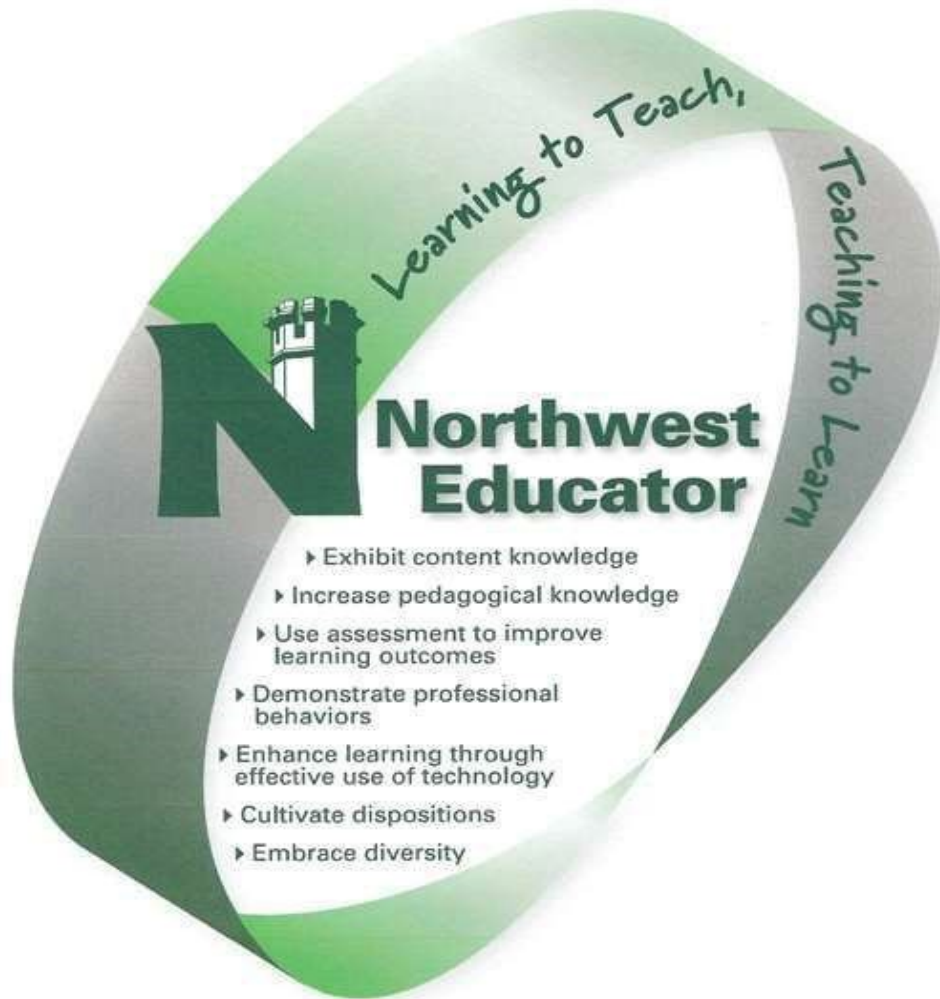


Practicum/Internship Handbook



Office of Educational Field Experiences

Northwest Missouri State University
2020-2021

General Information and Standards

The practicum/internship is designed to provide students working toward a graduate degree in Educational Leadership with practical field experience. Through a planned program (subject to review and approval of the on-site and university supervisor), you will have an opportunity to develop a comprehensive view of the duties and functions of exemplary, experienced practicing administrators. This culminating experience will allow the student to **demonstrate** the knowledge, skills, and performances of a visionary leader.

As you plan your practicum/internship, you should align your activities with the competencies/standards included in this manual and your experience log. These activities are embedded in the standards for educational leaders. In addition you should work toward the following goals:

1. Engage in meaningful field experiences under the direction of an exemplary building/district leader in order to learn and experience the work of the practitioner;
2. Relate course work in educational leadership with actual work in school leadership;
3. Align current literature in the field, classes taken in educational leadership at Northwest, and the job of the practitioner.

Practicum/Internship Requirements

1. **Missouri:** Completion of 61-630 Foundations of Educational Administration, 61-631 School Supervision, 61-686 The Principalship and 61-633 Curriculum Design. This practicum/internship **should** be completed at the end of one's program.
2. Choose an on-site supervisor that is an exemplary, experienced building/district leader that exhibits visionary/instructional leadership. Northwest Missouri State professors, adjunct professors, and Outreach site coordinators can suggest these leaders.
3. Enroll in the practicum/internship during the Practicum/Internship Seminar held at the beginning of fall and spring semesters. The masters elementary practicum in 61-694, m a s t e r s secondary in 61-693, and the internship for specialists in 61-738, superintendency (Central Office) 61-739, specialist elementary principalship or 61-741, specialist secondary principal. Enrollment will be for 2-4 hours depending upon the practicum or internship. Each credit hour will require 40 clock hours of work to be logged. The hours are determined by those needed to meet your Degree Audit.
4. Complete the on-site practicum/internship contract, gather signatures, and return to the Profession Education Office within **2 weeks** of attendance at the seminar. This contract must be submitted before a university supervisor is assigned.

Failure to return this contract in a timely fashion may result in a grade reduction, course drop, and/or performance of additional hours of activities.

5. If working at the middle school level (Grades 5-8), the practicum/internship must complete a minimum of 30 hours at the primary (P-3) level during the elementary practicum/internship experience. A minimum of 30 hours during the secondary practicum/internship must be completed in grades 9-12.
6. Attend all meetings as required for practicum/internship students.
7. Each student may bring 30 log hours from the previous semester that can be counted toward the practicum/internship.
8. Supervision—Limited to 20 hours for 3 hour practicum (15 elem/15 sec—for 2 practicums)

Evaluation is based upon a recommendation of the on-site supervisor, competencies met, skills demonstrated, completion of projects, overall professional growth, and review of the required activity log and reflection/"great book" paper. The final grade assignment will be determined by the assigned university supervisor based upon the on-site supervisor evaluation.

Additional questions may be directed to Dr. Greg Rich, the Office of Educational Field Experiences.

This handbook is designed to provide direction and answer questions for students, on-site supervisors and university supervisors. Its fundamental purpose is to serve as a syllabus for 61-738, 39, 41, 61-693, and 61-694 Practicum/Internships in Educational Leadership.

Missouri Leader Standards

Principals: <https://dese.mo.gov/sites/default/files/PrincipalStandards.pdf>

Superintendents: <https://dese.mo.gov/sites/default/files/SuperintendentStandards.pdf>

DEFINITION OF TERMS

Office of Educational Field Experiences: The Department of Professional Education office is charged with the responsibility of administering the programs of student teaching, graduate practicums and internships. This office is located in 200 Brown Hall, 660 562-1231.

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Practicum: A period of time spent by students under the direction of an exemplary, experienced practicing school administrator in order to gain experience and

competence in a particular specialty. A practicum at Northwest is completed during the process of completion of the Masters in Education degree.

Internship: A period of time spent by students under the direction of an exemplary, experienced practicing school administrator in order to gain experience and competence in a particular specialty. An internship at Northwest is completed during the process of completion of the Education Specialist degree.

On-Site Supervisor: The person employed by the school district who has under his/her direct supervision the university practicum/internship student or intern. (See page 9 for further details.)

Advisor: The College of Education and Human Services faculty member responsible for advising the university graduate student concerning his/her program of studies.

University Supervisor: The Department of Educational Leadership faculty member or adjunct professor charged with the supervision of the practicum/intern's assignment. This person has the responsibility of reporting a final grade for the student, conducting seminars, making visits, as outlined on page 10.

Enrollment-Assignment Requirement: One academic hour of enrollment in a practicum/internship requires a minimum of forty clock hours of work.

Practicum/Intern Evaluation Form: A suggested guide for reporting the progress of university students. This form is used for encouraging development and growth as well as reporting performance. It is aligned with the ISLLC and Missouri Leader Standards.

Log: Practicum students and interns are required to maintain a log of day to day activities. The format for this log appears in the handbook. University supervisors are asked to review this log on a periodic basis. The Coordinator of Graduate Field Experiences also periodically reviews this log for verification that hours pertaining to visionary/instructional leadership are recorded.

COURSE DESCRIPTIONS

61-694 (61-739) Practicum/Internship in Elementary School Administration and Supervision (2-3 hours). Supervised practicum/internship with a practicing elementary school principal.

Prerequisites: Permission of the Coordinator of Graduate Educational Field Experiences, 61-630 Foundations of Educational Administration, 61-686 The Principalship, 61-631 School Supervision and 61-633 Curriculum Design.

61-693 (61-741) Practicum/Internship in Secondary School Administration and Supervision (2-3 hours). Supervised practicum/internship with a practicing secondary school principal.

Prerequisites: Permission of Coordinator of Graduate Educational Field Experiences, 61-630 Foundations of Educational Administration, 61-686 The Principalsip, 61-631 School Supervision, and 61-633 Curriculum Design.

61-738 Internship in School Administration and Supervision (2-4 hours) Involves a field experience in which the student spends periods of time observing and performing various functions associated with central office school administration and supervision.

Prerequisites: Permission of student's program advisor and Coordinator of Graduate Educational Field Experiences.

The above courses are intended to provide opportunities for the graduate student to demonstrate the knowledge, skills, and performances in the areas listed below. Evaluation will be the responsibility of the on-site supervisor and the university supervisor. These areas afford the student many chances for self-assessment.

SKILL AREAS

SKILLS TO BE ASSESSED

1. **Problem Solving:** Ability to recognize when a decision is required; seeks out relevant information, formulates an action plan to resolve an issue.
2. **Ethical Leadership:** Interacts with individuals in fair and honest ways; approaches situations with integrity and provides direction to a group.
3. **Conflict Management:** Ability to prevent or resolve disagreements between and among individuals and groups; has a calming effect in difficult situations.
4. **Use of Technology:** Utilizes available technology effectively; seeks and analyzes new sources of technology for school use.
5. **Involvement With Continually investigates new and alternative methods to School Improvement:** enhance teaching and learning.
6. **Motivation:** Encourages self and others to strive for personal and professional growth.
7. **Manages Information:** Understands and uses available information for school improvement; maintains confidentiality when necessary.
8. **Promotes Learning/ Student Success:** Creates and maintains an environment that is conducive to learning; encourages students to achieve at high levels.

- 9. Collaborative Efforts: Works with faculty, staff, members of community, school board and others to promote a positive climate; shares resources to promote school's mission.
- 10. Interpersonal Skills: Ability to work harmoniously with others; sensitive to needs and feelings of others; open and approachable.
- 11. Conferencing Skills: Provides feedback to maintain a positive educational environment; clearly states expectations; demonstrates tact when discussing areas of concern; uses praise appropriately.
- 12. Assists In Meeting Develops resources to enhance teaching and learning. Student Needs:
- 13. Organizational Ability: Skilled in planning, scheduling, and assigning activities within the school setting; capable of dealing with extraordinary time demands.
- 14. Communication Skills: Ability to express ideas and facts clearly in oral, written, and non-verbal forms; writes and speaks appropriately for different audiences.
- 15. Data Management: Ability to gather, organize, and analyze data and make changes based on this data that drive school improvement.
- 16. Self-Improvement: Demonstrates evidence of continuous professional learning through study, research, professional development training, etc. Actively seeks varied avenues to develop professionally.

COMPETENCIES

Both the practicum and internship are intended to afford many opportunities for the following competencies to be assessed by the on-site supervisor and the university supervisor.

COMPETENCIES TO BE ASSESSED

- 1. Leadership Knowledge and understanding of bases of authority for educational leadership, basic leadership theories, functions and tasks of educational leadership, concepts of change processes, group dynamics, effective organizational skills, and professional growth activities.
- 2. Curriculum and Instructional Knowledge and understanding of the most prevalent concepts of schooling, the principles of directing a

Leadership	school program, developing the curriculum and managing instruction.
	Knowledge and understanding of monitoring student progress, communicating expected performance, integrating instructional support services, and program evaluation.
3. Management	Knowledge and understanding of administrative procedures and responsibility, maintaining a positive school image and managing and distributing information about the school to the general public, and strategies for promoting a positive school climate.
4. Personnel	Knowledge and understanding of recruiting and assigning staff, orientation of new teachers, staff development activities, performance-based evaluation systems, termination procedures, and positive interpersonal relationships with students, staff and other administrators.
5. Finance	Knowledge and understanding of Missouri's funding plan for public elementary and secondary schools, and budgeting process, the financial accounting and auditing processes, and school finance concepts.
6. School Law	Knowledge and understanding of constitutional provisions that apply to the public education system, state and federal laws and regulations pertaining to public education, the structure and governance of local school systems, and specific circumstances regarding tort, contract, district and personnel liability related to the operation of Missouri public schools.
7. Communications	Knowledge and understanding of the principles and strategies of effective communication, public information management, communicating behavioral and learning expectations to students, parents, and the community, and effective problem-solving and decision-making.
8. Change Agent	Knowledge and understanding of the processes and effects of change, importance of a school leader as a change agent, and the relationship of change to other crucial components of educational leadership.
9. Facilitator	Knowledge and understanding of the administrator's role in building trust, participative management, and their effects upon school climate.
10. Plant Management	Knowledge and understanding of the effective utilization of school facilities as correlated to educational needs, maintenance techniques, and population trends.

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| 11. Technology | Knowledge and understanding of the vast uses of technology used to organize and manage data as well as its many uses to enhance student learning in the classroom. Plans for the use of technology in a moral, ethical manner. |
| 12. Data Analysis | Knowledge and understanding of the many types of data and data management systems. Knowledge and understanding of data uses to change instructional practice in the classroom and to raise student achievement. |
| 13. Professional Development | Knowledge and understanding of the importance of continuous professional development to ensure sustained school improvement. |
| 14. Special Education | Knowledge and understanding of the administrator's role in that of meeting the need of all diverse learners especially those covered under various federal programs. |

RESPONSIBILITIES

The student will:

1. Attend the practicum/internship seminar and acquire information from the Office of Educational Field Experiences before or during this seminar.
2. Complete and return all required forms and reports. The contract with the on-site supervisor must be returned within **14** days of the seminar.
3. Attend all meetings associated with the practicum/internship.
4. Select, in consultation with the on-site supervisor, a project(s) and activities to be completed that will benefit both the school and the student.
5. Maintain and send in to the Office of Field Experiences a log of activities.
6. Meet regularly with the on-site and university supervisors to discuss progress.
7. Write a 3-8 page paper, one for each course that you are enrolled in. For the paper, you will need to read a minimum of one well respected book in the field of leadership per course. In this paper, discuss the highlights of the practicum/internship, outline of the project and its relationship to the current literature found in the book you chose, and the benefit to you and the school. The paper will include descriptions of the following:
 - a) A situation in which you identified, analyzed, and resolved a problem in your setting;
 - b) A situation where you sought assistance or involvement from the community or outside agency; and

- c) How this field-experience assisted you in your professional development and/or personal growth.
8. Submit the completed paper to the on-site supervisor for review and the university supervisor for evaluation.
9. All paperwork must be received by the Coordinator of Field Experiences at least **two** weeks prior to the end of each trimester in order for a grade to be assigned. Failure to do so will delay the grade until the end of the following trimester.
10. Delayed grades may be taken for up to one year following the enrollment in the practicum/internship. Students are encouraged to take at least two trimesters to complete the hours.

ON-SITE SUPERVISOR

The person serving in the capacity of on-site supervisor is an essential component for the success of a clinical experience. This individual must hold a valid administrative certificate, be evaluated at the proficient or distinguished level on the MEES, sign the necessary contract for the student to begin work on the practicum/internship, be willing to devote appropriate amounts of time, serve as a positive role model, and to work with the university supervisor for the success of the student.

Additionally, **the on-site supervisor should:**

1. Meet with the student in order to arrange for future meetings.
2. Establish activities that allow the practicum/intern to gain a broad and deep understanding of how he/she accomplishes the tasks that lead to organizational effectiveness.
3. Provide opportunities for discussion of how and why decisions were made or activities were structured.
4. Assist the student in selecting a project(s) to be completed for the benefit of the student and the school.
5. Provide daily supervision and feedback to the student and periodic feedback to the university supervisor.
6. Approve at least one leadership book for the student to read.
7. Meet with the university supervisor at mutually arranged times to discuss the progress of the student and his/her potential to become an instructional leader.

8. Use the practicum/intern to serve the organization, but being aware that the purpose of the practicum/internship is to allow the student to grow and develop the knowledge, skills, and performance of an instructional leader.
9. Review and sign the student logs before they are sent in to the Office of Educational Field Experiences.
10. Read the paper that is written by the student.
11. Complete the evaluation form at the end of the experience and send in to the Office of Educational Field Experiences.

UNIVERSITY SUPERVISOR

This is a regular or adjunct member of the faculty in the Department of Professional Education at Northwest, who is responsible for the overall supervision of this clinical experience.

The university supervisor will:

1. Discuss the proposed placement, knowledge, skills, and performance of the graduate student enrolled in this practicum/internship with the Coordinator of Graduate Field Experiences.
2. Make at least two on-site visits during the practicum/internship.
3. Assist the student in the selection of a leadership book.
4. Assist the student and the on-site supervisor in the development of a project(s) for the benefit of the student and the school.
5. Meet with the on-site supervisor and the student to discuss progress, **portfolio development**, and offer suggestions when appropriate.
6. Make other contacts as deemed necessary.
7. Review the logs submitted by the student and give advice and direction to the student and/or on-site supervisor on appropriateness, depth and breadth of activities.
8. Read and evaluate the paper written by the student and check progress on the student's portfolio.
9. Complete the evaluation form and turn in to the Office of Educational Field Experiences. Remind the student and the on-site supervisor of the on-site supervisor evaluation.
10. Consult with the on-site supervisor regarding the practicum/intern's progress, potential, and an appropriate grade, which will be turned in to the Office of Educational Field Experiences.

11. Conduct an exit interview with the practicum/intern and the on-site supervisor.

SUGGESTED ACTIVITIES AND INVOLVEMENT

The practicum/intern should have an opportunity to become involved in a comprehensive experience involving most of the tasks for which the public school on-site supervisor is responsible. The opportunity for **participation** and research in the various duties of the public school on-site supervisor while **applying** the knowledge and skills gained from his/her program of studies will fulfill this requirement.

Participation is essential to ensure a good experience. Assuming actual duties assigned to the practitioner, and taking responsibility for projects over an extended period of time are crucial to success.

Whenever feasible, the practicum/intern should become involved in research projects which help in solving problems, data analysis, and answering questions for school districts. A book study between the on-site supervisor and the practicum/intern would allow each to gain a further understanding of leadership as it relates to the book chosen.

Planning Your Activities

Prior to meeting with your on-site supervisor, you should develop a list of possible activities that will help you develop as an educational leader. A detailed list of possible activities will be discussed at the seminar and can be found on the website. Your on-site supervisor should be able to suggest additional activities that will have a practical benefit to the school and district. You and your on-site supervisor should also determine a project(s) that will benefit the school and district as well. Possible projects will also be discussed during the seminar. Please keep in mind that activities and projects should reflect that of an instructional leader. Management is an essential part of leadership; however, hours in management should only play a small part in the total hours accumulated in the practicum/internship experience. When logging hours for Federal Programs (SPED), all students should complete a minimum of **twenty** hours in a 3 hour practicum. If completing 2 practicums, it can be 15 elem/15 sec. You **may not** complete more than **twenty** hours in routine supervisory activities in a 3 hour practicum. If completing 2 practicums, it can 15 elem/15 sec. Confer with your on-site supervisor, university supervisor, and others to choose a well-respected book in the field of leadership. What follows below are idea starters that may help you as begin your practicum/internship experience. Activities that are reflective of the duties and responsibilities of a classroom teacher or those that the student must complete in carrying out their current duties and responsibilities may **NOT** be recorded on the activity log. The practicum/intern must now **assume the responsibilities** of an instructional **leader**.

Internship for the Superintendency

61-738 Internship in Educational Administration and Supervision (2-4 hours)

When working with superintendents, suggested involvement might require the intern to participate in the following:

1. Curriculum and Instruction
 - a. Establishing or revising a curriculum program for the improvement of instruction.
 - b. Constructing curriculum outlines for beginning a program needed in the district.
 - c. Conducting a community survey and develop a community education project or program.
 - d. Study parental attitudes concerning curriculum.
2. Scheduling and Organizing
 - a. Making a system-wide survey of lines of authority for both certified and non-certified personnel.
 - b. Developing a district-wide study of community organizations which assist the district in carrying out its mandate.
 - c. Planning and organizing a transportation schedule.
 - d. Making arrangements for meetings and seminars as necessary.
3. Certified Personnel
 - a. Establishing a program for orienting new teachers.
 - b. Conducting a survey of teacher turnover.
 - c. Developing a job description file for certified and non-certified positions.
 - d. Developing an instrument for determining teacher awareness of school policies.
 - e. Participating in recruitment and selection of teachers.
 - f. Planning a program for evaluating of non-certified personnel.
 - g. Participating and/or planning a system for reaching agreement on teacher contracts.
4. Public Relations
 - a. Preparing news releases for the media.
 - b. Establishing a publicity program for reporting school district accomplishments.
 - c. Evaluating the district-wide public relations program.

5. Pupil Personnel
 - a. Conducting a follow-up study on district's graduates.
 - b. Developing a program for admitting, orienting and assigning new pupils to the district.
 - c. Surveying students' involvement in decision making.
 - d. Establishing a system for evaluating at-risk students and possible causes.

6. School Management
 - a. Studying procedures for organizing and inventorying equipment and materials.
 - b. Surveying ways in which costs could be cut without affecting district functions.
 - c. Becoming familiar with and preparing State Department reports.
 - d. Data processing techniques which will improve overall efficiency can be evaluated.

7. School Plant
 - a. Becoming involved with maintenance, building remodeling, space requirements, etc.
 - b. Surveying facilities regarding function and space.
 - c. Researching population trends to determine future needs.

8. Finance
 - a. Helping prepare a budget
 - b. Helping prepare the annual superintendent's report to the State Department
 - c. Studying plan for revenue collection
 - d. Assisting in planning and executing bond and levy votes
 - e. Understanding an application for federal funds

9. Legal

- a. Becoming familiar with cases related to legal responsibilities of schools and the school district
- b. Becoming familiar with legislation and its implication upon schools and the school district
- c. Understanding due process
- d. Studying the interaction of lawyers and school legal matters
- e. Determining extent of compliance with state and federal mandates

10. Board and Administration

- a. Attending board meetings as an observer having carefully planned with the on-site supervisor the meeting agenda, etc.
- b. Presenting various reports and proposals to boards
- c. Attending professional administrator meetings

Principalships and Director/Supervisors

61-694 (61-739) Practicum in Elementary Administration (2-3 hours)

61-693 (61-741) Practicum in Secondary School Administration (2-3 hours)

Portfolio Information - please check with your advisor.

Performance Assessment Information – please check with your advisor.