



COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL LEADERSHIP, CURRICULUM & INSTRUCTION

HANDBOOK
FOR
SCHOOL ADMINISTRATION PRACTICUM

EDAD 5399/6399

Texas A&M University, Corpus Christi

*College of Education and Human Development
Department of Educational Leadership, Curriculum & Instruction*

EDAD 5399/6399

INTRODUCTION: THE SCHOOL ADMINISTRATION PRACTICUM

The school administration practicum is considered to be the capstone experience of the program in educational administration at Texas A&M University-Corpus Christi. It should, therefore, be among the last in the sequence of courses taken. The practicum constitutes a one-semester experience with a project to be completed at the end of the practicum. Candidates enrolled in a 36 hour Master of Science in Educational Administration should complete at least 27 semester hours toward their principal's certification before beginning the practicum. The practicum should be one of the last courses taken for students seeking only certification. The basic functions of this field-based course are to provide the student with the opportunity to (a) apply previously learned knowledge and skills to practical administrative tasks and (b) learn those aspects of school administration that can only be learned in field settings. The school administration practicum can be completed either in the fall semester or the spring semester of each academic year.

The purpose of this document is to explain how the practicum works, the program's expectations and requirements, and to delineate the roles and relationships of the major parties involved in the practicum. These include Texas A&M - Corpus Christi, the school district, the supervising administrator, and the candidate.

The following step-by-step process is designed to guide and assist all parties in the practicum:

1. The candidate notifies the university's practicum coordinator of his/her intention to enroll in the practicum. This notification must take place during the semester prior to the beginning of the practicum. Practicums are not offered in the summer.
2. The university coordinator checks the student's degree/certification plan to ascertain the student's eligibility for the practicum. To be eligible to register for the practicum, a student enrolled in the Master of Science in Educational Administration should have completed at least 27 semester hours toward the principal's certification prior to the beginning of the practicum. The practicum should be one of the last courses taken for students seeking "only" certification. Students should see their advisor before enrolling,

3. The candidate is responsible for securing the principal's signature on the permission forms. The supervising administrator is normally the principal of the school in which the candidate is employed; however, it is possible that the candidate might work with another administrator who holds another administrator position. In cases where the principal feels that the superintendent of schools should also approve, the candidate is responsible for obtaining that permission in writing on the approved application.
4. Candidates attend an orientation meeting at the university at the beginning of the practicum. This orientation includes a discussion of the obligations of the candidate and the development of the practicum proposal that is done in conjunction with the supervising principal.

Between the first class session and the first visit of the university supervisor, the candidate in conjunction with his/her supervising administrator develops a proposal for one major project and two mini-projects that are specifically related to the nine TExES Principal Competencies. These proposals will provide direction for the candidate. These proposals are to be developed with the input and assistance of the supervising field administrator and the university supervisor. These proposals should be designed to help candidates in fulfilling not only their own personal learning needs, but also school goals and tasks identified by the supervising administrator. As a result, the practicum experiences for each candidate will be different, based on the local context, the candidate's needs and interests, and the supervising administrator's needs for his/her school. The proposals should concentrate on significant, meaningful tasks that cause the candidate to integrate many smaller skills-based assignments into holistic projects and activities/experiences. A draft of these proposals must be turned in to both the supervising administrator and the university supervisor before the first site meeting that will be held at the candidate's campus.
6. Early in the semester, the university supervisor will visit each candidate's school and review the candidate's proposals with the supervising administrator and the candidate. The proposals, which must be approved by all three parties, becomes the "backbone" of the practicum. The university supervisor, supervising administrator, and candidate will attest that the candidate proposals are appropriate and agreed upon by signing the appropriate form. However, the candidate and supervising administrator should capitalize on any other learning opportunities that present themselves, whether or not those are included in the proposals. In a sense, that proposals are a "living document" which may change with approval as opportunities present themselves.
7. The candidate begins work on the projects and activities/experiences set forth in the proposals and is available for administrative work whenever she/he is not meeting regular teaching responsibilities, including before and after school and conference periods. Work on proposal tasks may be pursued outside of school hours. This pattern of work continues throughout the semester until the projects and 160 hours of the practicum are completed.
8. The university supervisor visits the candidate and his/her supervising administrator during the semester. The first visit, as stated previously, is to review and agree on the proposals; the second and if needed, subsequent visits are to assess progress and make adjustments when needed; the final visit is an exit conference in which the university supervisor evaluates, with the supervising administrator and candidate, the candidate's performance and progress toward meeting all obligations as stated in the proposal. The

university supervisor assigns the final grade for the candidate. Other visits may be scheduled upon request by the university supervisor, the candidate, or the supervising administrator.

9. The number of required seminars held at the university will number no more than five, with one dedicated to orientation, one for TExES review, and one at the end to share candidate projects. The candidate is required to attend all five class meetings. In the event of an emergency the candidate is required to contact the professor. Additionally, the candidate will be given an extra assignment that will be due the week after the emergency. This additional assignment will require that the candidate to spend the time allotted to a class meeting to effectively complete the additional assignment. Seminars involve activities and assignments that comprise part of the grade given for the practicum. Failure to complete these activities and assignments may result in failure to complete the practicum.
10. Additionally, all students will be required to complete an practicum portfolio, and keep an practicum log of activities and experiences which will include (a) the date of the activity/experience, (b) a brief description of the activity/experience, (c) the code for each activity/experience, (d) a well-constructed and thoughtful monthly reflection on activities/experiences, (e) the amount of time spent on each activity/experience and (f) the total number of hours completed for the practicum.

ROLES AND RELATIONSHIPS

For the practicum experience to be productive for the student; the different parties must understand their respective roles and their relationships to one another. It is the responsibility of the university supervisor to assure that such understanding occurs. The following are descriptions of the roles of the parties involved in the practicum.

The University Supervisor:

1. Provides the general structure of the program and explains it to the candidate, the cooperating school district, and the supervising administrator.
2. Administers the program.
3. Serves as consultant to the candidate and supervising administrator in the development of the practicum experiences and works with them in evaluating the candidate's growth and achievement.
4. Gives direction to the candidate seminars that occur during the academic year.

The Field Supervisor - School Principal (or designee):

1. Works with the university supervisors in establishing a framework for cooperation.
2. Serves as the immediate supervisor of the candidate.
3. Develops with the candidate and the university supervisor the proposal for the practicum. Many supervising administrators of candidates have found it useful for themselves and

their candidates to first develop proposal projects and activities/experiences independently, then consolidate and reconcile their two sets of goals.

4. Uses the candidate in ways that contribute to (a) the candidate's development and growth as an administrator and (b) the work of the supervising administrator and the school.
5. Serves as a mentor to the candidate by discussing administrative problems and his/her thinking about the issues.
6. Will be invited to attend the candidate's presentation at the final candidate seminar.
7. Encourages the candidate to socialize him/herself into the profession through attendance at various meetings of school administrators.
8. Clarifies the candidate's role to the faculty.
9. Assists in the continuing assessment and evaluation of the candidate's development and performance.

The Candidate:

1. Demonstrates a desire to take full advantage of the learning opportunities that are available in the practicum.
2. Keeps confidences.
3. Develops a proposal containing activities/experiences and a project for the practicum with the supervising administrator and university supervisor.
4. Is available to assist with tasks beyond those indicated by the proposal.
5. Allocates sufficient time to the practicum activities.
6. Socializes him/herself to the profession of school leadership through attendance at appropriate meetings.
7. Attends and participates fully in the practicum seminars.
8. Maintains a portfolio which includes, but is not limited to, daily logs of activities/experiences, the practicum project, materials that the candidate produces in the course of the practicum, and other materials valuable for future reference (i.e. schedules, memoranda, checklists, etc. which might be useful to the candidate upon assuming full-time administrative responsibilities).
9. Assumes responsibility for securing his/her portfolio from the university supervisor after it has been reviewed and the practicum is successfully completed.
10. Maintains a daily log of candidate activities/experiences.

PRACTICUM EXPECTATIONS AND REQUIREMENTS

The candidate is required to:

- **Complete 160 clock-hours of practicum field based experiences.**
- **Attendance and participation in all university setting class meetings** The candidate is expected to attend and participate fully in university course/seminars on campus in order to (a) discuss, analyze and synthesize campus experiences, (b) discuss the application of the TExES Competencies to experiences at respective campuses and (c) discuss reflective essays. Candidates are required to actively participate in these course/seminars.
- **Develop one major practicum project and two mini-projects.** These projects should reflect meaningful experiences for the candidate. This should be done in close collaboration with the supervising administrator and the university supervisor.
- **Attend and participate in site conferences with the supervising administrator and university supervisor.**
- **Complete a Practicum Portfolio**
 - Candidate Information
 - Individual Practicum Plan
 - Personal and Professional Goals
 - Pre-Assessment of Competency and Career Aspiration
 - The Practicum Plan
 - Campus Narrative
 - Candidate Site Diversity
 - Demographics
 - Students
 - Teachers
 - Special populations
 - Accountability trends
 - Field Services Projects
 - Major Project Description
 - Mini Project 1
 - Mini Project 2
 - Monthly Evaluation of Practicum
 - Reflective Essays (3)
 - Integration of Projects/Activities
 - Artifacts
 - Weekly Logs
 - Major Project Presentation
 - Highlights
 - Report
 - Post Assessment

IDEAS FOR THE MEETING THE 160 CLOCK HOUR REQUIREMENT

The following list of suggested practicum activities/experiences is provided for guidance purposes. Administrative candidates could and should avail themselves to as many of these activities and experiences as possible. Many of the suggested activities/experiences could serve as the foundation of the practicum projects.

Please note that the list is not intended to be comprehensive, nor is it exclusive.

- Shadow a principal or an assistant principal during classroom walk-through activities.
- Observe or discuss a relevant legal issue or event (focus upon due process issues).
- Assist with the administration of the school testing program.
- Serve as an assistant administrator when the principal/assistant principal is out of the building.
- Attend an administrative meeting or principal's leadership council meeting.
- Assist (or take a leadership role) with the disaggregation of campus academic performance data.
- Attend a school board meeting.
- Participate in an ARD, 504 or LPAC meeting.
- Participate in some aspect of school finance, i.e., budget development.
- Participate in some aspect of personnel selection, i.e., serve on a search/interview team.

PROJECT MODELS/IDEAS

- Take a leadership role in some aspect of school improvement.
- Plan, develop, and present a professional development activity for the faculty/staff.
- Plan, develop and conduct a parent/community relation event or meeting, i.e., Reading Night, Math Night, STARR Night (introducing parents to the expectations of the STARR test).
- Develop strategies to increase student attendance.
- Develop procedures/forms for any new administrative requirements such as step-by-step directions for writing and updating Special Education IEP's.

TEST FRAMEWORK FOR PRINCIPAL

Domain I -School Community Leadership (approximately 33%)

Domain II -Instructional Leadership (approximately 44%)

Domain III -Administrative Leadership (approximately 22%)

DOMAIN I -SCHOOL COMMUNITY LEADERSHIP*

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

1. create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
2. ensure that parents and other members of the community are an integral part of the campus culture.
3. implement strategies to ensure the development of collegial relationships and effective collaboration
4. respond appropriately to diverse needs in shaping the campus culture.
5. use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
6. use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
7. facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
8. align financial, human, and material resources to support implementation of a campus vision.
9. establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
10. support innovative thinking and risk taking within the school community and view unsuccessful experiences as leaning opportunities.
11. acknowledge and celebrate the contributions of students, staff, parents and

community members toward realization of the campus vision.

*"School Community" includes students, staff, parents/caregivers, and community members.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

1. communicate effectively with families and other community members in varied educational contexts.
2. apply skills for building consensus and managing conflict.
3. implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
4. develop and implement strategies for effective candidate and external communications.
5. develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
6. provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
7. establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
8. communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
9. respond to pertinent political, social, and economic issues in the candidate and external environment.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

1. model and promote the highest standard of conduct, ethical principles, and integrity in decision-making actions, and behaviors.
2. implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.

3. apply knowledge of ethical issues affecting education.
4. apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
5. apply laws, policies, and procedures in a fair and reasonable manner.
6. articulate the importance of education in a free democratic society.
7. serve as an advocate for all children.
8. promote the continuous and appropriate development of all students.
9. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation

DOMAIN II-INSTRUCTIONAL LEADERSHIP

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

1. facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human development processes, and legal requirements).
2. facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
3. facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
4. facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
5. facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
6. facilitate the effective coordination of campus co- curricular, and extracurricular

programs in relation to other district programs.

7. promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to

1. facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
2. facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
3. create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
4. ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and service to meet individual student needs
5. use formative and summative student assessment data to develop support and improve campus instructional strategies and goals.
6. facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
7. facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
8. facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
9. analyze instructional needs and allocate resources effectively and equitably.
10. analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices for teaching and learning.
11. ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and training.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

1. work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
2. facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
3. allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
4. implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
5. use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
6. diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
7. engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective environment.

The principal knows how to:

1. implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
2. implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision-making.
3. frame, analyze, and resolve problems using appropriate problem-solving

techniques and decision-making skills.

4. use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
5. encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
6. apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III-ADMINISTRATIVE LEADERSHIP

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

1. apply procedures for effective budget planning and management.
2. work collaboratively with stakeholders to develop campus budgets.
3. acquire, allocate and manage human, material, and financial resources according to district policies and campus priorities.
4. apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
5. use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
6. develop and implement plans for using technology and information systems to enhance school management.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

1. implement strategies that enable the school physical plant, equipment, and support systems to operate safely efficiently, and effectively.
2. apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.

3. develop and implement procedures for crisis planning for responding to crises.
4. apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

Practicum Forms

Texas A&M University, Corpus Christi
College of Education and Human Development
Department of Educational Leadership and Curriculum & Instruction

EDAD 5399/6399
School Administration Practicum

STUDENT INFORMATION

1. Your name
2. The name of your school district
3. The name and address of your school
4. The telephone number of your campus
5. The name and position of your supervising administrator
6. Your cell phone number
7. Your email address

Texas A&M University, Corpus Christi
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EDAD 5399/6399
School Administration Practicum

PRACTICUM FIELD SUPERVISOR (SCHOOL ADMINISTRATOR) COMMITMENT FORM

An important part of the study in Educational Administration at TAMUCC is the opportunity for students to learn in field-settings with an experienced administrator. We appreciate your willingness to work with an candidate.

_____ (student name) is enrolled in EDAD 5399/6399 School Administration Practicum, at Texas A&M University – Corpus Christi. The practicum is a three-¹semester hour credit requiring the satisfactory completion field experience in educational administration under the supervision of a campus administrator. The student (candidate) is required to complete 160 hours of site-based administrative tasks/projects during the practicum.

I agree to serve as the campus supervisor for the above-mentioned students for the School Administration Practicum.

Administrator, Print Name _____

Administrator, Sign Name _____

Date _____

Name of School _____

Phone _____

FAX _____

Texas A&M University, Corpus Christi
College of Education and Human Development
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EDAD 5399/6399
School Administration Practicum

PRE/POST-ASSESSMENT OF COMPETENCIES AND CAREER ASPIRATION

1. Present Performance

Please rate yourself on the performance competencies listed using the following scale:

0 = no experience

1 = infrequent experience

2 = somewhat experience

3 = frequent experience

4 = extensive experience

Competency	Present Performance
Competency 001: knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	0 1 2 3 4
Competency 002: knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.	0 1 2 3 4
Competency 003: knows how to act with integrity, fairness, and ethical and legal manner.	0 1 2 3 4
Competency 004: knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.	0 1 2 3 4
Competency 005: knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive of student learning and staff professional growth.	0 1 2 3 4
Competency 006: knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.	0 1 2 3 4
Competency 007: knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.	0 1 2 3 4
Competency 008: knows how to apply principles of leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.	0 1 2 3 4
Competency 009: how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.	0 1 2 3 4

Based on your responses, describe two or three (or more) strengths of your experiences

Based on your responses, describe two or three (or more) areas in which you would like to gain more experience?

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EDAD 5399/6399
School Administration Practicum

FIELD SERVICE PROJECTS

Major Project:

Dates to be conducted:

Competencies addressed:

Description of Activity (1 – 2 paragraphs):

Mini-Project #1:

Dates to be conducted:

Competencies addressed:

Description of Activity (1 – 2 paragraphs):

Mini-Project #2

Dates to be conducted:

Competencies addressed:

Description of Activity (1 – 2 paragraphs):

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School Administration Practicum

THE PRACTICUM PLAN

Describe the competencies areas that require your primary attention (1-3 sentences).

Describe the competencies areas that require secondary attention (1-3 sentences).

Describe areas that require little to no attention (1-3 sentences).

Describe how you plan on acquiring 160 hours of field service experience (e.g. conference periods, before/after school, personal leave days, extra-curricular activities).

Describe any limitations or challenges you may encounter to completing any of the competencies experiences.

Describe how your projects may support your practicum plan.

Describe how you will assess your administrative knowledge and skills, how will you show evidence of your success?

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School Administration Practicum

OBSERVATION FORM

Student Name _____ Campus: _____

TAMUCC University Supervisor: _____

	Mentor #1	Mentor #2	Mentor #3
Name			
School			
School Address			
District			
Phone #			
Phone #			
Email Address			

Observation #1 Date _____ Beginning Time _____ Ending Time _____

Comments:

Observation #2 Date _____ Beginning Time _____ Ending Time _____

Comments:

Observation #3 Date _____ Beginning Time _____ Ending Time _____

Comments:

REQUIRED OBSERVATIONS

Observation 1:

This is a conference that includes your campus supervisor, you and me. Your campus supervisor will need a copy of the Practicum Handbook. We will review some pertinent information in the Handbook and sign the necessary paperwork. **This conference must be held by Feb 9, 2018.**

Observation 2:

This observation is an opportunity for me to “see you in action” as you speak to a group of adults, i.e. staff or parents. Examples of this observation might be leading a staff meeting or staff training, leading a meeting of parents, addressing the PTA or other parent organization or addressing parents at a Parents’ Night event. **This must be completed by March 30, 2018**

Observation 3:

The last observation is a conference that again includes your campus supervisor, you and me. At this time, we will review your evaluation. You will want to make certain that your campus supervisor has a copy of the evaluation form that you will find in the Handbook. S/he will want to complete the evaluation form before the conference because it saves so much time and gives him/her “think time” for completion of the document. **This must be completed by May 8, 2018.**

*College of Education and Human Development
Department of Educational Leadership and Curriculum & Instruction*

**EDAD 5399/6399
School Administration Practicum**

Name of Principal Candidate _____

PRINCIPAL PRACTICUM PORTFOLIO LOG					
Domain I: School Community Leadership					
Competency 001:	The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.				
Date	Activity	Code*	Reflection	Hours	Total Hours
	Briefly describe activity.		Your reflection must be well constructed and thoughtful.		

- Code: O = Observe, A = Assist, F = Facilitate, & R = Research

Name of Principal Candidate _____

PRINCIPAL PRACTICUM PORTFOLIO LOG					
Domain I: School Community Leadership					
Competency 002:	The principal knows how to communicate & collaborate with all members of the school community, respond to diverse interests & needs, & mobilize resources to promote student success.				
Date	Activity	Code*	Reflection	Hours	Total Hours
	Briefly describe activity.		Your reflection must be well constructed and thoughtful.		

* Code: O = Observe, A = Assist, F = Facilitate, & R = Research

PRINCIPAL PRACTICUM PORTFOLIO LOG

Domain I: School Community Leadership

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical & legal manner

Date	Activity	Code*	Reflection	Hours	Total Hours
	Briefly describe activity.		Your reflection must be well constructed and thoughtful.		

* Code: O = Observe, A = Assist, F = Facilitate, & R = Research

PRINCIPAL PRACTICUM PORTFOLIO LOG

Domain II: Instructional Leadership

Competency 004: The principal knows how to facilitate the design & implementation of curricula & strategic plans that enhance teaching & learning; ensure alignment of curriculum, instruction, resources, and assessment; & promote the use of varied assessments to measure student performance.

Date	Activity	Code*	Reflection	Hours	Total Hours
	Briefly describe activity.		Your reflection must be well constructed and thoughtful.		

- Code: O = Observe, A = Assist, F = Facilitate, & R = Research

PRINCIPAL PRACTICUM PORTFOLIO LOG

Domain II: Instructional Leadership

Competency 005: The principal knows how to advocate, nurture, & sustain an instructional program & a campus culture that are conducive to student learning & staff professional growth.

Date	Activity	Code *	Reflection	Hours	Total Hours
	Briefly describe activity.		Your reflection must be well constructed and thoughtful.		

- Code: O = Observe, A = Assist, F = Facilitate, & R = Research

PRINCIPAL PRACTICUM PORTFOLIO LOG

Domain II: Instructional Leadership

Competency 006: The principal knows how to implement a staff evaluation & development system to improve the performance of all staff members, select & implement appropriate models for supervision & staff development, & apply the legal requirements for personnel management.

Date	Activity	Code*	Reflection	Hours	Total Hours
	Briefly describe activity.		Your reflection must be well constructed and thoughtful.		

* Code: O = Observe, A = Assist, F = Facilitate, & R = Research

PRINCIPAL PRACTICUM PORTFOLIO LOG

Domain II: Instructional Leadership

Competency 007: The principal knows how to apply organizational, decision-making, & problem solving skills to ensure an effective learning environment.

Date	Activity	Code*	Reflection	Hours	Total Hours
	Briefly describe activity.		Your reflection must be well constructed and thoughtful.		

* Code: O = Observe, A = Assist, F = Facilitate, & R = Research

PRINCIPAL PRACTICUM PORTFOLIO LOG

Domain III: Administrative Leadership

Competency 008: The principal knows how to apply principles of effective leadership & management in relation to campus budgeting, personnel, resource utilization, financial management, & technology use.

Date	Activity	Code*	Reflection	Hours	Total Hours
	Briefly describe activity.		Your reflection must be well constructed and thoughtful.		

* Code: O = Observe, A = Assist, F = Facilitate, & R = Research

PRINCIPAL PRACTICUM PORTFOLIO LOG

Domain III: Administrative Leadership

Competency 009: The principal knows how to apply principles of leadership & management to the campus physical plant & support systems to ensure a safe & effective learning environment.

Date	Activity	Code*	Reflection	Hours	Total Hours
	Briefly describe activity.		Your reflection must be well constructed and thoughtful.		

* Code: O = Observe, A = Assist, F = Facilitate, & R = Research

ALTERNATE PRINCIPAL PRACTICUM PORTFOLIO LOG

Date	Activity	Comp	Code*	Reflection	Hours	Total Hours
	Briefly describe activity.	Ex: 001		Your reflection must be well constructed and thoughtful.		

* Code: O = Observe, A = Assist, F = Facilitate, & R = Research

Texas A&M University, Corpus Christi

*College of Education and Human Development
Department of Educational Leadership and Curriculum & Instruction*

**EDAD 5399/6399
School Administration Practicum**

CANDIDATE PERFORMANCE EVALUATION BY FIELD SUPERVISOR

Directions: Please complete this form, discuss the evaluation with the candidate, and send to University Candidate Supervisor.

Candidate's Name: _____

Practicum Site: _____

Duration of Practicum: From _____ To _____

1. Did the candidate achieve his/her practicum performance competencies? Yes No

a. If you marked "No," which competencies were not met?

b. In your opinion, these competencies were not met because:

2. If other competencies were achieved which were not on the candidate's plan, briefly describe:

3. In your opinion, are there other administrative and leadership experiences this candidate should have before assuming an administrative position? Yes No

If yes, briefly describe:

4. At the completion of the practicum, please rate the candidate on the performance standards listed below using the following scale:

- 0 = not experienced during practicum
- 1 = need much more work
- 2 = need more work
- 3 = performance was adequate
- 4 = performance was strong

Competency	Performance
Competency 001: knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	0 1 2 3 4
Competency 002: knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.	0 1 2 3 4
Competency 003: knows how to act with integrity, fairness, and ethical and legal manner.	0 1 2 3 4
Competency 004: knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.	0 1 2 3 4
Competency 005: knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive of student learning and staff professional growth.	0 1 2 3 4
Competency 006: knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.	0 1 2 3 4
Competency 007: knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.	0 1 2 3 4
Competency 008: knows how to apply principles of leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.	0 1 2 3 4
Competency 009: how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.	0 1 2 3 4

5. In your opinion, what is the candidate's overall administrative potential (circle one of the following)?

Weak Limited Adequate Strong

Why do you feel this way?

6. In your opinion, what were two or three (or more) strengths of this practicum experience?

7. In your opinion, what were two or three (or more) weaknesses of this practicum experience?

8. In your opinion, what are two or three (or more) ideas for strengthening the administrative practicum?

Signature of Field Supervisor

Date