Indiana University Southeast
School of Education

Educational Leadership
A695 Practicum
(Clinical Practice)
Manual

Effective for Candidates Enrolled Beginning Fall 2016

Program Website
https://www.ius.edu/graduate-education/licenses/educational-leadership.php

**Practicum (Clinical Practice) in Educational Leadership
at Indiana University Southeast**

The practicum (clinical practice) course is designed as the terminal experience in the building level school administration program. Candidates are required to complete each hour of the practicum (clinical practice) after completing the pre-requisite courses linked to six projects.

The practicum (clinical practice) will be field based in a public or private accredited school(s). The program will be mentored by a certified building administrator and supervised by a member of the Educational Leadership faculty. The practicum (clinical practice) will be three one-hour credit sections of graduate work. A letter grade of "R" will be assigned when a candidate has not completed all requirements by a week before finals are scheduled. The Practicum (clinical practice) is not offered in the summer as schools are not generally in session and faculty are not employed to supervise the experience.

➢ **Permission to Enroll in Practicum (clinical practice):**
The candidate completes and submits the application for entrance into the Educational Leadership Practicum (clinical practice) and the Mentor/School District Agreement form(s). The Mentor/School District Agreement form must be signed by the Mentor and by the Superintendent or his/her designee. The mentor is asked to complete a form that cites his/her professional experiences. All forms must be completed prior to admission to the first hour. The forms must be submitted again if the candidate changes schools and/or mentors. The forms are found here
https://www.ius.edu/graduate-education/licenses/educational-leadership.php

➢ **Practicum (clinical practice) Policies and Requirements:**
The practicum (clinical practice) will include the completion of six (6) projects and four (4) specific experiences.
- The projects have been designed by the program. Descriptions of each and the scoring rubrics are found on the IU Southeast SOE website.
  https://www.ius.edu/graduate-education/licenses/educational-leadership.php
- The specific experiences are found later in the manual.
- Between 75 and 100 total clock hours are generally required to complete the specific experiences and the projects in each one-hour section. These include both routine and non-routine administrative assignments.
- Candidates will log all hours spent working on the six projects and in completing the specific experiences. The log format is described later in the manual.
- This clinical work can occur before school, during planning periods, at lunch periods, after school, in the evenings, on weekends, or during the summer if

regular school activities occur at this time. The clinical work may begin up to six months before enrolling in the first hour of A695.

Two (2) seminars will be held each semester. Candidates enrolled in A695 are expected to participate in these seminars. The seminars provide opportunities for candidates to share experiences with other candidates, to provide feedback and support to one another, to develop a network for future professional support, to learn about topics not covered in the other courses, and to learn about licensure and state assessment requirements.   The University Supervisor will announce the dates early in the semester via email or at the organizational meeting. **Make-up activities will be assigned by the Clinical Faculty to those unable to participate due to school conflicts, illness or family emergencies. The make-up activities will be due no later than one month after being assigned. A grade will not be assigned for the course until these are completed as assigned.**

In addition to the seminars, candidates will be contacted by and/or meet with the Clinical Faculty a minimum of two times. The Clinical Faculty maintains regular contact with candidates through email. Candidates are encouraged to contact the Clinical Faculty <u>whenever necessary</u> outside of the regular contacts and visits. (Refer to the Clinical Supervisor policy.)

Candidates must complete the coursework for the number of hours of A695 registered. The candidate will submit the projects, log, and related products developed for each hour of A695 no later than one week before finals begin or *at the date established by the University Clinical Faculty if one desires more time. Candidates will receive an "R" and must have all work submitted by the date identified by the A695 University Clinical Faculty*. At the end of the third hour, the candidate will participate in a conference with the University Clinical Faculty and the Mentor. The self-assessment rubric completed by the practicum (clinical practice) candidate and the assessment rubric completed by the mentor must first be discussed and reviewed by the candidate and his/her mentor in a conference at the completion of the third hour of the practicum (clinical practice) experience. This must be done at a time prior to the meeting that is held with the IU SOUTHEAST Educational Leadership Clinical Faculty.

At the completion of the third hour of the practicum (clinical practice), candidates must also participate in an Exit Interview conducted by the IU Southeast Educational Leadership University Resident Faculty. Candidates will be expected to discuss their experiences, dispositions, growth during the program, and professional plans as a requirement under Decision Point Three. Contact Dr. Fankhauser or Dr. Murray to arrange for the Exit Interview. These interviews will take place on campus or at the Graduate Center at the Water Tower Square.

The candidate must document activities in the practicum (clinical practice) log that reflect application of elements and indicators linked to each ELCC Standard. *The*

evidence and log reflection must be clearly aligned to the ELCC standards as noted in the project rubrics and the specific experiences. **The log is submitted with the practicum (clinical practice) projects and another copy is submitted during the exit interview.**

> **University Supervision Policy: Role of the Clinical Faculty**

1. Practicum (clinical practice) candidate must copy and share manual with mentor(s) prior to mentor agreeing to serve as a mentor.

2. A group meeting/orientation will be held with candidates enrolled in A695 each semester. Following the group meeting the University Clinical Faculty will schedule a contact with the candidate's school to meet with the candidate and mentor. The meeting may be via telephone, e-mail, or school visit.

3. During the meeting the University Clinical Faculty will address the following:
   - Explain the clinical experience and Educational Leadership program
   - Explain the responsibilities of the mentor and the candidate
   - Explain and clarify the requirements of the projects and the specific experiences
   - Explain the University Clinical Faculty member 's role and the methods of communication
   - Explain the mentor's assessment rubric (ELCC 7)
   - Discuss and confirm the timeline for completion of the 3 hours of A695
   - Discuss the availability of the University Clinical Faculty
   - Explain the two required contacts and additional contacts upon request of mentor or candidate
   - Explain the exiting procedure to review the Practicum (clinical practice) requirements and the exiting procedure to review the program artifacts

EDUCATIONAL LEADERSHIP STANDARDS:

The Educational Leadership Practicum (clinical practice) is aligned to the IU Southeast School of Education Conceptual Framework, its Outcomes, its Diversity Proficiencies, and its Dispositions; the IDOE 2010 Standards; the ELCC Standards; the ISTE Standards; and CAEP Standards and Elements.

CAEP requires the Educational Leadership Program to align its assessments to the ELCC Standards and apply for National Recognition. The program has been recognized through 2020 and is the only program in the service area to have received that recognition.   This accreditation requirement impacts how you will document your work in the log and the assessment instruments that will be used to evaluate your Practicum (clinical practice) experiences. The complete publication with the ELCC Standards is

found here
http://www.ncate.org/LinkClick.aspx?fileticket=zRZl73R0nOQ%3D&tabid=676

MENTORS

> **CHARACTERISTICS OF EFFECTIVE MENTORS**

Mentoring has two applications to improving the ways in which people become school administrators. The first of these is related to the identification of individuals who would serve as appropriate role models for beginning school administrators. It is critical that these individuals be able to provide feedback to beginners concerning the extent to which they have been able to master technical skills associated with the performance of administrative roles.

A second value of the concept of mentoring beginning administrators is found in its application to formation. Mentoring is an absolutely essential part of the professional development phase for school administrators.

There are, however, distinct differences between the duties of a role model with those of a mentor. A role model may be seen as a person who is consulted periodically by the novice as a way to learn how to construct a master schedule for a school, observe a teacher, conduct a student-parent conference, or perform many other daily activities, in much the same way that an apprentice may learn practical skills from a master carpenter or electrician. On the other hand, a mentor goes beyond this modeling function by serving as a person who is inclined to prod the beginner to learn how to do something according to his or her personal skills and talents. In short, mentors should raise more questions than provide answers to the people with whom they interact.

The following list represents characteristics that protégées should consider when choosing a mentor:

1. Mentors must have experience as practicing school administrators. They should be regarded by their peers and others as being effective.

2. Mentors must demonstrate generally accepted positive leadership qualities, such as:
      a. good oral and written communication skills
      b. intelligence
      c. past, present, and future understanding and vision
      d. acceptance of multiple alternative solutions to complex problems
      e. clarity of vision and the ability to share that vision with others in the organization
      f. well-developed interpersonal skills and sensitivities
      g. outstanding knowledge, skills, and expertise in school administration

h. enthusiasm that is sincere, convincing, and, most important, constantly conveyed to their protégés.

i. ability to communicate to others a clear picture of their personal attitudes, values, and ethical standards

j. ability to communicate sensitively the type of feedback that is needed regarding the protégé's development and progress toward desirable standards of competence and professional behavior

k. ability to listen sensitively to their protégé's ideas, doubts, concerns, and enthusiastic outpourings

l. a caring attitude and a belief in their protégé's potential

m. flexibility and a sense of humor

n. a restrained sense of guidance so that their protégés may develop as independently as possible.

3. Mentors need to be able to ask the right questions and not just provide the "right" answers all the time.

4. Mentors must accept "another way of doing things," and avoid the temptation and tendency to tell beginners that the way to do something is "the way I used to do it."

5. Mentors need to model the principles of continuous learning and reflection.

6. Mentors must exhibit an awareness of the political and social realities of life in a school system; they must know the "real way" that things get done.

The Superintendent or designee, usually an Assistant Superintendent, must verify that the mentor has the aforementioned qualities described by signing the agreement.

➢ RESPONSIBILITIES OF MENTORS

Advising: The mentor responds to a protégé's need to gain additional information needed to carry out a job effectively.

Communicating: The mentor works consistently to ensure that open lines of communication always exist between himself or herself and the protégé.

Counseling: The mentor provides needed emotional support to the protégé.

Guiding: The mentor works to orient and acquaint the new administrator with the formal and informal norms of a particular school system.

Modeling: The mentor serves as a true role model to the protégé by consistently demonstrating professional and competent performance on the job.

Protecting: The mentor serves as a buffer between the protégé and those who might wish to detract from the beginner's performance.

Developing Skills: The mentor assists the protégé in learning the skills needed to carry out the job effectively.

Time and Caring: The mentor must be willing to provide the time that a beginning

administrator may need to talk about job-related concerns. Perhaps the most important thing that anyone can do as a mentor is to be available when needed by the protégé, not to "fix" problems but, rather, to indicate that someone cares about the beginner.

REQUIRED PRACTICUM (CLINICAL PRACTICE) COMPONENTS
(Each is described in detail following this overview.)

➢ **Practicum (clinical practice) Log:** Knowledge displayed in actual practice as reflected in the Practicum (clinical practice) log for selected standards. All specific experiences and projects are logged.

➢ **Specific Experiences: Four** Specific Experiences must be completed and related to the standards. All project work needs to be included in the log.

➢ **Projects:** Candidates enrolling in the practicum (clinical practice) will complete a total of six projects (ELCC 4a, 4b, 5a, 5b, 6a. and 6b) with two assigned to each one hour of A695.

➢ **ELCC 7 Mentor Assessment and Candidate Self-Assessment:** These are completed at the end of the third hour, discussed by the candidate and mentor, and shared with the University Clinical Faculty. They are available on the program's website https://www.ius.edu/graduate-education/licenses/educational-leadership.php

➢ **Reflection:** A reflection that addresses how one exhibits the IU Southeast School of Education dispositions through professional behavior. This is an updated disposition reflection using the one developed during A500 and is submitted as part of the Exit Interview. The reflection should also discuss how one has grown through the practicum (clinical practice) including the networks established through the seminars.

The details for each:

➢ **PRACTICUM (CLINICAL PRACTICE) LOG**
Candidates must log all hours spent in Specific Experiences and Projects. Each must be linked to the appropriate *ELCC* Standard(s). Many may and should be aligned to more than one standard *but they must be aligned to the ELCC standards as indicated in the directions and scoring rubrics..*

Format:
All parts of the Practicum (clinical practice) log must be reported in a template designed by the Candidate to include the following:
- Title of Project or Specific Experience (There are six Projects and four Specific Experiences.)

- Dates and Times for each time you worked on the Project or Specific Experience
- Activity Description and Explanation for Specific Experience
- Total Number of Hours for each Project and each Specific Experience
- Required ELCC Standard(s) (You may include others but you must clearly include the ones aligned to the specific experience)
- Reflection (Address both "what I learned from this experience and what I can do or need to do to grow in order to improve in this area".)

This serves as the framework for the template. Candidates are encouraged to create a template that contains all elements but meets their needs for reporting. Sharing with others during seminars is often helpful for this design. The log must be created in an electronic version. One hard copy must be submitted upon completion of each hour of A695. One hard copy of the **total log** is brought to the exit interview.

> **SPECIFIC EXPERIENCES**

The four Specific Experiences required by the end of the third hour are listed below. Grades for each hour will be based in part upon the successful completion of at least one of the experiences.

One of the specific experiences must be completed in each one-hour of the practicum (clinical practice) with the fourth completed at any time. Your responses and the evidence you submit will be graded and will provide evidence that we are assessing various standards in A695. You must specifically address how you meet the ELCC standards for each specific experience.

Refer to the scoring rubric for each specific experience. The rubric clarifies the evidence that must be presented. You should use the scoring rubric to frame the description of your work in a narrative or a summary and use it to guide your reflection.

Complete the following narrative to document the successful completion of each specific experience:
1. Address each of the guiding questions found in the directions for each specific experience. USE THE SCORING RUBRIC TO GUIDE YOUR WRITING. WE MUST BE ABLE TO SEE HOW YOU SPECIFICALLY MEET EACH ELCC STANDARD. Some experiences have multiple parts. Make sure each part is clearly addressed. Use the ELCC Standards (4.1, 5.3, etc.) in your narrative.
2. The second part of the narrative needs to address what you will do as a school leader to ensure that you demonstrate the behaviors described in the ELCC standard(s) related to the specific experience.
3. Attach artifacts that are evidence of the completion of each specific experience.

Specific experiences and the related ELCC standards are as follows:

1. Equity and Social Justice. Each of these observations will require permission of those involved. Remember that you are an observer and not a participant. This specific experience has multiple observations. **Summarize what you observed** at the end of each observation or activity. Then **follow the directions to write overall reflection** pertaining to the degree to which your school ensures equity and promotes social justice. Use the prompts to guide your writing.

   - Observe three activities related to student discipline. Students that represent the diversity of the school should be observed.
   - Observe an entire case conference committee.
   - Lead the supervision of one after school student activity.
   - Observe two parent/family-teacher conferences involving diverse families. (If parents will not give permission for you to observe then use your own conferences for this part of the assignment.)

   In your r**eflection** respond to both parts of each of the following prompts:

   - How decisions reflected established ethical practices and what you would do to ensure ethical practices are followed in a similar situation(ELCC 5.2)
   - How decisions reflected policies and procedures that supported equity and diversity and what you would do to ensure policies and procedures that support equity and diversity (ELCC 5.3);
   - How decisions reflected legal principles and what you would do to ensure decisions that reflect legal principles (ELCC 5.4), and
   - How decisions promoted social justice and what you would do to ensure decisions to promote social justice (ELCC 5.5).
   - How well the school officials served as advocates for students, families, and caregivers and what you would do to ensure that you would serve as an advocate for students, families, and caregivers (ELCC 6.1).

2. Use technologies to monitor an instructional practice found in the school improvement plan for a team of teachers (i.e., grade level, middle school team, high school department). (ELCC 2.4) Summarize the results and share them with the teachers in order to identify how to provide assistance to improve the instructional practice as it relates to the school's vision and goals. (ELCC 2.2) The strategies identified must address how to fully accommodate learners' diverse needs in order to create personalized learning opportunities. (ELCC 2.1) Work with the team to develop and implement strategies to assist them in improving the instructional practice. (ELCC 2.3)   Write a professional report to explain what you did in each step and provide copies of the artifacts created.

3. Analyze the school's improvement plan, the school's master schedule, and the school's budget to determine the degree to which they maximize human and financial resources (ELCC 3.2), determine to what degree they focus on high-quality teaching and learning (ELCC 3.5), and determine how well reflect the involvement of school staff in decision-making processes (ELCC 3.4). Then identify specific recommendations that the school could adopt to address to improve all three areas: maximizing human and financial resources, focusing on high-quality teaching and learning, and involving staff in decision-making processes. Write a professional report to explain what you did in each step and provide copies of the artifacts created.

4. Describe the process your school uses that reflects the elements of a Professional Learning Community (PLC). Locate at least three reputable sources that describe and identify the operational elements necessary for a PLC to be successful.   Use your findings from these resources to create a rubric to assess the operational effectiveness of your school's process or PLC. (ELCC 3.1)   Share the rubric with your school's leadership team and ask members to work with you to analyze your school's operational effectiveness. Involve the group in using the results to develop an action plan to present to school leadership.(ELCC 3.4)   The improvement plan must have at least four specific improvement strategies and be written to strategically address specific operational elements. (ELCC 1.2). Write a professional report to explain what you did in each step and provide copies of the artifacts created.

➢ **PROJECTS:**

Projects and rubrics are found on the IU Southeast SOE website under the Educational Leadership Program. https://www.ius.edu/graduate-education/licenses/educational-leadership.php   They are entitled "ELCC 4, ELCC 5, and ELCC 6". Each assessment has two parts (4a, 4b, 5a, 5b, 6a, and 6b).

The projects and rubrics will be discussed during A695 orientations and during the courses related to the content knowledge needed to successfully complete the project. Most of 5a is completed in J500; most of 6a is completed in A510; most of 4a is completed in A627.

➢ **MENTOR ASSESSMENT, CANDIDATE SELF-ASSESSMENT, AND ASSESSMENT BY THE UNIVERSITY CLINICAL FACULTY**

Candidates will be assessed by the mentor(s) on the element descriptors from the ELCC Standards as found at the end of this manual. Candidates will complete a self-assessment using the same element descriptors. A discussion of both sets of assessments will be held prior to the exit interview. The results of the discussion will be shared with the IU SOUTHEAST Educational Leadership University Clinical Faculty at the meeting with the candidate and Mentor.

The Mentor and the candidate will assess the candidate using the *ELCC 7 Mentor Assessment and Candidate Self-assessment* form at the end of the third hour of Practicum (clinical practice). Comments are encouraged to support the rating by both the Mentor and the Candidate.

The University Clinical Faculty will assess the candidate on the specific experiences and the six projects (ELCC 4a, 4b, 5a, 5b, 6a, and 6b). These assessments will be used for the final grade.

  ➢ **REFLECTION: IU SOUTHEAST SCHOOL OF EDUCATION DISPOSITIONS**
The dispositions are the framework of behavior expected within the School of Education. Each disposition is accompanied by a list of behavioral indicators. Using the reflection written in A500 write a reflection indicating strengths and areas for growth for each disposition, **not each indicator.** The reflection should be an analysis of your dispositional growth during all Educational Leadership coursework The reflection is submitted during the Exit Interview at the end of the program.

1. **Candidate respects the legal and ethical norms and values of education**.
a. Maintains confidentiality of student records, parent communications
and private professional conversations.
b. Uses language free or profanity and derogatory statements toward any
individual group.
c. Knows and complies with the legal requirements of the education
profession.
d. Adheres to high standards of truthfulness and honesty.
e. Shows respect for the ethical and moral values and concerns of the
school, students and community.
2. **Candidate effectively interacts and collaborates with others and fosters similar behaviors among students**.
a. Willingly and actively participates in group assignments, projects or
activities.
b. Contributes positively and equitably to projects involving others.
c. Seeks membership on collaborative projects.
d. Leads projects or activities in a fair and equitable manner.
e. Facilitates the functioning of all group members in a shared project.
f. Designs and uses collaborative activities and assessments.
3. **Candidate is committed to diversity through equitable treatment and respect for all individuals**.
a. Displays sensitivity to the varying needs and dispositions of others.

b. Accepts and adapts to difference in learning styles and individual capabilities.

c. Facilitates learning by those with disabilities or with exceptional capabilities.

d. Examines diverse values, languages and traditions in a respectful manner.

e. Gives thoughtful consideration to alternative and contradictory opinions.

4. **Candidate exhibits personal management behaviors valued by the professional education community.**

a. Is present and punctual for professional activities and assigned duties.

b. Is prepared for professional engagements.

c. Completes assigned work on time.

d. Shows leadership, self-respect and a willingness to take responsibility.

e. Fosters a sense of self-respect and self-control in others.

f. Respects the intellectual property of others.

g. Maintains the confidentiality of private records and meetings.

5. **Candidate is committed to inquiry and application of the knowledge base of education**.

a. Adopts contemporary modes of practice based on research and demonstrated best practices of the profession.

b. Maintains an analytical openness to new ideas expressed in the professional literature.

c. Reads and learns continuously from the professional literature and professional development activities.

d. Participates regularly and enthusiastically in professional development activities.

6. **Candidate exhibits enthusiasm and respect for education as a practice and a profession.**

a. Expresses positive attitudes and a commitment to quality education.

b. Seeks opportunities to build positive relationships with others in the profession.

c. Participates in the meetings and activities of the local, state and national professional associations and organizations.

d. Pursues personal goals for professional development.

e. Exhibits care for quality in the preparation and implementation of educational activities.

f. Is energetic and proactive in professional activities.

g. Listens and responds to others with enthusiasm and care.

h. Exhibits positive leadership in professional activities.

7. **Candidate is committed to database decision-making and fair practices**.

a. Uses data-based assessments to improve practice.

b. Engages in action research to test and evaluate new ideas and recommendations.

c. Shares the results of research with others.

d. Collects data to understand a situation before taking or recommending

action.

e. Ensures that all problems are addressed with due process for all.

f. Listens to children and families to ensure that their ideas and opinions are considered.

8. **Candidate is committed to continuous self-evaluation and personal improvement**.

a. Engages in meaningful, continuous, reflective self-assessment and shows such assessment leads to plans for change.

b. Demonstrates positive changes in educational practices or personal behaviors over time.

c. Responds analytically and proactively to assessments by Clinical Faculty s or others by making changes to address legitimate concerns.

d. Actively seeks ways to solicit feedback for purposes of making quality improvements in practice.

9. **Candidate is committed to the belief that all children can learn.**

a. Differentiating instruction to meet the needs of all students.

b. Providing equitable and meaningful learning opportunities for all students.

c. Collecting and analyzing data on student learning and making adjustments to increase learning for all students.

d. Selecting and developing instructional strategies and technologies that help all students learn.

e. holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential.

EXIT INTERVIEW AND DECISION POINT III

This meeting will be held after you complete the third hour of A695. This 30-45 minute meeting with Dr. Fankhauser or Dr. Murray will be used to determine if you have met all of the program requirements as well as serving as an opportunity for mutual feedback. These meetings will be held on campus or at the Water Tower Square.

Contact Dr. Fankhauser or Dr. Murray to schedule a time close to when you are finishing all of your coursework. The meeting won't be held until grades are posted. At the meeting you will need to provide the following:

- **your IU ID number,**
- **an unofficial transcript from SIS to document your GPA,**
- **Mentor Assessment and Candidate Self-assessment, if not already submitted,**
- **your disposition reflection, and**
- **a hard copy of your practicum log.**