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# ORIENTATION MEETING FOR EDL 5813: CLINICAL PRACTICUM FOR ADMINISTRATION & SUPERVISION I

## Department of Educational Leadership & Secondary Education

- **Dept. Chair**
  - Dr. Barbara Lee: [blee@kean.edu](mailto:blee@kean.edu)
- **Faculty**
  - Dr. Alex Guzman, Assistant Professor:  
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- **Ed. Leadership Office**
  - Wanda Gonzalez, Professional Services  
Specialist [gonzalwa@exchange.kean.edu](mailto:gonzalwa@exchange.kean.edu)
  - [edulead@kean.edu](mailto:edulead@kean.edu)



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# ORIENTATION OVERVIEW



- Purpose
- Prerequisite
- Time Requirements
- Documentation
- Matrix
- Required Activities & Projects
- Action Research or Principal Entry Plan
- Final Portfolio

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# PURPOSE



This course includes activities developed in collaboration with sponsoring school districts, with a strong emphasis on hands-on involvement in planning, developing, and managing administrative and supervisory responsibilities.

The goal is to provide authentic, real-world experiences that will enhance your readiness and effectiveness as a future Supervisor, Principal, or Business Administrator.

Additionally, the course is designed to help you build proficiency in the **National Educational Leadership Preparation (NELP) Standards**, ensuring you are well-prepared to meet the expectations of educational leadership roles.

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# PREREQUISITES



- Completed 24 credits
- Completed EDL 5541: Computer Applications In Educational Administration
- Completed or Currently enrolled in EDL 5030: Educational Research
- Field Application Submitted to Ed. Leadership Office: Wanda Gonzalez ([gonzalwa@exchange.kean.edu](mailto:gonzalwa@exchange.kean.edu))

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# TIME REQUIREMENTS (150 HRS. + 150 HRS. = 300 HRS.)

## **EDL 5813: Clinical Practicum in Administration and Supervision I**

- 150 hours
- 2 hours per day
- 5 days per week
- 15 weeks: Sept. 2nd – Dec. 19th
- During, Before and After School

## **EDL 5814: Clinical Practicum in Administration and Supervision II**

- 150 hours
- 2 hours per day
- 5 days per week
- 15 weeks: Jan 12th – May 7th
- During, Before and After School

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# DOCUMENTATION FOR CLINICAL PRACTICUM IN ADMINISTRATION AND SUPERVISION



## *Required Documentation:*

- ✓ Log Entry Form
- ✓ Artifacts
- ✓ Excel Spreadsheet
- ✓ Matrix
- ✓ Letter of Attestation

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# DOCUMENTATION FOR CLINICAL PRACTICUM IN ADMINISTRATION AND SUPERVISION



## Log Entry Form & Artifact

- Document all completed field work
- New sheet for each Activity
- Provide a brief description of work completed
- Signed By Site Supervisor\* (See Letter of Attestation)

CLINICAL PRACTICUM (FIELD STUDY) IN EDUCATIONAL ADMINISTRATION

LOG ENTRY

DATE:

LOCATION:

SITE SUPERVISOR

\_\_\_\_\_  
Please Print Name

\_\_\_\_\_  
Title

FIELD INTERN

BEGINNING TIME: \_\_\_\_\_

ENDING TIME: \_\_\_\_\_

TOTAL TIME WORKED ON THIS DATE: \_\_\_\_\_

Provide a brief narrative description of the work performed: \_\_\_\_\_

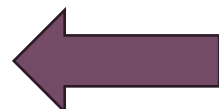
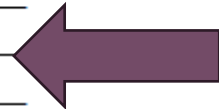
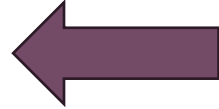
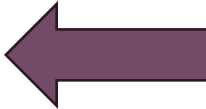
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I CERTIFY THAT THE ABOVE IS AN ACCURATE ACCOUNT OF WORK PERFORMED UNDER MY SUPERVISION.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Title

Standards Met: \_\_\_\_\_



# Log Entry Form & Artifact

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# LOG ENTRY FORM: WRITING FORMULA FOR ACTIVITY DESCRIPTION + NELP CONNECTION

- **Sentence 1 – Activity Description:** *Briefly describe what you did.*
  - Example starter phrases:
    - “In this activity, I [describe the task/action].”
    - “I participated in [name/describe activity].”
- **Sentence 2 – Purpose/Outcome:** *State the purpose or what was learned/accomplished.*
  - Example starter phrases:
    - “The purpose of this activity was to [goal/skill/outcome].”
    - “Through this activity, I developed skills in [specific skill].”
- **Sentence 3 – Link to NELP Standard:** *Connect the activity to a specific NELP standard (or element).*
  - Example starter phrases:
    - “This aligns with NELP Standard [#], which emphasizes [paraphrase key idea].”
    - “By completing this activity, I demonstrated [skill/competency] identified in NELP Standard [#].”

“In this activity, I conducted a data analysis of school performance reports. The purpose of this activity was to identify trends and make recommendations for instructional improvement. This aligns with NELP Standard 4, which emphasizes the use of data to inform decision-making and promote school improvement.”

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# ARTIFACTS



- Illustrate your experiences
- Correspondence, memoranda, bulletins, articles, photographs, invoices, budgets, schedules, telephone messages, newsletters, forms, agenda, observations, etc.
- Show off your work
- Accurately name all artifacts

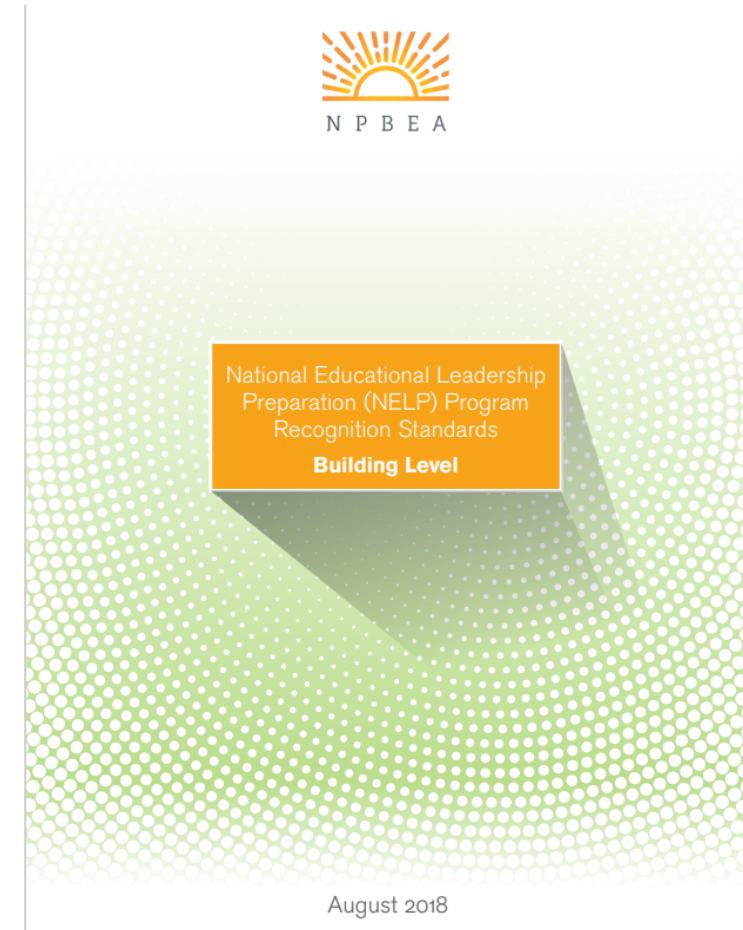


<u>Date</u>	<u>Hours</u>	<u>Standard</u>	<u>Element</u>	<u>Artifacts</u>
<a href="#">5/22/2024</a>	3.5	1.2,7.1	a, c, a	<a href="#">Mid-Year data report</a>
<a href="#">5/23/2024</a>	5	1.2	c	<a href="#">Presentation Planning and Preperation</a>
<a href="#">5/28/2024</a>	1	2.1, 3.3	a, a	<a href="#">Professional Development to CSS</a>
<a href="#">5/29/2024</a>	1.5	2.1, 3.3	a, a	<a href="#">Professional Development to CSS</a>
<a href="#">5/30/2024</a>	3.5	1.1	a	<a href="#">Summer Orders for Title III &amp; Migrant Program</a>
<a href="#">5/31/2024</a>	3	7.4	a	<a href="#">ESL Teacher Meeting on WIDA Testing</a>
<a href="#">6/3/2024</a>	4	4.2	a	<a href="#">Multilingual Learner's Academy</a>
<a href="#">6/4/2024</a>	5	6.1, 6.3	a, a	<a href="#">Board Approved Positions, NJDOE State Aid</a>
<a href="#">6/5/2024</a>	1	2.2b, 7.4	b, a	<a href="#">Meeting on Student Retention</a>
<a href="#">6/6/2024</a>	3	3.1	b	<a href="#">Central Team Meeting on ASP</a>
<a href="#">6/7/2024</a>	5	2.2	b	<a href="#">Pre-K Entering K Language Testing</a>
<a href="#">6/10/2024</a>	2	3.1	a	<a href="#">Supplemental Resources: Data Collection on iStation</a>

## EXAMPLES OF EXCEL SPREADSHEET

# NATIONAL EDUCATIONAL LEADERSHIP PREPARATION (NELP) PROGRAM STANDARDS: BUILDING LEVEL

- Standard 1: Mission, Vision, and Improvement
- Standard 2: Ethics and Professional Norms
- Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
- Standard 4: Learning and Instruction
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Building Professional Capacity



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# COMPLETING THE MATRIX

- At the end of EDL 5814, your Kean supervisor will rate your proficiency:
  - 1: Did not Meet the Standard
  - 2: Met with Conditions
  - 3: Met the Standard
- At the end of EDL 5813, your Kean supervisor will provide you with feedback and a progress/performance report.
- All Log entry forms , artifacts, projects must be linked to the Matrix

KEAN UNIVERSITY



Educational Leadership Department

Required Projects & Activities List for Field I & Field II

Student Name \_\_\_\_\_ Field I \_\_\_\_ Field II \_\_\_\_ Semester/Year \_\_\_\_\_

University Supervisor \_\_\_\_\_

Students enrolled in Field I and II must complete the activities and projects listed throughout this document. Activities and projects are hyperlinked on the Table of Contents below. Click the gold star throughout this document to return to the Table of Contents.

## Table of Contents

Standard 1	2
Standard 2	3
Standard 3	4
Standard 4	5
NELP Project 4	5
Standard 5	6
NELP Project 6	6
Standard 6	7
NELP Project 5	7
Standard 7	8

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# LEARNING THE MATRIX

## **Standard 5:** Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- *5.1 - Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.*
  - **Organize and lead a meeting of parents and/or community members via Google Meet or Zoom, communicate in the community's native languages, and discuss their role in positively affecting their children's learning.**
- *5.2 - Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.*
  - **Develop or participate in the preparation of a school newsletter or website targeting the broader school community or develop a partnership with a local business or college involving a joint enterprise with the school. Evidence will be the newsletter or a link to a business/college partnership.**
- *5.3 - Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.*
  - **Plan and administer a parent survey regarding some aspect of their school or department. Data are collected and analyzed and a course of action is recommended.**

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# LEARNING THE MATRIX

- **Deconstruct the Standard & Components:** What are the key skills, understandings and concepts in this components?
- **Deconstruct the activities listed:** What do I need to complete this activity?
  - Plan
  - List of resources
- Dr. Guzman what if I cannot complete the activity because....?
- *5.1 - Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.*
  - **Organize and lead a meeting of parents and/or community members via Google Meet or Zoom, communicate in the community's native languages, and discuss their role in positively affecting their children's learning.**
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# LEARNING THE MATRIX: NELP PROJECT #4

## Strategic Technology Leadership Presentation

Objective: Demonstrate your leadership and management capacity in a field-based setting by preparing a five-minute (minimum) video presentation to the Board of Education. Your presentation should go beyond describing components—it should simulate a strategic leadership proposal that addresses current challenges and future goals using technology as a transformative tool.

### Presentation Structure & Enrichment Suggestions

- Opening: Vision and Context
    - Briefly introduce your role and the purpose of the presentation.
    - Frame the presentation around a real or hypothetical challenge (e.g., post-pandemic learning gaps, digital equity, curriculum modernization).
  - Component 4.1 – Technology-Rich Curricula and Supports (Demonstrate, the capacity to evaluate, develop, and implement high-quality technology-rich curricula programs and other supports for the academic and non-academic programs)
    - Present a strategic initiative (e.g., launching a blended learning model or integrating AI tutoring tools).
    - Include a brief cost-benefit analysis or pilot plan.
    - Mention how this supports both academic and non-academic programs (e.g., SEL platforms, virtual clubs).
  - Component 4.2 – Equitable Instructional Practices and Digital Literacy (4.2 - develop and implement high quality and equitable academic and non-academic instructional practices, resources, technologies and services that support equity, digital literacy and the school’s academic and non-academic systems;)
    - Showcase a technology equity audit or digital literacy campaign.
    - Propose a professional development series for staff on inclusive tech use.
    - Include data or survey results (real or simulated) to support your recommendations.
  - Component 4.3 – Culturally Responsive Assessments (4.3 - understand and demonstrate the capacity to evaluate, develop and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being;)
    - Introduce a plan to implement adaptive assessment platforms that adjust to student needs.
    - Discuss how data from these tools will inform instruction and support well-being.
    - Reference student voice (e.g., feedback loops or student-led data reviews).
  - Component 4.4 – Coherent Systems Integration (; 4.4 - demonstrate the capacity to collaboratively evaluate, develop and implement the school’s curriculum, instruction, technology, data systems and assessment practices in a coherent, equitable and systematic manner. )
    - Present a dashboard model that integrates curriculum, instruction, tech, and assessment data.
    - Use visuals (e.g., flowcharts or graphs) to show how systems align.
    - Emphasize collaboration with stakeholders (teachers, families, tech coordinators).
  - Closing
    - Summarize the impact of your proposal.
    - Invite the Board to support a pilot, task force, or funding initiative
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## LEARNING THE MATRIX: NELP PROJECT #6

Develop a community resources intervention plan. Aspects of this plan include

- meeting and working with parents and community members to understand how they envision improvements to the school's educational environment and implementing steps that lead to such improvements (5.1);
- identifying, evaluating, and cultivating relationships with diverse community members, partners and other constituencies for the benefit of school improvement and student developments (5.2);
- working with other staff in order to build positive relationships with students, families, and other stakeholders while demonstrating the capacity to communicate through oral, written and digital means within the larger organizational community, and political contexts when advocating for the needs of their school and community (5.3).

This is a powerpoint that you will present to the faculty as part of the school's agenda to focus on community, parents, students, stakeholders, communication and school improvement efforts.

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## LEARNING THE MATRIX: NELP PROJECT #5

Develop an **organization management plan**. This plan incorporates various components, including

- assisting with the responsibilities related to the beginning and end of the academic school year, and analyzing how the physical plant lends itself to the effective and appropriate delivery of educational services (6.2);
- assessing and evaluating the use of human capital, fiscal responsibility, and the use of technological resources for school improvement (6.1);
- assessing and evaluating adherence to school safety procedures (6.3) and those procedures that promote the interrelationship between scheduling, instructional time, and student learning (6.3); and
- identifying and evaluating instances where leadership responsibilities are available to staff in addition to administration to ensure and support each student's learning needs and promote the mission and vision of the school (6.1).
- You will write an Executive Summary, which is a brief overview of the purpose and scope of the plan, connected to the school's mission, vision, and improvement goals, and highlighting leadership's role in operational excellence and equity.
- You will develop a template identifying each component: 6.1, 6.2, 6.3 and a chart with activities/persons responsible/timelines for achieving each of the 3 components.

# COMPLETING THE MATRIX:

- All standards must be addressed during each semester (EDL 5813 & EDL 5814)
- All projects must be completed by the end of EDL 5814
- Changes in activities must be discussed and approved by Kean Supervisor

Criteria	1 – Developing	2 – Proficient	3 – Exemplary
Activity Completion & Relevance	Activities are incomplete, lack depth, or show minimal alignment with Standard 7 components.	Activities are complete and relevant, with clear alignment to Standard 7 components.	Activities are comprehensive, innovative, and strongly aligned with Standards; demonstrate leadership and initiative.
Hours Logged & Documentation	Hours are inconsistently logged or lack verification; documentation is unclear or incomplete.	Hours are accurately logged with appropriate documentation; meets basic expectations.	Hours are thoroughly logged, verified, and well-documented; exceeds expectations in clarity and accountability.
Artifacts Quality & Alignment	Artifacts are missing, generic, or weakly connected to the activities and standards.	Artifacts are relevant and demonstrate alignment with activities and leadership standards.	Artifacts are high-quality, reflective, and clearly demonstrate leadership growth and alignment with the Standards.
Log Entry Forms (Reflection & Detail)	Log entries are vague, lack reflection, or do not clearly describe the activity or learning.	Log entries are descriptive and include basic reflection on leadership learning.	Log entries are detailed, reflective, and demonstrate a deep understanding of leadership practices and professional growth.

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# PORTFOLIO



- Formal email to Kean Supervisor containing the following items:
  - Link To Portfolio (Folder in OneDrive)
    - Matrix
    - Excel Spreadsheet
    - Artifacts
    - Log Entry Forms
    - Projects
  - Letter of Attestation

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# EVALUATION OF PORTFOLIO



- Site supervisor's evaluation
- Experiences reflected on logs
- Quality of completion of papers and activities as represented in your artifacts and portfolio
- Grade will be assigned by Kean supervisor.

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# LETTER OF ATTESTATION



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- Affidavit from site supervisor that certifies the logs contained in this file are an accurate account of work performed under their supervision.
- On School/district letterhead
- Example
  - *This letter is to certify that [Student's Full Name] has successfully completed the required [number of hours] hours of EDL 5813 Clinical Practicum for Administration and Supervision I as part of the Principal Preparation Program at Kean University.*

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# ACTION RESEARCH PROJECT



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- Solve a problem identified at the field site
- First 3 chapters should be completed in EDL 5030 Research course by the end of EDL 5813
- Remaining Chapters (4 & 5) finished by the end of EDL 5814
- Full report handed in with portfolio
- **Not required for certification or SBA candidates**

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# PRINCIPAL ENTRY PLAN



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- **Principal Entry Plan Assignment:** Designing a 90-Day Entry Plan for School Leadership
- **Due Date:** End of EDL 5814
- Length: 10 - 15 min video

## Assignment Objectives

- By completing this assignment, students will:
- Analyze the context of a school and identify key stakeholders.
- Develop strategies to build trust, assess school culture and performance, and prioritize needs.
- Demonstrate awareness of ethical, equitable, and culturally responsive leadership practices.
- Design actionable steps for entry aligned with school improvement goals and leadership standards.

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# FIELD SUPERVISION



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- Site supervisor provides day-to-day supervision of your work
- Kean Supervisor will coordinate with you to schedule a site visit to meet with you and your supervisor (if available)
- Kean Supervisor reserves the right to appear unannounced to monitor your work based on the Course Information Form

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# SCHEDULE A TIME FOR THE VISIT

Fill out form to schedule a visitation

It can be ....

- Before school
- During your prep
- After school



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# QUALIFYING EXAM

- Will be administered in November 1, 2025, 9 am in Hennings Hall 327
- Certification process: Student that qualify for any certification must apply through Kean prior to graduation or completion of program. (October if you plan on finishing in December.)



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# MASTER'S IN BUSINESS ADMINISTRATORS

- Must complete a checklist of business office responsibilities
- Portfolio will include projects decided upon between you and field supervisor
- No action research
- You have to take Comprehensive exam
- November or March only

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# FINAL WORDS

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We know that this is a lot of work, but so is being an administrator

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You should be given increasing responsibility as your site supervisor's trust grows

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Problems should be brought to the attention of your Kean instructor pertaining to field experience

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Remember you must apply once again for EDL 5814 Field II. We will need a separate application

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Stay positive and have fun

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