum experience. License application will not be submitted to WI DPI until all licensure criteria have been met. MEd will not be complete until all licensure and Core MEd courses have been completed including a successful defense.

A practicum or field experience with seminars in the principalship included in this course may be the foundation for the master's thesis. The master's candidate, his or her employer, and his or her advisor will arrange a practicum. This will be a part-time assignment that may include: following a principal, substituting for a principal or some other mutually agreed upon and mutually beneficial arrangement. Seminar discussions will revolve around topical issues such as scheduling, community relationships, suspension, bullying and harassment, and conflict resolution. This experience does not include a regular face-to-face weekly meeting; it is designed around your need.

As such, the principalship practicum is an agreement, facilitated by the program supervisor that is made between the supervising administrator and candidate relating to a project or projects that the candidate can undertake and successfully complete the project and show competence.

Final Evaluation: Portfolio presentation where the accomplished task is presented (virtually or in person with the evaluator/field supervisor).

Course Objectives:

1. Students will demonstrate proficiency in all of the administrative standards by creating a portfolio (project) that address the students' knowledge of each standard including an aligned Philosophy statement addressing your knowledge/experience of the standards.
2. Students will have the benefit of learning firsthand how to address administrative tasks by shadowing a seasoned administrator with at least 3 years of licensed experience.
3. Students will develop an understanding of which administrative standards they want to learn more about and will become more proficient in addressing them by participating in experiences that allow them to demonstrate their ability to meet the standard by addressing it in an actual school setting.
4. Students will become reflective practitioners that better understand themselves and how to best serve the needs of their building staff.

To receive a license in a school administrator area, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the administrator standards.

The eleven administrator standards for administrator development and licensure are:

1. **Mission, Vision, and Core Values.** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.
2. **Ethics and Professional Norms.** Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.
3. **Equity and Cultural Responsiveness.** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
4. **Curriculum, Instruction, and Assessment.** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.
5. **Care and Support.** Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
6. **Professional Capacity of School Personnel.** Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
7. **Professional Community.** Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.
8. **Meaningful Engagement.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
9. **Operations and Management.** Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.
10. **School Improvement.** Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.
11. **Teacher Standards.** Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.

Steps to address in this practicum:

Field Experience:

1). Determine who would be an appropriate principal mentor to oversee 35 hours of flexible collaboration and discussion of the standards and areas you would like to address. Note that your field supervisor and principal mentor must have at least 3 years of administrative experience or the equivalent, as approved by the Wisconsin state superintendent, in prekindergarten through grade 12 settings. *Meet with your field supervisor and mentor, prior to or the first week of, the term to review requirements and your familiarity of the standards (and those for which you may need more support/experience during the practicum and to complete your portfolio).*

2). Identify at least two standards you would like to address with your mentor to gain a better understanding and to gain more “hands on” experience.

3). Keep a journal log of the date/hour and what you are accomplishing in your 35 hours of observation, collaboration, and school visits. **Please be certain that you have addressed every standard in some way during your practicum experience.** Shadow and communicate with your mentor as much as possible about his/her daily responsibilities so that you understand the inner-workings of all standards. Share your journal log as an ongoing Google Doc with the instructor. Consider gaining knowledge about the following:

To develop a working knowledge of a number of management activities. Examples include:

- Building budget
- Scheduling the students in a school
- Being familiar with building maintenance
- Being updated on the building safety/crisis plan
- Gaining a better understanding of the culture of your building
- Working with the internal and external school communities
- Family community outreach events
- Faculty meetings
- Teacher evaluations
- Demonstrating equity and culturally responsive

4). By mid-term (March 20) identify two standards with your mentor and field supervisor that you will address on your practicum experience campus. Determine a mutually convenient midpoint and final evaluation visit date with your field supervisor and mentor. Email both of them about what you will address, how you hope to meet the standard, and the location (classroom, professional development activity etc...see the sample portfolio provided for potential examples).

- The first observation date should be set by March 10. You will determine the exact date with your mentor and field supervisor/instructor.

- Allow 10-15 minutes before and after the event to meet with your mentor and field supervisor to talk about what you have accomplished so far and afterwards to debrief about how your experience went again as a group discussion.
- Communicate regularly with your field supervisor about your shadowing experiences in general- set up times to meet, talk on the phone, interactive journaling etc.

Portfolio Project

Address all 11 standards by considering what you've accomplished in your coursework, field experiences, research, and current position. It would be prudent to consider early in the semester what artifacts you think would fit each standard, confer with your mentor if he/she agrees, and check with your field supervisor to determine if they all sufficiently meet the standards addressed. As you determine what else you need, ask your mentor and field supervisor for suggestions about management planning, facilities, staff evaluations, school improvement planning and evaluation, community outreach, events, meetings, conferences etc. in your field setting to determine what else you need to collect within the next month. ***One approved artifact and description rationale for each standard is required.***

Portfolio Contents:

- Digital portfolio, (Power Point or Google Slide please), include the following on a separate slide in this order:
 - Title Slide- Title, your name, course number and date
 - Current Curriculum Vitae
 - State Administrator Standard and #
 - Include the artifact you're using to meet the standard.
 - Include an explanation of the artifact and how it directly meets the standard.

The portfolio is due at least one week before the end of the semester (Due May 6)

REQUIRED SYLLABUS CONTENT

ACADEMIC INTEGRITY

Academic integrity is expected of all students. The attempt of any student to present as his or her own that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the Carthage College Faculty Handbook guidelines regarding academic misconduct.

HEALTH AND WELLNESS

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at carthage.edu/health-counseling.

COVID-19 SAFETY

If you miss class because of Covid symptoms, I expect you to be tested—that will be the necessary documentation to excuse your absence. When in class, you will keep your mouth and nose covered and you will sit as far apart as possible. When working in groups, please make every attempt to stay 3 feet apart. I have extra masks, hand sanitizer, and anti-bacterial cleaners if you need any. There will be no food allowed during class, and we will take a 15 minute break to give you time to have a snack outside of our classroom. If you have a medical issue that requires you to eat a snack sooner than 2:30, please speak with me. If you test positive for COVID-19, contact Nick Winkler nwinkler@carthage.edu and/or Kimberlie Goldsberry kgoldsberry@carthage.edu for the next steps in determining your isolation period and to begin the contact tracing process.

WRITING HELP

The Brainard Writing Center is a free resource for student writers. The center is staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty and trained to work with other students on their writing. They can work with you at all stages of the writing process, including understanding the assignment, brainstorming ideas, drafting, revising, and proofreading. This semester they are offering in-person, Zoom live virtual, and written feedback consultations. For more information and to schedule an appointment, visit carthage.edu/writing-center.

LEARNING ACCOMMODATIONS

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

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Site Based Evaluation Mentor Form

Date:

Observation ____ Midpoint _____ Final Evaluation

Principal Candidate:

Site-Based Administrator Mentor:

School Site:

Thank you for your work with our principal practicum experience.

Please provide a narrative evaluation of the candidate based on your work together during the field experience. The narrative should address the two questions listed below. (The Wisconsin Department of Public Instruction's Administrator Standards are noted below if you'd like to address specific standards by name or number).

Please email your evaluation with the Carthage Education Office as a PDF to education@carthage.edu

- 1. What strengths does the student have that indicate that they would be an effective educational leader?**
- 2. What areas of educational leadership practice should the student continue to improve to be an effective educational leader?**

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Principal Practicum Observation Report
Completed by the Field Supervisor

Principal Candidate:

Date:

School Site:

Administrator/Mentor:

Field Supervisor:

Midpoint or Final Evaluation:

Introduction (Who was present and steps transpired at the school site).

Pre meeting summary

Comments of the activity

Findings and summary