FIELD PRACTICUM/INTERNSHIP IN EDUCATIONAL ADMINISTRATION FOR PROSPECTIVE SCHOOL ADMINISTRATORS

CHADRON STATE COLLEGE

A Handbook for On-site Principals College Supervisors Graduate Practicum/Internship Students
INTRODUCTION

The Chadron State College Department of Education thanks you for participating in its administrative field practicum program. In doing so, you are providing the opportunity for a graduate educational administration student to learn how theory and practice come together. The practicum/intern student will remember this experience.

The service you give is voluntary. The fact that you have accepted a practicum/intern student reflects a sense of dedication and commitment to the education profession. The Department of Education at Chadron State College is confident that, through guidance and leadership, the practicum/intern student will receive a realistic and meaningful experience.

It is hoped that this Handbook will guide principals who serve as on-site supervisors for practicum/intern students. The sections that follow describe the responsibilities of Chadron State College, the college supervisor, the on-site principal, and the practicum student throughout the practicum/intern experience. Several forms that the practicum student completes are included in the appendices of the Handbook.

Please call members of the Education Department who are responsible for the Administrative Practicum/Internship whenever you have a need for additional information. The college personnel may be reached directly at the following numbers or through the toll-free number and main switchboard.

Dr. Linda Hunt Brown Assistant Professor of Education - (308) 432-6364

Office Assistant – Stefani/Joanne (308) 432-6383

Toll-free number - 1-800-600-3055

Home Phone – 605-745-3528
SECTION I

Responsibilities of the College

A. Placement of Administrative Practicum/Intern Students

   1. The practicum/intern student, with the college supervisor's approval, makes the first contact with school administrators at the student’s school or at a nearby school.

   2. If the on-site administrator agrees to work with the practicum/intern student, the student informs the college supervisor of the decision.

   3. The on-site administrator is given an approval/signature form to sign, indicating the agreement that the student will be permitted to shadow the on-site administrator and perform assigned duties and attend meetings with the on-site administrator.

   4. The candidate’s book for the class has identified the knowledge, skills, and dispositions developed by the Interstate School Leaders Licensure Consortium (ISLLC) that provide a research-based framework to help develop a high-quality internship experience. The shadowing experience may also involve the practicum student following the on-site administrator while he/she accomplishes tasks, attends meetings, or fulfills other functions.

   5. The college supervisor must verify that the student has completed at least two hundred (200) hours of work or related activities while with the on-site administrator. We request that you sign off or initial the candidate’s time log of hours completed in the internship.

B. The College Practicum/Internship Supervisor

   1. College supervisors are full-time professors assigned to the graduate education administration program at Chadron State College.

   2. The college supervisor will be available for providing assistance and information to the on-site administrator as needed.

   3. Each practicum/intern student will communicate with the college supervisor at least five times during the practicum/intern experience either on-line or in person. Each on-site administrator will be contacted at least once by the college supervisor during the practicum/internship experience.

   4. The college supervisor will assign the student’s final grade for the practicum/internship.
C. Briefing On-site Administrator

1. The on-site administrator will find a list of activities for the administrative practicum/intern student to experience from the student’s textbook. Many of the activities are required of the practicum/intern student. Others are suggested activities.

2. The on-site administrator will be expected to verify the practicum/intern student’s work on a weekly basis by initialing the student’s time log. The on-site principal also will evaluate the student at the conclusion of the practicum using the Internship/Practicum Evaluation form. In addition, the college supervisor may request further verbal information about the student from the on-site administrator.

3. The college supervisor will be available by phone to assist the on-site administrator throughout the student’s practicum/internship experience.

SECTION II

Practicum Sites

1. A “site” is in an established elementary, middle/junior high, or senior high school that is accredited by its home state.

2. An “on-site administrator” is a certified, experienced school administrator who holds the appropriate certification of the level of the assignment and is assigned to a specific district. The “on-site” administrator must have at least three years of experience in administration.

3. The school district must support the supervision of practicum/intern students.
SECTION III

The Role of the on-site Administrator

A. Importance of the On-site Administrator

1. The on-site administrator is a person whose influence, standards, leadership, and methods will help make the practicum/intern student’s experience a success.

2. The on-site administrator demonstrates all ethical standards adopted by the education and administrative professions.

3. The on-site administrator has a working relationship with school personnel and members of their community.

B. Qualifications of the On-site Administrator

1. The on-site administrator should be fully qualified to hold the administrative position to which he/she is assigned. In Nebraska and surrounding states such qualification must include endorsement or certification.

2. The on-site administrator has been a practicing administrator for at least three years and in their present position or three years of experience and at least one year of experience in the present district prior to supervising the practicum student unless there are unusual circumstances.

3. The on-site administrator is self-assured, confident, and enthusiastic in his/her work.

C. Responsibilities of the On-site Administrator

1. Approach the mentoring role with sincerity and commitment.

2. Delegate challenging tasks to the intern.

3. The on-site administrator’s first responsibility is to his/her professional work setting. Therefore, the on-site administrator must ensure that the practicum/intern student does not interfere with the welfare of anyone in the professional work place.

4. The on-site administrator is responsible for providing experiences that foster the professional growth of the practicum/intern student.

5. The on-site administrator is responsible to see that the practicum student receives supervised experiences in as many areas as possible.
6. The on-site administrator provides on-going evaluation of the practicum/intern student in the following manner:

   a. Informal evaluations on a daily or at least weekly basis;
   b. feedback concerning strengths and weaknesses of the student;
   c. review of the student’s weekly log and/or other materials;
   d. upon conclusion of the practicum/internship experience, complete the final evaluation form provided by the college.

   All evaluations are based on (1) the on-site administrator’s direct and indirect observations of the practicum/intern student; (2) a minimum of one hour each week of one-to-one dialog with the student.
A school administrator is an educational leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. acting with integrity, fairness, and in an ethical manner.

6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
This form is to be used by the practicum/intern student to obtain permission from the school administrator of the below named school to work with an on-site administrator.

Student’s Name: _________________________________________________

School: _________________________________________________________

Address of the School: ____________________________________________

________________________________________________

School Telephone Number: ________________________________________

On-site School Administrator’s Name: ________________________________

Years of Administrative Experience: ________________________________

Dates of Practicum/Internship (months/year): ________________________

Signature of On-site School Administrator

______________________________________________________________

Signature of Practicum/Intern Student

____________________________

Date
MASTER CANDIDATE’S NAME: 

On-site Supervisor’s Name: 

On-site Supervisor’s Position: 

DIRECTIONS: The following items ask for your perception of the competencies of the master’s degree candidate who is enrolled in Chadron State College’s administrative program. Please place a check mark in the space at the right to indicate your perception of the candidate’s competency in that area. All responses except personal comments will be computerized and no individual will be identified.

Definition of Terms:

4. Beyond expected performance
The intern demonstrates a broad and deep understanding of the knowledge and skills of leadership. The intern initiates multiple opportunities for implementation of the knowledge or skill and seeks wide participation via varied and active modes of engagement to develop a strong school leadership team. The intern completes tasks on time with little or no supervision. The intern seeks advice and seeks answers to appropriate problems. You would want your child or relative have this person as an administrator.

3. Acceptable and Expected performance
The intern demonstrates adequate understanding of the knowledge and skills of leadership. The intern initiates opportunities for implementation of the knowledge or skill and seeks some participation via varied and active modes of engagement to develop a strong school leadership team. The intern completes tasks on time with minimal supervision. The intern sometimes seeks advice and sometimes seeks answers to appropriate problems. This candidate would be an adequate administrator.

2. Below expected performance
The intern demonstrates a minimal understanding of the knowledge and skills of leadership. The intern initiates single opportunities for implementation of the knowledge or skill. The intern demonstrates a top-down paradigm of educational leadership and does not seek wide stakeholder participation. Passive modes of leadership are exhibited. The intern must be reminded to complete tasks on time. The intern rarely seeks advice and rarely seeks answers to appropriate problems. At the current level of development you would not want your child or relative to have this person as an administrator.

1. Unacceptable Performance
This intern exhibits a distinct lack of understanding of the educational leadership process. Serious deficiencies in the knowledge and skills to be an educational administrator are apparent. The intern does not seek advice and does not seek answers to appropriate problems. This intern should be counseled about their choice of administration as a career path.
<table>
<thead>
<tr>
<th>HOW WOULD YOU RATE THE CANDIDATE?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>1.0</strong> <strong>Category 1.0</strong> — Candidates have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community:</td>
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<td>1.1 Uses a variety of assessment techniques in making decisions about student learning and school improvement</td>
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<td>1.2 Communicates effectively</td>
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<td>1.3 Works to meet the educational needs of all learners in all settings</td>
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<td>1.4 Models and practices effective methodologies including the use of technology to support student learning</td>
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<td>1.5 Utilizes creativity and problem solving skills to improve student learning</td>
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<td><strong>2.0</strong> <strong>Category 2.0</strong> — Candidates are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff:</td>
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<td>2.1 Communicates effectively with various constituencies within the school community</td>
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<td>2.2 Provides leadership that appropriately involves all members of the educational and school community</td>
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<td>2.3 Explores, assesses, develops, and implements educational concepts that enhance teaching and learning</td>
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<td>2.4 Reflects and evaluates information or thinking for refinement and self-improvement</td>
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<td><strong>3.0</strong> <strong>Category 3.0</strong> — Candidates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organizational, operations, and resources in a way that promotes a safe, efficient and effective learning environment:</td>
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<td>3.1 Gathers, analyzes, and utilizes data to make decisions about curricular, personnel, and physical resources</td>
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<tr>
<td>3.2 Demonstrates effective means of communication about organizations, operations and resources</td>
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<td>3.3 Identifies and creatively coordinates the use of available human and material resources</td>
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<td>3.4 Sets high expectations for meeting the needs of all learners</td>
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<td>3.5 Inspires others to acquire new competencies and experiences</td>
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<td>3.6 Demonstrates research skills to identify quality information for school improvement</td>
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<td><strong>4.0</strong> <strong>Category 4.0</strong> — Candidates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources:</td>
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<td>4.1 Regularly assesses the needs of the community and responds appropriately</td>
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<td>4.2 Assures that a multicultural, non-sexist and developmentally appropriate program is provided</td>
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<td>4.3 Uses leadership position to promote positive social change</td>
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<td>Rating Scale:</td>
<td>1 — Unacceptable Performance</td>
<td>2 — Below expected performance</td>
<td>3 — Acceptable and Expected performance</td>
<td>4 — Beyond expected performance</td>
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<td><strong>5.0</strong> Category 5.0</td>
<td>-- Candidates are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner:</td>
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<td><strong>5.1</strong></td>
<td>Commits to a specific set of values for the leadership role which demonstrates respect for all persons</td>
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<td><strong>5.2</strong></td>
<td>Reflectively evaluates information for refinement and self-improvement</td>
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<td><strong>6.0</strong> Category 6.0</td>
<td>-- Candidates are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context:</td>
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<td><strong>6.1</strong></td>
<td>Applies effective strategies for dealing with political issues</td>
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<td><strong>6.2</strong></td>
<td>Communicates effectively with internal and external publics</td>
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<td><strong>6.3</strong></td>
<td>Models and practices effective technological methodologies</td>
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</table>

PERSONAL COMMENTS ARE WELCOME AND MAY BE WRITTEN HERE OR ON THE BACK OF THIS SHEET.

Comments:

On-site Supervisor’s Signature: ________________________________

On-site Supervisor’s Name (printed): ________________________________

On-site Supervisor’s Position Title: ________________________________

Date: ______________