

Practicum/Internship Activities/Portfolio Artifacts

Suggestions of appropriate activities/artifacts to complete your practicum/internship are grouped by the ISLLC Standards/MOLead Standards. These are provided as examples, and not intended to be an all-inclusive or proscriptive list. Remember that each student must complete 40 clock hours for each credit hour. Twenty hours must be completed in federal programs. **No** more than **20** hours may be logged completing **routine** supervision activities (bus, lunchroom, after school, or extracurricular activities such as sports).

You must develop, lead, create, write or establish the following to demonstrate the knowledge, disposition, and performance of an instructional leader. You may choose any of the following but are not limited to these activities:

STANDARD #1: VISION

School Improvement Plan, Building Improvement Plans/Grade level goals
Building Staff Development Plan
Staff meeting agenda (addressing vision/mission)
Weekly school newsletter
Monthly student recognition
Local newspaper articles highlighting achievement
Building wide discipline plans/academic guidelines
Implement Character Counts/Leader in Me
Establishing student organization in support of student learning
Speak to community about vision for learning
Use of student data/profiles to identify goals and address actual needs
Department meetings agendas (grade level meetings, team meetings too)
District report card/building report – annual report to all community – 3-year comparison
“State of the School” report from principal quarterly
Mission/Vision statement posters everywhere/schools/businesses
Partners in Education programs
Tours of building and sites to prospective parents

STANDARD #2: SCHOOL CULTURE FOR LEARNING

Professional development-Focus based on student achievement improvement area
“Walk-through” supervision
“Look for” supervision
Conduct Instructional Practice Inventories
School climate or culture surveys
Serve on a statewide committee addressing Common Core, Principals’ Standards, etc.
Copy of year’s Building/District Professional Development Plan that you have assisted in creating
Teacher evaluation artifact(s) from conduct Performance Based Teacher Evaluations
Regional job fair brochure (attend with district personnel)
Faculty meeting agenda (professional issues and development)
Attendance at state and national administration conferences

Action plans based upon test scores (Crystal Reports, ITBS, Common Assessments, MAP, EOC)
Grade level/Course level common assessment development
Building level study teams (whole faculty study groups)
Research and provide staff with professional reading material
Provides opportunities for teachers to observe best practice (both inside and outside discipline)
Uses state definitions and guidelines as basis for staff development
Selection of teachers based on their openness/interest in staff development
Lead in-service
Develop a model portfolio for teachers
Be involved in teacher in-service with your teachers
Quality teacher in every classroom report to community
Review IEP's
Attend AEA or area-wide federal program meetings

STANDARD #3: SCHOOL MANAGEMENT

Building expectations/rules posted
Student handbook
Faculty handbook
Substitute handbook
Extracurricular citizenship or social contract
Newsletter
Crisis plan
Staff memos – agendas
Building budgets/procedures
Review compliance with Title IX
Phone log –email
Fire marshal reports/fire and disaster drill records
Insurance audit of building
Regular meetings with maintenance staff; save agendas of those meetings
Use technologies to streamline procedures for attendance, grades, and registration
Share responsibilities with other experts
Door monitors, hall monitors, parking lot monitors
Safety committee meeting
Attendance/tardy procedures/expectations with consistently enforced consequences
Spend only the \$ you have
Notes from yearly meeting with district physical plant director and business officer
Student (new and incoming) orientation
Collaborative budget decision-making
Accreditation visit schedule, committees, etc.
Action plans for accreditation visit including self-studies
Review contracts for faculty and staff
Scheduling
Check for overrepresentation of diverse groups in federal programs
Review and revise job descriptions for faculty and/or staff

STANDARD #4: COLLABORATING WITH FACULTY, FAMILIES AND COMMUNITY

Parent advisory committee minutes or agenda

Parent volunteer list and recognition ceremony

Site-councils

Junior Achievement/pictures of classes, sample lessons

Survey parents about various changes in Standard #2 such as grades, participation in extracurricular activities, citizenship, etc.

Field trips – community support

Building assistance teams

Community agency assistance to students and families

School web sited hits

Number of referrals of students and families to community agencies

Number of placements of students (SPED) in community agencies

Student council agenda and minutes

Establish business partnerships to enhance collaboration in community

Community mobility programs in special education

Collaboration with higher education

Mentors (adults/students)

School to work

Social health teams

School – based health clinics on site

Parent/community volunteers

Career day brochure

Speech to community organization

STANDARD #5: ETHICS/INTEGRITY

Establish a character education program in the school and document activities

Periodic assemblies that have role-plays and examples of good character

Provided speakers/programs for parents

Discipline referral sheets – showing same treatment

Share character education info on newsletters to connect with parents and gain support

Recognize those showing character

Culture Fest to celebrate diversity

Provides multi-lingual newsletters and other school communications

School calendar reflects many ethnic religious holidays based on school demographic

Demographic representative on all school, community, and booster groups

Building-wide management plan (done by all stakeholders)

Student handbook (policies and procedures)

Maintains confidentiality of issues and discipline (student and staff)

Review of handbook to show implementing policies

Addresses specific concerns of families/students such as gender, sexual harassment, mascot change, etc.

Involve students in community services events and/or programs

STANDARD #6: GREATER POLITICAL AND SOCIAL CONTEXT

Meet monthly to curriculum director to plan staff development for teachers and self-log meeting notes and action

Active member of district curriculum committee

Speaker at service club (Rotary, Lions, Chamber of Commerce, etc.)

Share progress on district goals to P.T.O., P.A.C., etc.

Member Advisory Council or other state wide committee

Culture Festival celebrating school/community diversity

Site-Council implementation at the building level

Serves on Education Committee for city chamber organization

E-mail state or U.S. legislator –OFTEN

Work with Political Action Committee to promote education

Log of outside community resource agencies

Communication log – local/state decision-makers

District committee agenda

Staff development plan indicating diversity agenda

Guide staff in disaggregating data

Use demographic data of community to establish student-learning needs and possible trends in hiring diverse faculty or possible RIFing.

Vote early – vote often

Write articles in newsletter or local paper re: educational issues

Attend legislative hearings, meetings, etc. concerning educational issues

STANDARD #7: PROFESSIONAL DEVELOPMENT

Active member of state or national organization (ASCD, MAESP, NASSP, etc.)

Attend workshops, seminars, conferences for instructional leaders

Continue education at the graduate level in school administration

Revise and maintain a yearly comprehensive professional growth plan

Serve on district or building-wide focus, book study, strategic planning, etc. groups

Principal or Superintendent substitute

Participate in personnel interviews, conferences, data teams, etc. with or in the role of principal/superintendent

Serve as mentor for new building/district administrator