Course Title: Clinical Practicum in School District Administration I

Course Number: EDD 6201 02

Course Date: Fall 2014

Course Meeting Times: Field/On-site visit

Course Location: Candidate’s School District

Instructor Name: Dr. Leonard Elovitz

Office Location: 205D East Campus

Office Hours: T 1:00-3:00, Th 2:30-4:30, M & W in the field

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Course Description: Activities planned in cooperation with sponsoring school districts. Emphasis on involvement with functional responsibility for planning, developing and/or managing administrative-supervisory tasks.

Pre-requisite/program: Open only to matriculated EdD candidates

Program Student Learning Outcomes (SLOs):

A. The candidate promotes an appreciation and understanding of diversity in schools and society and demonstrates a commitment to meet the educational needs of all stakeholders in a caring, non-discriminatory and equitable manner

B. The candidate commits to collaborative professional partnerships in schools and other learning communities.

C. The candidate creates a positive school climate in which teaching and learning are primary concerns.

D. The candidate recognizes the ethical implications surrounding contemporary problems and issues.

E. The candidate commits to moral and ethical principles of leadership; affirms human dignity and an ethic of caring for all people.
F. The candidate models professional and leadership behaviors in all interactions and school and community.

Course Objectives:

At the completion of the course students will grow towards becoming informed, dynamic professionals by developing proficiency in knowledge, skill application and value development, as evidenced by demonstration of the ability to:

A. facilitate the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community. (K, S, V)
B. promote a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (K, S, V)
C. manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (K, S, V)
D. collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (K, S, V)
E. act with integrity, fairly, and in an ethical manner. (K, S, V)
F. understand, respond to, and influence the larger political, social, economic, legal, and cultural context. (K, S, V)
G. accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (K, S, V)

Instructional Methods:

This course is a practicum, which is comprised of the following instructional strategies:

A. Onsite field work
B. Direct instruction by cooperating site supervisor
C. Site visitation by university instructor
D. Small group seminars
E. Individual conferences

Outline of Course Content

1. School District Vision
   a. Develop a vision
   b. Articulate a vision
   c. Implement a vision
   d. Steward a vision
   e. Promote community involvement
2. School District Culture
   a. Promote a positive school culture
   b. Provide an effective instructional program
   c. Apply best practice to student learning
d. Design comprehensive professional growth plans

3. School District Management
   a. Manage the organization
   b. Manage operations
   c. Manage resources

4. Community Collaboration
   a. Collaborate with families and other community members
   b. Respond to community interests and needs
   c. Mobilize community resources

5. Professional Behavior
   a. Act with integrity
   b. Act fairly
   c. Act ethically

6. The Larger Context
   a. Understand the larger context
   b. Respond to the larger context
   c. Influence the larger context

7. Leading, Facilitating and Decision Making
   a. Shadowing
   b. Mentor assigned projects

COURSE REQUIREMENTS:

1. Time Requirement. During the semester you are to work on-site under the direct supervision of your on-site supervisor, and in consultation with the course instructor. It is expected that, at a minimum, you will devote 10 hours per week of on-site time to your internship, in partial fulfillment of course requirements. This work may be accomplished during, before or after normal working hours, by arrangement with your site supervisor.

2. Log Documentation. All on-site work must be documented. To this end, a log entry (use attached sheet, which you may reproduce) must be completed and signed by your site supervisor each time you devote a significant amount of time to your internship. Please provide a brief description of the work done, as well as the date and amount of time worked. Complete a spreadsheet to summarize the days and time devoted to the field study.

3. Portfolio Requirement. You are expected to compile a comprehensive portfolio that will include a variety of artifacts that are illustrative of the experiences gained during the internship. Such artifacts will include, but are not limited to: correspondence, memoranda, bulletins, articles, photographs, invoices, budgets, schedules, telephone messages, newsletters, forms, agenda, observations, etcetera. All documents are to be compiled and assembled in an orderly fashion in a three-ring binder or electronically on a CD using the template provided. Remember an artifact is your work. If you did not participate in its creation, don’t include it.

The portfolio should reveal the extent to which you have had an opportunity to meet the Standards for Advanced Programs in Educational Leadership promulgated by the National
Policy Board for Educational Administration (NPBEA) and monitored by the Educational Leadership Constituent Council (ELCC). The projects and activities that must be completed by the end of Field II are key into these standards. When list artifacts, indicate the relationship to the standard. Reflections should be a self-assessment of your proficiency with each standard. Complete the rubric of projects and activities and bring it to the exit conference.

4. Reflective Journal Requirement. A journal must be compiled which represents your reflections on your field experiences. The purpose of the journal is to communicate your feelings, insights, frustrations (yes, there will be some.), developing philosophy, and emotional response to your experiences. Important components of your journal entries are statements which will reveal to the reader your introspection concerning such issues such as: your leadership skills and style; interactions with colleagues in a quasi-supervisory capacity; emerging and developing philosophy of leadership; group dynamics and your sense of commitment to educational administration.

All journals will be kept confidential and will be returned to the student. Journal entries are to be made periodically, but not less than on a weekly basis. There is no specific length or precise format. Just reflect and write. Journals will be graded on a pass/fail basis, taking into account the apparent effort expended in their preparation. Please type all journal entries.

5. Written Evaluation. You are expected to meet your commitments in carrying out the field project. Punctuality, commitment, professional demeanor, interpersonal skill, task orientation, reliability, and other essential characteristics of effective leadership will be assessed, in part, by your site supervisor. Toward the end of the semester, each site supervisor will receive an evaluation form that he/she will complete and return to the course instructor. Although the site supervisor will be asked to suggest a grade for performance, determination of the final grade will be made by the course instructor, taking into account the site supervisor’s assessment.

6. Field Supervision. Your site supervisor will provide day-to-day supervision of your work. Additionally, the course instructor will arrange for a site visitation(s) to meet with you and your supervisor. Although every effort will be made to schedule visitations in advance, the course instructor reserves the right to appear unannounced to monitor your work, based on the schedule that you submit on the Course Information Form.

7. Candidates work under the direction of a mentor in a public school district central office for a minimum of 15 weeks. The following projects and activities that lead toward proficiency with the ELCC Standards are completed by the end of Field III:

a. Candidates are required to begin a portfolio of experience gained in the first 6 ELCC Standards at the start of their graduate program. The portfolio is completed with experiences gained in all 6 areas during the internship. The portfolio is assessed jointly by the mentor and the university supervisor. (7.1, 7.2, 7.3, 7.4, 7.5)

b. Candidates continuously discuss actual situations and actions taken with their mentor and are required keep a reflective journal of their experiences during the internship. The
c. Candidates are required to complete a daily log of all activities performed under the internship. The mentor signs each entry to verify the performance of assigned tasks. The university supervisor reviews each entry for completion and verification that the student is averaging at least 10 hours per week on the internship. (7.1, 7.2, 7.3, 7.4, 7.5)

d. Candidates do one of the following:
   1. Chair or participate on a committee to develop a mission statement for their district.
   2. Chair or participate on a committee to review the district’s current mission statement and recommend changes.
   3. Do a case study of the development of the current district mission statement.
Assessment is based on the process and final product. (1.1)

e. Candidates prepare a PowerPoint presentation regarding the district’s activities resulting from the mission statement and deliver it to the staff, PTA, Board of Education and/or local service organizations. Candidates are assessed on the quality of the presentation. (1.2, 1.3, 1.4, 1.5, 4.1)

f. Candidates complete an assessment of the culture of their district and develop and carry out an action plan for improvement if necessary. Candidates are assessed on the thoroughness of the process and reports to the mentor. (2.1)

g. Candidates plan and carry out an action research dissertation aimed at improving student learning in their district. This project begins in EL 6301 Research Methods and is completed during the internship. Each of the several steps is assessed along the way by the university supervisor and dissertation advisor. (2.2, 2.3)

h. Candidates assist in the observation and evaluation of a small group of volunteer principals and/or supervisors. Candidates are assessed on the quality of their documentation and feedback from the group. (2.4)

i. Candidates assist the mentor with all of the activities that go into the development and presentation of the proposed budget for the district. These activities include working with staff to determine needs based on program requirements and the district’s mission, to prioritize budget requests to fit within constraints imposed by the board of education, and to complete the documentation necessary to move budget requests forward. Candidates will employ the computing power available within the district as well as personal computing to assist in completing the tasks. Candidates will be assessed on their thoroughness and efficiency in completed assigned tasks. (3.1, 3.2, 3.3)

j. Candidates assist the mentor with all of the activities that go into the development and presentation of the schedule (calendar) for the district. Activities include determination of course tallies where applicable; the application of district policies on class size and student placement; the recommendation of the assignment of staff to classes or sections based on programmatic, legal and contractual constraints; and meeting with staff to gain
their input into scheduling decisions. Candidates will employ the computing power available within the district as well as personal computing to assist in completing the tasks. Candidates will be assessed on their thoroughness and efficiency in completed assigned tasks. (3.1, 3.2, 3.3)

k. Candidates assist the mentor with carrying out all of the activities that go into the daily operation of the district. Activities include the maintenance of an orderly and safe environment; maintenance of an orderly and efficient flow of information within the district and with the district community; assisting staff in their efforts to deliver the district’s curriculum; the evaluation and supervision of staff; and oversight of the district’s business operations including the generation of orders, the checking in of materials, the communication with the district’s business office and the maintenance of the district’s financial records; monitoring of programs for exceptional students; providing information to the board; and developing and proposing board policies. Candidates will employ the computing power available within the district as well as personal computing to assist in completing the tasks. Candidates will be assessed on their thoroughness and efficiency in completed assigned tasks. (3.1, 3.2, 3.3)

l. Candidates make at least one presentation to the PTA to gain their support or elicit their input on issues that are relevant to the district. Candidates are assessed on the quality of the presentation. (4.1)

m. Candidates plan and administer a parent survey regarding some aspect of their district. Data are collected and analyzed and a course of action is recommended. Candidates will be assessed on their thoroughness and efficiency in completing the task. (4.1, 4.2)

n. Candidates assist the PTA, a booster group, district foundation or student group with the planning and carrying out of a fund raising activity. Candidates will be assessed on their thoroughness and efficiency in completing the task. (4.3)

o. Candidates assist the mentor in working with local, county and state agencies. Candidates will be assessed on their thoroughness and efficiency in completing the task. (4.3)

p. Candidates develop and perform by a personal code of ethics that is consistent with the mission of the district, accepted practice and professional leadership associations. The performance of the candidate will be assessed by the mentor and university supervisor. (5.1, 5.2, 5.3)

q. Candidates complete an assessment of district practices to insure that all students are treated fairly regardless of race or gender and that district personnel are sensitive to the needs of all students. Candidates are assessed on the thoroughness of the final report and recommended plan of action. (5.1, 5.2, 5.3)

r. Candidates attend a number of Board of Education meetings and develop an analysis of the dynamics of the decision making process. If possible, the candidate makes a recommendation or presentation to the Board. The candidate is assessed on the quality of
the report and the presentation. (6.1, 6.2, 6.3)

s. Candidates spend some time observing and speaking with administrators at each level and in each department of the organization and prepare a report of similarities and differences in administrative processes and leadership styles within the district. Candidates are assessed on the quality of the report. (6.1, 6.2, 6.3)

t. Candidates facilitate the development, distribution and analysis of a community survey designed to ascertain the public’s perception of how well the district is living up to its published vision and/or mission statement. The results will be presented by the candidate at a public forum. The student will be assessed on the efficiency of the process employed and the quality of the data analysis. (1.4, 1.5, 4.2)

u. Candidates will facilitate the design and implementation of a program (i.e. Family Math, Homework Hotline, etc.) for parents to help them help their children to be successful in school. Candidates will be assessed on the successful implementation of the program. (4.1)

v. Candidates are required to identify at least five key leaders in their district community, justify why each was selected, and identify their roles or potential roles in district improvement. Candidates will be assessed on their analysis of the formal and informal power structure of their district community. (4.1)

w. The candidate will develop or update a resource directory of individuals and community businesses that could provide services such as guest speakers, job shadowing opportunities, rewards for positive behavior and achievement, etc. Candidates will be assessed on the completeness and the use of the directory. (7.4)

x. The candidate will develop or update a resource directory of local service agencies that could provide services that would be of value to the district or department. Candidates will be assessed on the completeness and the use of the directory. (7.4)

8. Further information and forms are available on my website: http://www.kean.edu/~lelovitz

Textbook & Materials
The university instructor and field supervisor will assign readings as necessary
Important Dates

Last day to withdraw: January 27, 2014
Last day to declare Pass/Fail option (if applicable): February 10, 2014
See http://www.kean.edu/KU/Academic-Calendar-Registrar for other important dates

Assessment:

Methods of Evaluation

A. Student journals (Knowledge/Skills/Values)
B. Portfolios (Knowledge/Skills/Values)
   See Course Requirements/Item B
C. Demonstration of competencies in the field (Knowledge/Skills/Values)
D. Field visits, observation (Knowledge/Skills/Values)
   Kean University Mentor: The submitted student schedule will
   be used to arrange a visit to the field student’s school site. At that time,
   the faculty mentor will meet with the field student and the on-site
   supervisor. Every effort is made to coordinate schedules for the on-site
   visit.
E. Written evaluation by field supervisors (Knowledge/Skills/Values)

   Field Supervision: The site supervisor will supervise the field student’s
   day-to-day work. The site supervisor will receive an evaluation form which will
   be submitted to the Kean University mentor. This evaluation will be considered in
   finalizing your field experience grade.

Important University Policies and Information

Students are responsible to review and understand the University Academic Integrity Policy
(available at the Center for Academic Success or at http://www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf)

Students should review the Student Code of Conduct, as it discusses expectations of appropriate

The Students Rights and Responsibilities handbook is available
at: http://www.kean.edu/KU/Forms-Policies-and-Publications

Students are strongly encouraged to register for the University’s emergency notification system
(www.mir3.com/kean) in order to be informed of campus emergencies, weather notices, and
other announcements.
All students must have a valid Kean email account. For those who do not already have one, forms are available on-line at http://www.kean.edu/KU/Forms-OCIS; click on E-mail Account Request Form.

Americans with Disabilities Statement & Non-Discrimination Statement:

Kean University is an affirmative action, equal opportunity institution. Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term. Students may contact Kean Disability Office in Downs Hall Rm 127 to discuss special needs, 737-74850.

KU Non-Discrimination Policy:

Kean University is an affirmative action, equal opportunity institution.

It is the policy of the Kean University Administration that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination, please contact Human Resources for referral to the appropriate personnel, 737-70430.