

Training Guide
Practicum/Internship Field Supervisor
Educational Administration Program Area
College of Education/Division of Education
Governors State University

The purpose of this training module is to provide you with information regarding the purpose and of scope of the practicum field experience for GSU's educational administration students and to share the very important role you play in executing the experience.

Purpose of the Practicum Experience

The practicum courses are designed to provide the student with opportunities to put into practice the concepts studied in the program under the supervision of a practicing administrator in school settings.

EDAD Program Area Outcomes/Standards

The Educational Administration Program Area has adapted the NCATE Standards as its Outcomes; they are listed below.

Program Standard

1. Professional and Ethical Leadership

- 1.1 Facilitates the development and implementation of a shared vision and strategic plan for school or district that focuses on teaching and learning.
- 1.2 Uses motivational theory to create conditions that motivate staff, students, and families to achieve the school's vision.
- 1.3 Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills.
- 1.4 Initiate, manage, and evaluate the change process.
- 1.5 Identify and critique several theories of leadership and their application to various school environments.
- 1.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influence affecting education in a democratic society.
- 1.7 Manifest a professional code of ethics and values.

2. Information Management and Evaluation

- 2.1 Conduct needs assessment by collecting information on the students, on staff and the school environment, on family and community values, expectations and priorities; and on national and global conditions affecting the school.
- 2.2 Use qualitative and quantitative data to inform decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research.
- 2.3 Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.
- 2.4 Analyze and interpret educational data, issues, and trends for board, committees, and other groups, outlining possible actions and their implications.

3. Curriculum, Instruction, Supervision, and the Learning Environment

- 3.1 Create with teachers, parents, and students a positive school culture that promotes learning.
- 3.2 Develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
- 3.3 Base curricular decisions on research, applied theories, informed practice, the recommendations of

learned societies, and state and federal policies and mandates.

3.4 Design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and community values, goals, social needs and changing conditions.

3.5 Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.

3.6 Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class and exceptionalities.

3.7 Utilize a variety of supervisory models to improve teaching and learning

3.8 Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes.

3.9 Assess student progress using a variety of appropriate techniques.

4. Professional Development and Human Resources

4.1 Work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as a resource, and to ensure that professional development activities focus on improving student outcomes.

4.2 Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace.

4.3 Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.

4.4 Formulate and implement a self-development plan, endorsing the values of career-long growth, and utilizing a variety of resources for continuous professional development.

4.5 Identify and apply appropriate policies, criteria and processes for recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity.

4.6 Negotiate and manage effectively collective bargaining or written agreement.

5. Student Personnel Services

5.1 Apply the principles of student growth and development to the learning environment and the educational program.

5.2 Develop with the counseling and teaching staff a full program of student advisement, counseling, and guidance services.

5.3 Develop and administer policies that provide a safe school environment and promote student health and welfare.

5.4 Address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students.

5.5 Plan and manage activity programs to fulfill students developmental, social, cultural, athletic, leadership and scholastic needs; working with staff, students, families and communities.

6. Organizational Management

6.1 Establish operational plans and procedures to accomplish strategic goals, utilizing practical applications of organizational theories.

6.2 Apply a systems perspective, viewing schools as interactive internal systems operating within external environments.

6.3 Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.

6.4 Monitor and assess the progress of activities, making adjustments and formulating new actions steps as necessary.

7 Interpersonal Relationships

7.1 Use appropriate interpersonal skills

7.2 Use appropriate written, verbal, and nonverbal communication in a variety of situations.

7.3 Apply appropriate communication strategies

7.4 Promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation.

7.5 Apply counseling and maundering skills, and utilize stress management and conflict management techniques.

8. Financial Management and Resource Allocation

8.1 Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.

8.2 Acquire and manage financial and material assets, and capital goods and services, allocating resources according to district or school priorities.

8.3 Develop and efficient budget planning process that is driven by district and school priorities and involves staff and community.

8.4 Perform budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.

9. Technology and Information Systems

9.1 Use technology, telecommunications and information systems to enrich curriculum and instruction.

9.2 Apply and assess current technologies for school management and business procedures.

9.3 Develop and monitor long range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and about staff development, keeping in mind the impact of technologies on student outcomes and school operations.

10. Community and Media Relations

10.1 Analyze community and district power structures and identify major opinion leaders and their relationships to school goals and programs.

10.2 Articulate the district's or school's vision, mission, and priorities to the community and media, and build community support for district or school priorities and programs.

10.3 Communicate effectively with various cultural, ethnic, racial, and specific interest groups in the community

10.4 Involve family and community in appropriate policy development, program planning, and assessment processes.

10.5 Develop an effective and interactive staff communications plan and public relations program.

10.6 Utilize and respond effectively to electronic and printed news media.

11. Educational Law, Public Policy and Political Systems

11.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education

11.2 Apply knowledge of common law and contractual requirements and procedures in an educational setting.

11.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings.

11.4 Describe the processes by which federal, state, district, and school site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.

11.5 Make decisions based on moral and ethical implications of policy options and political strategies.

11.6 Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts.

11.7 Develop appropriate procedures and relationships for working with local governing boards.

12 Internship

12.1 Requires a variety of substantial in-school/district experiences over and extended period of time in diverse settings, planned cooperatively and supervised by university and school personnel.

12.2 Establish relationship with school leaders acting as trained mentors/clinical professors who guide individuals preparing for school leadership in appropriate in-school/district experiences.

12.3 Includes experiences with social service, private, and/or community organizations.

Illinois State Leadership Standards

Governors State University's Educational Administration Program is also informed by Illinois State Leadership Standards. The standards are listed below to provide you with additional direction.

STANDARD 1 - Facilitating a Vision of Learning

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

STANDARD 2 - School Culture and Instructional Program

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

STANDARD 3 – Management

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

STANDARD 4 - Collaboration with Families and Communities

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD 5 - Acting with Integrity, Fairness, and in an Ethical Manner

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

STANDARD 6 - The Political, Social, Economic, Legal and Cultural Context

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Roles and Expectations

Practicum Student

The student is expected to complete the fifteen-week practicum experience under the direction of the university and field supervisors. Students must participate in the orientation session, seminars, and submit a practicum portfolio at the close of the trimester. Additionally, students are responsible for completing the practicum contract and other forms required as a part of this activity.

Specifically, the student is expected to:

- Attend the practicum orientation
- Attend all seminar sessions
- Enter into an agreement with the field supervisor and university supervisors regarding the practicum experience
- Sign designated forms
- Engage in a fifteen-weeks of practicum activities
- Complete a majors administrative project
- Complete fifteen administrative tasks

- Complete and provide a digest for fifteen readings related to educational administration
- Maintain a log of dates and times one is involved in administrative tasks as a part of the practicum experience
- Complete and submit the mid-term formative evaluation form
- Organize and submit a binder of practicum activities
- Meet with the university supervisor to submit the binder of practicum activities
- Submit an evaluation of the practicum experience

Field Supervisor

The Field Supervisor is an Illinois Type-75 (or other required endorsement) Certificated professional who is serving as an administrator in a school/district setting. He/she will take part in an orientation session at his/her work site during which the university supervisor will share the role and expectations for serving as a supervisor. The field supervisor will assist in making sure that his/her faculty understand that the practicum student has his/her complete support in executing school-wide activities. The supervisor is also responsible for monitoring the practicum student's activities in settings other than the student's worksite (other levels such as: high school, elementary school, middle schools, district office).

Specifically, the supervisor will:

- Review all of the elements identified in this guide
- Agree to serve as a field supervisor
- Meet with the university supervisor and practicum student
- Read all of the material in the practicum packet
- Read, approve and sign all practicum forms
- Provide the practicum student with an administrator's perspective of the school, school policies, school philosophy & mission, the physical plant, staff, students, and community
- Provide the students with an administrative perspective of school leadership and management functions
- To mentor the practicum student during the course of the 15-week practicum experience (NCATE 12.1)
- Evaluate the practicum experience using the Field Supervisor Evaluation form
- Assist the student in performing the tasks associated with the practicum experience
- Assist the practicum student in understanding that certain information that they will be working on may be confidential and must be treated as such
- Provide feedback to the university regarding the total experience

University Supervisor

The university supervisor is charged with making sure that the practicum experience meets with the expectations of the Educational Administration program area and that it provides the student with an authentic opportunity to utilize the theory taught in the program in a practical setting. The university professor must be cognizant of and link all components of the EDAD program to the practicum experience.

Specifically, the university professor will:

- Become familiar with the entire practicum experience
- Serve as a supervisor to practicum students
- Participate in program area orientations and seminars scheduled for the students
- Meet with his/her practicum students to outline the practicum goals and expectations
- Meet with the field supervisors to discuss the roles and responsibilities of the field supervisor
- Meet with the student and the field supervisor to discuss the practicum contract and its components
- Assure that the field supervisor has signed-off on the contract
- Sign the contract
- Provide guidance to the practicum student during the course of the 15 week practicum experience (NCATE 12.1)
- Visit the practicum site as often as is necessary
- Collect and evaluate the practicum portfolio
- Evaluate the students performance and disposition during the practicum activity
- Take into account evaluation information submitted by the field supervisor
- Submit a grade for the practicum experience

Diverse Experiences (NCATE 12.1)

Students are required to have practicum experiences in diverse (elementary, middle, high school, district office) settings. The university and field supervisors will facilitate the execution of this expectation

Community & Social Service Agencies (NCATE 12.3)

Students are required to have practicum experiences in community and social service agencies. It is important that the field supervisor assist in identifying these agencies and in providing the student with a contact person who will facilitate the students practicum experience in that setting.

Timelines

The practicum begins with the orientation during the first week of the trimester. University supervisors meet with students to set dates for school visitation(s) which

should commence shortly after the orientation. University field supervisors set dates for seminars to be offered during the trimester. Dates are established for the submission of practicum materials.

Appendix A – Practicum Agreement Form

Appendix B – Practicum Packet

Appendix C – Practicum Field Supervisor Information Form

Appendix D – Practicum Field Supervisor’s Summative Evaluation of Student

Appendix E – University Field Supervisor’s Formative Evaluation of Student

Appendix F – Address & Telephone Listing of University Professors and Lecturers serving as supervisors

Reference Materials

Textual materials associated with each class may serve as reference material for the student and field supervisor.

It is anticipated that students and field supervisors will reference professional journals related to educational administration.