Practicum Planning Guide

EADM 531: PRACTICUM IN ELEMENTARY SCHOOL ADMINISTRATION
OR
EADM 536: PRACTICUM IN SECONDARY SCHOOL ADMINISTRATION

February 14, 2017
The University of Scranton
Scranton, Pennsylvania

Practicum Planning Guide

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The University of Scranton
Scranton, Pennsylvania

Practicum Planning Guide

For
EADM 531: Practicum in Elementary School Administration

Or
EADM 536: Practicum in Secondary School Administration

Barbara A. Conway, Ed. D.
The University of Scranton
800 Linden Street, 229 McGurrin Hall
Scranton, PA 18510-4632
Telephone: 570-941-6376
570-209-0689 (Cell)
Fax: 570-941-4611
E-mail: barbara.conway@scranton.edu
FORWARD
This Practicum Planning Guide provides an overview of the University’s program to create on-the-job experience for its graduate Candidates seeking a Master of Science in Educational Administration or administrative certification in one of the fifty states. Through this program, Candidates will be able to apply theory and research to “real life” situations as well as demonstrate competence and identify areas of developmental opportunity.

Please be aware that the University follows all of the Professional Standards for Educational Leaders adopted by the National Policy Board for Educational Administration (NPBEA). These standards according to NPBEA “…are grounded in current research and real-life experiences of educational leaders”. Moreover, they are “student-centric” and are “designed to ensure that educational leaders are ready to meet effectively the challenges and opportunities of the job today and in the future as educators, schools and society continue to transform”.

While the Elementary and Secondary Practicum are two unique and separate courses, it should be noted that this Practicum Planning Guide provides general process descriptions, an overview of performance guidelines, typical course expectations and forms applicable to either course. As you register for the specific practicum, you will receive additional, more detailed information related to completing that course. This Practicum Planning Guide serves only as a “heads up” and is provided early so that you may begin the planning process as outlined. Remember: both courses must be completed in order to earn the Master of Science in Educational Administration and/or state administrative certification from The University of Scranton.

The Elementary and Secondary Practicum in Educational Administration are designed to benefit the prospective administrator candidate, as well as the sponsoring school district. It should provide the prospective administrator with an opportunity to better understand and appreciate the work of the school principal and to determine their own suitability for the role. At the same time, the Practicum provides the school district an opportunity to test the competencies, skills, and adaptability of the prospective administrator candidate. This opportunity is a critical part of the District’s on-going search for competent administrators and supports its ability to recommend competent administrators to other school districts.

All Practicum participants should be cognizant of the mission of the Catholic Jesuit University which requires that Candidates display sensitivity to issues of inclusion and bias, as well as, diversity (racial, gender, ethnic, religious, and lifestyle). Candidates must display consideration of those who are disabled in any way. Furthermore, Candidates should become aware of and respond to those stakeholders within and outside the school to insure that all are treated in a just and fair manner.
CHECKLIST FOR FINAL SUBMISSION

_____ Practicum Approval (Page 23)

_____ Supervising Administrator Information (Page 24)

_____ Practicum Work Plan Cover Page (Page 25)

_____ Required Practicum Contact Information (Page 26)

_____ Practicum Work Plan Tasks with Supervising Administrator’s Signature

_____ Supervising Administrator’s Resume

_____ Affiliation Site Agreement (Pages 31 through 36) Because this is a University/District agreement, it must be signed by a district representative (e.g.: superintendent) who is legally able to do so on behalf of the district, not a building representative such as a principal.
INTRODUCTION

Rationale

It is generally agreed that classroom experience and professional graduate study alone do not fully develop the competencies needed to function as an administrator in a contemporary educational system. Opportunities must be provided for the prospective administrator to evaluate the competencies acquired by academic training as they apply to the position, and to assess their overall competency level, including identification of strengths and developmental areas that must be strengthened to qualify for licensure. The Administrative Practicum represents one way in which these opportunities may be provided under supervised conditions.

An Overview

A practicum is similar to the familiar internship in the medical profession. It is a program that provides the prospective administrator, who is completing a Masters in Educational Administration and/or state administrative certification, with ‘real life’ practical experience. The Practicum, as executed by The University of Scranton includes the following elements. All identified forms can be found in the Appendix.

1. **Agreements**: Agreements are designed to ensure a common and consistent understanding of each person’s roles, responsibilities and expected outcomes.
   
   - **Practicum Approval**: An agreement between the Administrative Candidate, the candidate’s Principal and the appropriate District staff that a) acknowledges the time requirements associated with the practicum and b) allows the teacher to complete the assigned Practicum tasks in a logical manner. A logical manner for completion of the practicum would imply a consistent time frame and sequential access to the role of Administrator. For example, an administrative candidate may function in the administrative role by being completely released from classroom teaching assignments, using planning periods, working before and after school hours and/or taking advantage of summer school environments in which to execute the practicum. Summer should be the last resort. Candidate and parent contact are essential elements of the Practicum experience and every effort should be made to do the Practicum during the normal school year. Candidates are allowed to complete one Practicum when students are not in school if needed.

   - **Supervising/Sponsoring Administrator Information** – An agreement between the candidate and a qualified administrator who is willing to execute the responsibilities described in this Practicum Planning Guide with a focus on providing effective feedback to the prospect.

   - **Practicum Work Plan** – An agreement between the Candidate, the Supervising Administrator and the University’s Evaluating Professor that delineates specific tasks to be executed and/or products to be produced during the practicum. The identification of tasks should be directly related to the PSEL Selected Standards and Sub-standards. The
supervising administrator must sign this form. A sample is found on page 30 of this Guide.

- **Affiliation Site Agreement** – An agreement between the University and the designated representative of the facility where the practicum will occur (e.g.: school district) that delineates the responsibilities of both parties in the planning and implementation of the practicum. Because this is a University/District agreement, it must be signed by a district representative (e.g.: superintendent) who is legally able to do so on behalf of the district, not a building representative such as a principal.

2. **Approvals**: Approvals ensure that all agreements and work products meet consistent high standards as outlined by The University of Scranton.

- **Supervising Administrator** – The completed Supervising Administrator Information form should be submitted to the University. This will allow the Evaluating Professor to verify qualifications and ensure a rigorous practicum.

- **Work Plan** – The mutually developed and agreed to Practicum Work Plan based on the PSEL Standards and Sub-Standards must be submitted for approval at least **four weeks** prior to beginning the Practicum session. **The supervising administrator must sign the plan.**

3. **University Support**: The University of Scranton provides several levels of support to both the Administrative Candidate and the Supervising Administrator. In addition to the expected access to University services, the practicum includes:

- **University of Scranton Evaluating Professor** - This person functions as advisor, to provide both Candidate and Supervising Administrator with the necessary guidance; and as evaluator, to assess the quality of all completed assignments.

- **University of Scranton Visiting Instructor** - The Visiting Instructor will schedule a single visit to talk with the Elementary and Secondary supervising administrator. This visit is required to conduct an authentic assessment of the student’s work based on the PSEL Standards. The visit will take place during the final practicum. The instructor will confer with the Supervising Administrator and interview other key stakeholders. The Visiting Instructor will provide feedback to the candidate and report observations to the Evaluating Professor. A Lab Fee is associated with this element of the Practicum. A non-negotiable fee of $1,500.00 has been established for all site visits.

4. **Feedback and Recommendations**: Ongoing feedback is also a critical component of the practicum and is, therefore, also a structured process. Specific feedback opportunities include:

- **Immediate and Periodic Feedback from the Supervising Administrator** – The Supervising Administrator will provide ongoing, spontaneous feedback to the Candidate regarding their performance in specific situations. In addition, the Supervising Administrator will
provide periodic updates to the Evaluating Professor during online communication and additional reports as requested by the Evaluating Professor.

- **Site Visit Evaluation** – During the on-site visit, the Visiting Instructor will provide feedback to the candidate, the Supervising Administrator and the Evaluating Professor.

- **Final Candidate Performance Evaluation** – A summative evaluation by the Supervising Administrator of the Candidate’s performance. No grade will be issued without the Supervising Administrators Candidate Performance Evaluation. Please Note: The Final Candidate Evaluation is NOT required if the student is completing his/her second practicum. The Site Visit takes the place of the Final Performance Evaluation.

- **Recommendation for Principal Licensure** – This program for licensure is based upon the Pennsylvania state licensure requirements. States may have different requirements for licensure that may not have been a part of this Practicum. *The University of Scranton is not responsible for any other components except those specifically detailed in this Practicum Guide.*

- **Institutional Recommendation** – Upon successful completion of the entire MS in Educational Administration degree and/or the Educational Administrative certification program, including Practicum and the on-site visitation, the University of Scranton’s Certification Officer will provide an institutional recommendation of the Candidate for Principal licensure which will be based upon Pennsylvania’s state licensure requirements. The successful candidate may then submit that recommendation to his/her state for review and acceptance.

5. **Scheduled Communication Events:** These events are designed to ensure progress towards completion of all tasks and assignments in a timely manner.

- **Initial Discussion** – When the Candidate has registered for either practicum, the Evaluating Professor will be assigned. The Candidate will be notified through the Practicum course e-mail of his/her responsibilities concerning deadlines and assignments of the Practicum course.

- **Discussion Board Assignments** – These assignments are presented during the Practicum in a manner similar to other online courses.

- **Counseling** – The Evaluating Professor will be available for the Supervising Administrator and the Candidate to discuss potential problems and clarify outstanding issues. The Candidate should always feel free to contact the Director of Student Services for the Graduate School/Academic Advisor assigned by the university upon entry into the program. For issues dealing specifically with the Practicums, the candidate is encouraged to contact the Director of Clinical Practice.
- **Tracking** – A Weekly Activity Report will allow everyone to be aware of the progress made towards success. A Reflective Journal will provide an elaboration of the Weekly Activity Log.

6. **Assignments:** In addition to the individual Work Plan, common assignments, specific to each practicum, are designed to ensure a base line experience for all practicum participants and to develop a broad range of skills. These assignments must be completed as scheduled by the Evaluating Professor and are **in addition to the 150 hours of supervised experience.**

**ROLES AND RESPONSIBILITIES**

Because each of the stakeholders plays a critical role in the process, the Practicum can be seen as a four way partnership. Each role is dependent upon the others.

**Value**

The main purpose of the practicum is the supervised development of the Prospective Administrator Candidate for the role of school administrator. This supervised development process provides value to all of the partners, including:

- Provides new ideas and supplementary services for the school system sponsoring the candidate;
- Provides the school district, the university, and the candidate with a means to determine the likelihood that the candidate will be successful as a school administrator;
- Helps the candidate discover the role for which he/she is best suited;
- Helps the candidate test acquired competencies by attempting administrative tasks under the supervision of a competent, experienced administrator;
- Enables the candidate to benefit from the lessons learned by the Supervising Administrator during a lifetime of professional service;
• Provides an opportunity for the candidate, with supervision, to thoroughly exam the school and district budget;

• Requires the candidate to look beyond a single school at stakeholders within and outside the school district.

**Roles/Responsibilities: The School District**

The School District in which the Prospective Administrator Candidate currently holds a teaching assignment must recognize that the Practicum is critical not only to the candidate’s success, but also to the ongoing development of their system. As such, arrangements must be made to ensure the candidate has sufficient time to execute the administrative tasks assigned and to demonstrate the skills expected within the practicum period. As part of the planning process decisions will be made and documented to define realistic schedules.

**Roles/Responsibilities: The Prospective Administrator Candidate/Candidate**

The Prospective Administrator Candidate has three key responsibilities which must be completed prior to beginning the Practicum.

1. The first responsibility of the candidate is to gain approval of a logical practicum schedule. The University of Scranton expects the 150 required Practicum hours to be completed within a minimum of 12 weeks. This means that you have 4 weeks prior to the start of the semester plus 8 weeks during the semester to complete the assignments, demonstrate skills and function as an administrator for 150 hours. Should a logical practicum schedule require release from any of your teaching assignments, it is important that agreement to do so be documented and signed by an appropriate District Administrator and the Supervising Administrator of your school. *Should you discover that you need an additional session to complete your hours, you may request a four week extension through your Evaluating Professor.*

2. The second major responsibility of the candidate is to select a Supervising Administrator and gain agreement to participate in the Practicum.

• When selecting a Supervising Administrator the candidate should consider the following criteria:
  o Experienced and respected school or district administrator,
  o No history of work related discipline,
  o Willingness to spend extra time with you to provide direction, supervision and feedback,
  o A compatible personality and
  o Other criteria as listed under Policies and Procedures.
• When asking the Supervising Administrator to participate in the Practicum, the candidate should inform the Supervising Administrator of the expected responsibilities, including:
  o Assignment of specific responsibilities to you, the administrator candidate.
  o Supervision of your work to ensure the safety of all stakeholders;
  o Documentation of your time spent in the administrative capacity;
  o Assessment of, and feedback regarding, your demonstrated competence in each of the task areas.
• Agreement to function as the Supervising Administrator must be documented using the appropriate form.
• Once the candidate has identified a person who agrees to function as the Supervising Administrator during the practicum, the candidate must allow the University to review the Supervisor’s resume. A University review of qualifications helps to ensure that all program participants undergo the same rigorous experience and have the same opportunity to learn from highly qualified administrators. The Supervisor’s qualifications must be submitted to the Director of Clinical Practice at least four weeks prior to beginning the practicum.

3. The Candidate and the Supervising Administrator must develop a Practicum Work Plan. The Work Plan must be based on the PSEL standards and sub-standards that are designated for each practicum and submitted to the University at least four weeks prior to beginning the practicum along with the other practicum forms required. The supervising administrator must sign the work plan. An example of the Work Plan can be found on page 30 of this Guide.

4. The Candidate is responsible for all criminal record checks and clearances. The Candidate should provide the District with required background checks when requested to do so.

Roles/Responsibilities: The Supervising Administrator

The Supervising Administrator is, perhaps, the key influencer on the candidate’s success. This influence is expressed by executing the following responsibilities:

1. Assist in Planning a Program of Work

• Guide the Candidate to find and understand your state’s standards for being an effective principal;
• Guide the Candidate in relating your state’s standards to those required by the Master’s Degree in Educational Administration, as documented in this guide.
• In cooperation with the Candidate and his/her University Advisor, identify specific areas of developmental need.
• Using the above information, and in cooperation with the Candidate, identify responsibilities which can be assumed by the Candidate, including situational opportunities and specific activities that provide a means to enhance and/or demonstrate ability.
2. **Supervise the Candidate’s Experience**

- Sign the Practicum Work Plan, which outlines the tasks and responsibilities planned during the Practicum. This form is located in the appendix.
- Ensure the safety of all stakeholders in situations where the Candidate has assumed responsibility;
- Provide ongoing observation, feedback and direction throughout the Practicum;
- Communicate with the candidate’s University Evaluating Professor in a manner established during initial dialogue and planning.
- Share “lessons learned” as appropriate.

**Roles/Responsibilities: The University Evaluating Professor**

The University of Scranton assigns a professor to serve as a facilitator in the application of the candidate’s on-campus work to his/her school administration experiences. The professor is available to assist the candidate or the Supervising Administrator with any problem of administration for which the candidate or the sponsor desires consultation and professional reference.

In addition, the University Evaluating Professor will, via a conference call in the first practicum, maintain ongoing interaction and monitor progress with Administrator Candidates and the Supervising Administrators. Specifically, the following events will be scheduled as part of the Work Plan:

- Seminar discussion assignments to be executed via discussion boards;
- Weekly Activity Logs located in the appendix and submitted by the candidate;
- Problem Identification and Resolution as needed/appropriate during the Practicum;
- Gather performance feedback from the Supervising Administrator and Visiting Faculty.

**Roles/Responsibilities: The University’s Site Visit Faculty**

A University of Scranton Visiting Professor will conduct an on-site visitation during the final practicum. The University Visiting Professor functions as a fully qualified adjunct to the University Staff and is responsible for the following activities during the Site Visit:

- Discuss candidate’s performance with the Supervising Administrator to verify activities, review the PSEL Standards and identify areas of strength, developmental opportunities and general recommendations;
- Interview other stakeholders, such as teachers, candidate, parents and community representatives as appropriate to identify perceived strengths and developmental opportunities;
• Discuss the candidate’s experience, questions, concerns and next steps with the candidate;
• Summarize and document findings for distribution to the Candidate, the Supervising Administrator and the University Evaluating Professor; and
• Provide recommendations as to the candidates “next steps.”
POLICIES OF THE ADMINISTRATIVE PRACTICUM

Registration Qualifications

- Practicing educational professional who is pursuing graduate study leading to a Masters in Educational Administration and/or state administrative certification;
- Completion of all course work required by the Masters in Educational Administration and/or administrative certification as defined in The University of Scranton Graduate Studies Catalog;
- Documented district agreement to support the Candidate’s time requirements, as evidenced by submission of the appropriate form;
- Submission and approval of all required forms contained in the Practicum Guide checklist by the Director of Clinical Practice;
- Completion of all normal registration processes for EADM 531, Practicum in Elementary School Administration and/or EADM 536, Practicum for Secondary School Administration.

Supervising Administrator

- Selected Administrator must meet the following qualifications:
  - Certified administrator;
  - Held the position of School Administrator for at least three years and received satisfactory assessments during that period;
  - Hold an administrative position responsible for the appropriate grade levels (Elementary K-6; Secondary 7-12);
  - Have a clean disciplinary, ethical and legal record; and,
  - Not have a family relationship with the Prospective Administrator Candidate.

- A district or State Superintendent of Schools or his designee or a private school chief operating officer, may function as a Supervising Administration.

- The Supervising Administrator retains all final decision making authority regarding school, district or community outcomes in situations where the Prospective Administrator Candidate has assumed responsibility.

- The University of Scranton Evaluating Professor retains decision-making authority regarding practicum processes and outcomes.

- The Prospective Administrator Candidate shall have no administrative authority, except as specifically delegated by the Supervising Administrator with the approval of the Chief Operating Officer.
Practicum Facilities

- The Prospective Administrator Candidate may complete the Practicum in any school within his/her district which includes a minimum of three grades appropriate to the Practicum being completed. Elementary Practicum should be undertaken in a building with grades Pre-K/K to 6. Secondary Practicum should be undertaken in a building with grades 7-12. The Director of Clinical Practice will have final approval of proposed building placement.

- Whenever it is not practical for the candidate to perform within his/her own district, the candidate with the help of the area administrators shall make every attempt to secure an alternative location. The Affiliation Site agreement must be signed by the designated representative of any additional district in which the practicum is scheduled.

- The most effective Practicum is conducted during the school year and will typically include Candidate/parent interaction. Should this not be a realistic expectation, the Supervising Administrator and the Candidate should consider tasks which do not require Candidate interaction, but do demonstrate administrative competence. In these cases, however, the University Evaluating Professor will pay special attention to the relationship between the tasks listed on the Work Plan and the requirement to demonstrate competence in specific PSEL Standards. The University reserves the right to approve/disapprove and/or modify all Work Plans.

Getting Started

- The Prospective Administrator Candidate should begin the planning process as soon as practical.

- Five key steps must be completed and submitted to the Director of Clinical Practice at least four weeks prior to beginning the Practicum:
  - Secure approval from the Supervising Administrator and appropriate District Administration to participate in the 150 hour practicum, page 23;
  - Identify and gain approval of a Supervising Administrator, page 24;
  - Complete and submit the Practicum Work Plan Cover Page, page 25;
  - Complete and submit the Required Practicum Contact Information, page 26;
  - Develop, submit and gain approval of the Practicum Work Plan Tasks (with Supervising Administrator’s signature), as explained on pages 27-30;
  - Submit Supervising Administrator’s Resume;
  - Secure approval and submit the signed Affiliation Site Agreement, pages 31-36.

Completion Requirements

- Documented completion of 150 hours during the first 12 weeks or 16 weeks if an approved four week extension has been provided;
• If an extension is granted, the first session’s grade will be recorded as an Incomplete (I); the final practicum grade will be entered at the completion of the 150 hours, or the second session, whichever comes first;

• All required forms signed and on file in the University Practicum Director of Clinical Practices’ office;

• Acceptable completion of all course assignments;

• An acceptable Final Performance Evaluation of the Candidate by the Supervising Administrator;

• Completion of an assessment of the PSEL standards identified in the original Work Plan; and

• Completion of an on-site visitation. The grade INCOMPLETE will be issued if the on-site does not take place.
## Questions and Answers

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many hours do I have to complete for the Practicum?</td>
<td>150 hours are required for each Practicum (Elementary and Secondary) excluding the written projects.</td>
</tr>
<tr>
<td>2. Who can be my Supervising Administrator?</td>
<td>Any certified administrator, having a minimum of three years experience, covering the grade levels in which you are completing the Practicum. The Director of Clinical Practice may waive the three-year requirement under special circumstances.</td>
</tr>
</tbody>
</table>
| 3. How are Elementary and Secondary levels defined?                      | Elementary = PreK - Grade 6  
Secondary = Grades 7-12                                                                                                                                                                                   |
<p>| 4. May I complete the Practicum in my current school?                    | Yes, providing it encompasses the specific grades for that Practicum.                                                                                                                                     |
| 5. What happens if I need to complete the Practicum in another school; for example, a different grade level? | There are really two ways to answer this question. First, students do not need to be present to complete many of the tasks associated with the Practicum. Therefore, you could work with a Principal in another building while school was not in session, such as during breaks or before/after school. Try to avoid summer. Second, if you elect to work in another school during the academic year, be aware you may need to do so during your off hours, or secure permission to leave your teaching assignment for the time of the Practicum. |
| 6. What if I am unable to complete 150 hours in a 12 week period?         | You may request a single four-week session extension to complete your Practicum. To do so, ask your Evaluating Professor to make this arrangement. Then you will be placed in a special extension session and will not be assessed tuition. <strong>Extensions are granted for HOURS only not assignments.</strong> You will receive your grade at the end of the special extension session. |
| 7. What are the specific requirements for the Practicum?                  | The Practicum Planning Guide will provide a significant level of detail in answer to your question.                                                                                                        |
| 8. Will I receive an institutional recommendation as a result of completing both Practicum? | Based on the requirements in your state, the University will provide an institutional recommendation upon successful completion of the entire Degree or certification program. The recommendation will be provided at the conclusion of the on-site visitation. There is a non-negotiable site visit fee of $1,500. |
| 9. May I do both Practicum in the summer time?                           | No. Only one Practicum may be completed in the summer unless there is a summer school.                                                                                                                   |
| 10. May I complete both practica in the same semester?                   | No, only one practicum may be taken in a semester.                                                                                                                                                      |
| 11. May I complete both Practicum in a grade 5-8 middle school?           | Working in two different schools with two different mentors provides more experience. In this or similar cases, the Director of Clinical Practice reserves the right to require practicum hours at other grade levels (<em>ex: K to 4 or 9-12</em>). |
| 12. If my state does not require an on-site visit, why do I have to have a visit? | The University of Scranton considers the practicum as the final opportunity to conduct an authentic assessment of the students’ potential as a leader. All students are required to have an on-site visitation during the final practicum based on program requirements. |</p>
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<tr>
<th>Questions</th>
<th>Answers</th>
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<tbody>
<tr>
<td>13. I work in a K-12 building. May I do both Practicum in the same building?</td>
<td>Yes, but this is discouraged. Working in two different buildings and with two different mentors provides more experience.</td>
</tr>
<tr>
<td>14. Do I need to take the comprehensive examination?</td>
<td>No. As of January 1, 2012 students enrolled in the Master of Science in Educational Administration do not have to take and pass a master comprehensive examination. All students are required to have an on-site visitation during the final practicum.</td>
</tr>
<tr>
<td>15. Do I need to apply for degree/graduation?</td>
<td>Yes. Applying for degree or graduation is the same thing. An online application should be completed when you are arranging for your final course or by the application deadlines: September 30th for Fall/December and Intersession/January; January 31st for Spring/May, and May 31st for Summer/August. Degrees are conferred four times a year - August 31, December 31, January 31, and the actual graduation date in May. Transcripts will reflect degree conferral. Those students finishing in August and December will receive the diploma in February. Those finishing in January and in May who do not attend commencement, their diplomas will be mailed in late June. Please refer to <a href="https://www.scranton.edu/academics/cgce/CGCE%20Commencement.shtml">https://www.scranton.edu/academics/cgce/CGCE%20Commencement.shtml</a> for application forms and deadlines.</td>
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SUGGESTED ACTIVITIES AND ASSIGNMENTS

Overview

There are three types of information in this section:

1. **Responsibility Areas**, which describe the responsibilities associated with a position as school or district administrator. This list also represents the types of responsibilities that should be assumed by the Candidate in order to demonstrate and build the requisite competencies.

2. **Suggested Activities**, which lists typical assignments and/or tasks related to the various responsibility areas. These suggested activities are offered as a starting point to develop the Practicum Work Plan.

3. **Assignments**, which lists the specific course assignments and product outcomes expected during each practicum. It should be noted that details of these assignments, including changes, rubrics and due dates, will be provided as part of the standard Candidate materials distributed upon registration for either course.

1. **Responsibility Areas**

An effective school and/or district administrator must execute a number of tasks during any given day, and over an entire career those expectations are extensive and diverse. Each task requires multiple competencies, the ability to recognize which skill should be applied to which situation, analytic skills necessary for problem resolution and the willingness to do whatever it takes to provide an effective and safe learning environment for the range of candidates, teachers, parents and other stakeholders involved in the education process. The overall purpose of the Practicum is to allow the prospective administrator candidate to recognize the true range of these abilities and to enhance their own competency level in as many situations as possible. **The list of PSEL standards included here should guide development of the Practicum Work Plan.**

While it is not realistic or even possible to demonstrate or evaluate every possible competency or performance in unique situations, the University of Scranton’s Practicum in Educational Administration requires demonstrated competencies in as many of the following responsibility areas as can be accomplished during the 150 hour Practicum.

2. **Suggested Activities**

Situations which allow the candidate to demonstrate performance in many of the above responsibility areas will typically arise in an ad hoc manner during the Practicum. The following suggested activities and/or experiences are provided in order to ensure a consistent level of rigor and the broadest possible opportunity and challenge for the prospective administrator candidate. In general, the Prospective Administrator Candidate should plan to chair or take a leadership role, with the Supervising Administrator’s guidance, in several committees associated with the **Suggested Activities** that follow.
The parties are encouraged to develop additional relevant activities and experiences that may be unique to the situation. Such decisions should be documented on the Practicum Work Plan. Please remember that the following activities are examples of what could be included in the Work Plan, may be adapted to your situation and should be expanded upon in your Work Plan.

<table>
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<tr>
<th>Suggested Activities related to Administrative Functions</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Review prepared materials on district’s administrative organization – e.g., organization chart, job description</td>
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<tr>
<td>• Visit all offices and study administrative organizations from administrative office to classroom</td>
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<tr>
<td>• Attend meetings of Board of Education</td>
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<td>• Prepare principal’s monthly report to the superintendent</td>
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<tr>
<td>• Participate in a systematic decision-making process under the guidance of on-site administration</td>
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<tr>
<td><strong>Personnel – Professional</strong></td>
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<tr>
<td>• Study materials, policies, and procedure for recruitment, selection, and supervision – e.g., applications, interview forms, contracts</td>
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<tr>
<td><strong>Non-professional and Pupil</strong></td>
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<tr>
<td>• Examine pupil personnel materials – e.g., records, report cards, promotional policies</td>
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<tr>
<td><strong>Finance</strong></td>
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<tr>
<td>• Review budget preparation procedures</td>
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<tr>
<td>• Study Candidate activity accounts, policies, and procedures</td>
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<tr>
<td>• Follow through requisition to delivery to use of item</td>
</tr>
<tr>
<td><strong>Buildings, Grounds, and Transportation</strong></td>
</tr>
<tr>
<td>• Study maintenance program</td>
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<tr>
<td>• Study policies and procedures relative to the use of buildings and grounds.</td>
</tr>
<tr>
<td>• Study policies and procedures of the district relative to transportation in general and preparation of bus routes, schedules, and passenger rolls</td>
</tr>
<tr>
<td><strong>Auxiliary Agencies</strong></td>
</tr>
<tr>
<td>• Assist in preparing the summer school program</td>
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<tr>
<td>• Assist in preparing the after-school program</td>
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<tr>
<td>• Study and observe the organization and operation of the school’s lunch program</td>
</tr>
<tr>
<td>• Investigate the school’s working relationship with the various social service agencies</td>
</tr>
<tr>
<td><strong>Local District and the Department of Education</strong></td>
</tr>
<tr>
<td>• Assist in the preparation of all report forms required by the Department</td>
</tr>
<tr>
<td>• Prepare a calendar for the preparation and submission of local and Department of Education reports</td>
</tr>
<tr>
<td><strong>Suggested Activities related to Supervision and Curriculum</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Review and study plans for assignment of teachers and supervisors</td>
</tr>
<tr>
<td>• Visit at least one classroom at each grade in each discipline</td>
</tr>
<tr>
<td><strong>Plans and Schedules</strong></td>
</tr>
<tr>
<td>• Assist the principal in the preparation of the master schedule and Candidate schedules</td>
</tr>
<tr>
<td>• Visit and prepare a supervisory report at several levels of instruction (reports are not to be placed in teachers’ records)</td>
</tr>
<tr>
<td><strong>Revision and Study</strong></td>
</tr>
<tr>
<td>• Review and study district plans, organization, and procedures for curriculum study and revision</td>
</tr>
<tr>
<td>• Meet with groups working on curriculum study</td>
</tr>
<tr>
<td>• Check file of Department of Education curriculum publications and prepare a list of all missing publications that are still available</td>
</tr>
<tr>
<td>• Examine professional library collection of books, pamphlets, and other publications available for staff use</td>
</tr>
<tr>
<td><strong>Selection of Personnel</strong></td>
</tr>
<tr>
<td>• Follow the procedure for the recruitment and selection of a teacher</td>
</tr>
<tr>
<td><strong>Selection of Materials</strong></td>
</tr>
<tr>
<td>• Follow the procedure for the selection of materials of instruction</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>• Review and update the technology curriculum</td>
</tr>
<tr>
<td><strong>Testing</strong></td>
</tr>
<tr>
<td>• Review test results and complete a data analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Activities related to School and Community Relations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Information</strong></td>
</tr>
<tr>
<td>• Prepare a booklet on pertinent ‘school-community’ data: population study, maps, industries, trades, clubs and organizations, ethnic groups, and churches</td>
</tr>
<tr>
<td>• Prepare weekly releases to local newspapers and other news media</td>
</tr>
<tr>
<td>• Visit and discuss distribution of school news with local editors and other regional news media managers</td>
</tr>
<tr>
<td><strong>Community Groups</strong></td>
</tr>
<tr>
<td>• Attend a PTA council meeting</td>
</tr>
<tr>
<td>• Accompany a principal to a PTA unit executive board meeting</td>
</tr>
<tr>
<td>• Attend meetings of local service clubs</td>
</tr>
</tbody>
</table>
3. **Assignments**

In addition to demonstrating performance in as many responsibility areas as possible through selected activities, each Prospective Administrator Candidate enrolled in either Practicum will be required to complete assignments specific to that course in addition to the 150 hours. **Specific directions explaining assignments will be e-mailed to the Candidate prior to the first day of class.**

**Core Assignments include:**

- Perform administrative tasks, under the guidance of a certificated administrator, for a minimum of 150 hours across a single 12-week time period, or 16 weeks if an additional four-week session extension is requested and granted.

- Verify completion of said tasks to the University Evaluating Professor regularly, but no less than every two (2) weeks through emailing the Weekly Log with an attached journal.

- Attend a minimum of three course meetings through active participation in discussions via the discussion board.

- Complete a minimum of three research/reflection papers that will explore pertinent/current administrative topics.
APPENDIX: FORMS AND SAMPLES

Practicum Approval

Directions

- Candidate – complete personal information
- District Representative – complete personal information and sign form
- Candidate – sign and submit form to:

  Dr. Barbara A. Conway  
The University of Scranton  
  800 Linden St., 229 McGurrin Hall  
  Scranton PA 18510-4632

Submittal Date: _____________

Practicum Level: Elementary or Secondary (Circle one)  Semester: _____________

Candidate Name (print): ________________________________________________

District Representative/Title (print): ___________________________________________

The University of Scranton and the undersigned School District hereby agree to cooperate in providing on-the-job, administrative experience in the preparation and training of a school principal in accordance with the Administrative Practicum program outlined by The University of Scranton. As such, we understand that the Candidate must demonstrate competence during 150 hours of administrative work.

It is further understood that the university professor assigned to monitor and evaluate said trainee’s progress should be Dr. Barbara A. Conway, or her designee.

Candidate Signature: ________________________________________________

District Administrator Signature: ________________________________________________

Name of School District: ________________________________________________

Name of Assigned School: ________________________________________________

University Representative Approval  
(for University of Scranton use only) ________________________________________________
Supervising Administrator Information

Directions

- Candidate – complete personal information
- District Representative – complete personal information and sign form
- Candidate – sign and submit form to:

  Dr. Barbara A. Conway
  The University of Scranton
  800 Linden St., 229 McGurrin Hall
  Scranton PA 18510-4632

Submittal Date: _____________

Practicum Level: Elementary or Secondary (Circle one) Semester: _____________

Candidate Name (print):

Supervising Administrator Name/Title (print):

I confirm that the following information is correct and agree to execute the responsibilities required of a Supervising Administrator for The University of Scranton’s Principal Practicum program as listed below.

Administrator Qualifications

I am certified as a _____________________________ (Level of Administration); *Attach resume.

I have been a school/district administrator for _________ years;

I have a clean disciplinary, ethical and legal record: True? Not True (please explain)

My relationship to the Prospective Principal Candidate is: ________________;

Special Recognitions/Awards (optional):

Administrative Responsibilities

- Support the Candidate in developing a Practicum Work Plan based on PSEL standards;
- Ensure execution of approved Work Plan;
- Assign responsibilities to the Candidate as needed to demonstrate Administrative competence;
- Supervise all work and ensure a safe and productive environment for all stakeholders;
- Verify documentation of time clocked and work completed;
- Communicate, as requested, with Dr. Barbara A. Conway, The University of Scranton; and/or the evaluating professor.
- Assess and provide effective feedback on the Candidate’s performance in all areas.

Supervising Administrator Signature: ________________________________________________

Name of School District/School: _________________________________________________

Candidate Signature:

University Representative Approval: ________________________________________________

(for University of Scranton use only) ________________________________________________

February 14, 2017
Practicum Work Plan Cover Page

Directions

- Candidate and Administrator – complete personal information and sign form once completed
- Both - develop individual Work Plan based on PSEL standards for selected practicum (Elementary or Secondary)
- Administrator – Sign and date the individual Work Plan and submit with other required practicum forms

Submittal Date: ______________

Practicum Level: Elementary or Secondary (Circle one) Semester: _____________

Candidate Name (print): ____________________________

Supervising Administrator Name//Title (print): ____________________________

This form is comprised of two sections.

Section 1: PSEL Standards

This section lists the minimum PSEL Standards/sub-standards required to be completed for each Practicum. Each area should be defined and discussed relative to Principal Competencies as defined by your state and the Candidate’s current demonstrated competence. You are allowed to work on more than the 15 required standards/sub-standards if time permits.

Section 2: Work Plan Tasks

A well-defined task or project should include areas of responsibilities, expected outcomes, criteria for success and a time frame. Develop a work plan which indicates the specific responsibilities that will be assumed and/or the tasks that will be performed for each of the PSEL Standards/sub-standards you are responsible to complete during each practicum. Write your work plan on a separate page and attach to your contract. An example of how to develop this work plan can be found on page 30 of this Guide. Your supervising administrator must sign and date this work plan.

The Practicum Planning Guide includes suggested activities related to each administrative competence area. These suggestions may be used as provided, or adapted to fit the situation and developmental need.

Agreement

The parties hereby agree that during the training/practicum period, tasks will be developed, assigned and performed within the following areas and in the priority order indicated. Priority has been established based upon developmental needs, areas of least experience and situational opportunities.

Supervising Administrator Signature: ____________________________

Name of School District/School: ____________________________

Candidate Signature: ____________________________

University Representative Approval: ____________________________

(for University of Scranton use only)
Required Practicum Contact Information

Name of School District ____________________________________________________

District CEO and E-Mail Address______________________________________________

________________________________________________________________________

Name of School _____________________________________________________________

Address of School ___________________________________________________________

________________________________________________________________________

Telephone Number of School _________________________________________________

Fax Number of School _______________________________________________________

Supervising Administrator’s Name and Title _____________________________________

________________________________________________________________________

Supervising Administrator’s E-Mail Address_____________________________________

________________________________________

Candidate Contact Information.

Student’s Current Home Telephone Number _________________________________

Student’s Current Cell Phone Number _________________________________

Student’s Current E-Mail Address ___________________________________________

Student’s Current University of Scranton E-Mail Address _______________________

Student’s Current Address ____________________________________________________

________________________________________
Directions - Section 1: PSEL Standards
You must complete work on the following 15 PSEL Sub-Standards with an E in front for your Elementary Practicum. You must complete work on the 15 with an S in front of them for your Secondary Practicum.

Professional Standards for Educational Leaders

Standard 1: Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

___E___1.b: In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

___E___1.c: Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

___S___1.d: Strategically develop, implement, and evaluate actions to achieve the vision of the school.

___S___1.e: Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of the students.

___S___1.f: Develop shared understanding of and commitment to mission, vision, and core values in all aspects of leadership.

Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

___E___2.a: Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.

___S___2.f: Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

___E___3.b: Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.

___S___3.d: Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

___E___3.e: Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

Standard 4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
__E__ 4.a: Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

__S__ 4.c: Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

__E__ 4.e: Promote the effective use of technology in the service of teaching and learning.

__S__ 4.g: Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

**Standard 5: Community of Care and Support for Students** 
*Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*

__S__ 5.b: Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for and encouraged to be an active member of the school community.

__S__ 5.c: Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations that meet the range of learning needs of each student.

__E__ 5.d: Promote adult-student, student-peer, and school community relationships that value and support academic learning and positive social and emotional development.

__E__ 5.e: Cultivate and reinforce student engagement in school and positive student conduct.

**Standard 6: Professional Capacity of School Personnel** 
*Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.*

__E__ 6.a: Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

__E__ 6.b: Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

__S__ 6.e: Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.

**Standard 8: Meaningful Engagement of Families and Community** 
*Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.*

__S__ 8.c: Engage in regular and two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

__E__ 8.e: Create means for the school community to partner with families to support student learning in and out of school.

__S__ 8.f: Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.

**Standard 9: Operations and Management** 
*Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.*

__S__ 9.a: Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
___S___ 9.f: Employ technology to improve the quality and efficiency of operations and management.
___E___ 9.h: Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
___S___ 9.k: Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
___E___ 9.l: Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

**Standard 10: School Improvement** Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

___E___ 10.i: Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.
**Directions- Section 2: Work Plan Tasks**

Develop a work plan which indicates the specific responsibilities that will be assumed and/or the tasks that will be performed for each of the PSEL sub-standards you are responsible to complete during each practicum. **You must develop your Work Plan in cooperation with your Supervising Administrator.** Write your work plan on a separate page and attach to your other practicum paperwork for submission. **You must address all sub-standards indicated for each practicum. Your supervising administrator must sign and date this work plan.**

*Examples of elementary and secondary tasks.*

<table>
<thead>
<tr>
<th>Standard</th>
<th>Sub-standard</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</td>
<td>1.e: Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs of the students.</td>
<td>A minimum of five teachers will be interviewed to solicit ideas as to how to improve the learning opportunities of the school.</td>
</tr>
<tr>
<td>3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.</td>
<td>3.b: Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.</td>
<td>Research how cultural diversity is addressed in the K-3 reading/language arts curriculum. Discuss findings with five primary faculty members to assess accuracy.</td>
</tr>
<tr>
<td>4: Effective educational leaders develop and support intellectually rigorous systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.</td>
<td>4.e: Promote the effective use of technology in the service of teaching and learning.</td>
<td>Design a mini-survey for faculty to assess the use of technology in the classroom. Prepare a report and discuss findings with mentor.</td>
</tr>
<tr>
<td></td>
<td>4.g: Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</td>
<td>Interview mentor to determine how assessment data is tracked and utilized in the Algebra 1 Mathematics course for placement in higher level Mathematics courses.</td>
</tr>
</tbody>
</table>
AFFILIATION SITE AGREEMENT

THIS AGREEMENT, effective the ___ day of ___________, 201_, is by and between The University of Scranton, a Pennsylvania non-profit corporation having its principal place of business at 800 Linden Street, Scranton, PA ("University") and ____________________________________________________________ ("Facility"), with principal offices located at ____________________________________________________________

WITNESSETH:

WHEREAS, the University is a fully accredited University that offers curricula leading to a baccalaureate and graduate degrees in various professional disciplines; and

WHEREAS, practicum experience is a required and/or an integral part of the above-mentioned disciplines; and

WHEREAS, the University, through the Panuska College of Professional Studies, desires to provide students with an enhanced educational experience by using the appropriate facilities and personnel offered by the Facility for the implementation of the practicum experience phase of the curriculum for its students; and

WHEREAS, the Facility desires to collaborate with the University to establish the educational objectives for the practicum experience, devise methods for their implementation and evaluate the effectiveness of each, and is willing to make its employees and premises available for such purposes.

NOW THEREFORE, in consideration of the mutual promises contained herein, the University and Facility, intending to be legally bound, agree as follows:

A. PURPOSE

The purpose of the Affiliation Site Agreement is to define the rules and responsibilities of the University and the Facility in the planning and implementation of the practicum experience. Both parties agree to cooperate in the implementation of the provisions described herein in order to attain a maximally effective experience that is beneficial to both parties.
B. **JOINT RESPONSIBILITIES**

1. Neither party shall discriminate against any student on the basis of race, religion, color, sex, age, national origin, disability, gender identity or expression, sexual orientation or veteran status or other status protected by law.

2. The University and Facility will be responsible for determining the schedule of student assignments. Such schedule and assignments shall be subject to the approval of the designated practicum experience education coordinator at the Facility.

3. Withdrawal of a student from an assignment may be requested by the Facility or the University. The party requesting such withdrawal shall notify the other in writing of the request and the reason(s) for the request. The student may return to the Facility only when and if the situation is resolved to the mutual satisfaction of the University and the Facility.

4. Each party will provide the other with relevant rules, regulations and procedures, including updates, which will be applicable to the practicum experience.

5. The University and the Facility will cooperate in the establishment of the practicum experience education objectives for the affiliation, the methods for their implementation and the evaluation of their effectiveness. The University and the Facility will maintain ongoing communication to coordinate the planning and assessment of this program.

6. Both parties agree to comply with the provisions of the Family Education Rights and Privacy Act, 20 USC §1232 et seq. (“FERPA”). Any and all information provided by University and defined as an “education record” according to FERPA, or such information defined as “directory information” about which a student has elected to opt out of disclosure, is subject to FERPA’s restrictions on use and re-disclosure by Facility and those acting on its behalf, as further set forth at 34 CFR 99 et seq.

7. Both parties agree that the clinical experience is an extension of the academic experience of the student(s) and that the work anticipated by this clinical experience constitutes a practical application of the material taught in the classroom.

C. **RESPONSIBILITIES OF THE UNIVERSITY**

1. The University shall be responsible for decisions regarding administration of the student’s practicum, including student dismissal, curriculum philosophy, evaluation, admissions, graduation, faculty appointments, and compliance with educational standards established by the Education Department of the University.
2. The University will approve only those students who have satisfactorily completed the required course of study and any prerequisites for the practicum experience at Facility, and who meet the Facility’s standards of health and ability.

3. The University agrees to review the student’s log of activities.

4. The University agrees to establish and maintain communication with the principals and/or supervisors at the Facility.

5. The University will identify a coordinator to act as a liaison between the University and Facility. The Coordinator will provide the Facility with all necessary information prior to and during the practicum experience and will plan appropriate visits and conferences. In addition, the Coordinator will be available to discuss any problems or answer any questions that may arise.

6. The University will advise assigned students and faculty of their responsibilities under this Agreement and for compliance with all pertinent rules, policies, procedures and regulations of the Facility, including any applicable accreditation standards, required dress, hours of attendance and required departmental programs (including after-hours programs), as designated by Facility.

7. The University agrees to meet the standards set by regulatory agencies as applicable to the Facility and as articulated by the Facility to the University. The University shall reasonably cooperate with Facility on any requests from regulatory agencies for additional information.

8. The University shall provide and maintain bodily injury, property damage, and professional liability insurance with a minimum limit of $1,000,000 per occurrence and an annual aggregate of $3,000,000 per occurrence. The University agrees to furnish the Facility with evidence of such insurance upon Facility's request.

9. The University agrees to indemnify and hold harmless Facility, its agents and employees from and against claims, demands, actions settlements, or judgments, including attorneys’ fees and litigation expenses, based upon or arising out of activities related to this Agreement to the extent that such claims, demands, actions, settlements or judgments are caused by the negligent acts or omissions of the University, its agents, employees, or students.

10. The University will ensure that students and faculty are informed of their responsibilities to respect the confidentiality of Facility records.

11. The University will supply all necessary materials to be used in evaluating student performance or fulfilling any other requirements related to the program.
D. **RESPONSIBILITIES OF THE FACILITY**

1. The Facility will designate a principal or supervisor to implement and plan the practicum experience and to interact with the University as mutually agreed.

2. The Facility will assist any student requiring emergency medical care in the case of injury or illness while on duty at the Facility. The cost for such treatment shall be borne by the student or his/her medical insurance, if applicable.

3. The Facility will provide the student with a copy of the Facility rules and pertinent regulations with which the student is expected to comply, and advise the University of any changes to these policies of the Facility which may affect the practicum experience.

4. The Facility will advise the University supervisor when a student’s placement changes or of any serious deficiency noted in the ability of the student to progress toward achievement of the stated objectives of the practicum experience. The Facility will immediately notify the University in writing of any situation, problem, or deficit that may affect a student's successful completion of the experience.

5. The Facility agrees and acknowledges that it has the right, exercised with the consent of the University, to terminate any practicum experience where the University student’s performance is detrimental to the stated objectives of the practicum experience.

6. The Facility shall maintain appropriate comprehensive general liability and professional liability insurance. The Facility agrees to furnish the University with evidence of such insurance upon University’s request.

7. The Facility agrees to indemnify and hold harmless the University, its trustees, agents and employees from and against any and all claims, demands, actions, settlements, or judgments, including attorneys’ fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims, demands, actions, settlements, or judgments are occasioned by the negligent acts, or omissions of the Facility, its agents or employees.

8. The Facility shall maintain the confidentiality of all student records produced by it or furnished to it by University, and will not disclose such records except to the University, the student or as required by law and in accordance with the requirements of FERPA set forth in Paragraph B 7, above

E. **GENERAL TERMS OF AGREEMENT**

1. Except as agreed to in Paragraph 2 below, the term of this Agreement shall commence on the effective date and shall expire three (3) years after the effective date. This Agreement may be automatically renewed for additional three (3) year term(s) upon the same terms and conditions contained herein or as mutually agreed.
to by the parties. Either party shall notify the other party of its intention not to renew the agreement, no later than ninety (90) days prior to the scheduled date of renewal. Both parties agree that placements for practicum experience are usually one semester in length and placements are made in collaboration of the University and the Facility.

2. This Agreement may be terminated by written notice to the other party; provided, that any such “without cause” termination shall not be effective with respect to students participating in the practicum experience on the date of such notice of termination until such time as such practicum experience is completed in accordance with its original terms.

3. This Agreement represents the full and complete understanding of the parties. It may be amended at any time by mutual agreement of the parties, provided that before any amendment shall be operative or valid, it shall be reduced to writing and signed by the designated representative of the University and Facility. Such amendments are to be attached as addenda to the Agreement and will have the same force as the Agreement itself.

4. Any notice to be provided under this Agreement shall be sent by registered, return receipt mail to the following names and addresses:

For the University: The University of Scranton
800 Linden Street
Scranton, PA 18510
Attn: Director of Clinical Practice, Graduate Educational Administration Programs
570-941-6376

For the Facility:

_________________________________
_________________________________
_________________________________
Attn: ____________________________

With a copy to: Debra A. Pellegrino, Ed. D., Dean
The University of Scranton
800 Linden Street
Scranton, PA 18510
5. This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania, without regard to conflict of laws principles, with jurisdiction in the Court of Common Pleas of Lackawanna County, Scranton, PA.

6. By signing below the individuals certify they are authorized to sign the Affiliation Agreement on behalf of their institutions and fully agree to comply with its terms.

7. It is agreed that a copy of this Agreement or Exhibit(s) and Amendments thereto, bearing a facsimile (faxed) version of a party’s signature shall have the same force and effect as an original document bearing the party’s original signature.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth below.

FACILITY:

By: ______________________________
    
Name: ______________________________
    
Title: ______________________________
    
Date: ______________________________

THE UNIVERSITY OF SCRANTON

By: ______________________________
    
Debra A. Pellegrino, Ed. D.
Dean, Panuska College of Professional Studies

Date: ______________________________
WEEKLY ACTIVITY REPORT

Directions

- Candidate and Administrator – complete personal information and sign form once completed
- Both – discuss and agree to all information provided
- Attach reflective journal to hours
- Submit signed form to your Evaluating Professor at least once every other week

Submittal Date: ____________________

Practicum Level: Elementary or Secondary (Circle one)  Semester: ______________________

Candidate Name (print): __________________________________________________________

Supervising Administrator Name/Title (print): _______________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>STANDARD</th>
<th>ACTIVITIES/TASKS COMPLETED</th>
<th>TIME SPENT</th>
</tr>
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<tbody>
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</table>

Weekly Activity Report Hours __________

Total Accumulated Hours __________

We verify that the above information is accurate.

Supervising Administrator Signature: _____________________________________________

(Original signatures please – no stamped signatures accepted)

Name of School District/School ______________________________________________________

Candidate Signature: __________________________________________________________________
Final Elementary Candidate Performance Evaluation

Submittal Date: ______________________
Online Course Date ___________________

Candidate Name (Print): ___________________________________________________
Supervising Administrator Name/Title: (Print): _________________________________
School at which Practicum was completed: ____________________________________
District at which Practicum was completed: ____________________________________

Your assistance in the evaluation of the Candidate’s performance is respectfully requested since you have been closely associated with the trainee in the planning and direction of on-the-job experiences.

Please record your evaluation by completing each section of the following questionnaire. Please feel free to comment and respond as accurately as possible, for at no time will you be identified relative to your evaluation. You may use additional paper to extend your comments.

Section 1: Using the scale below, please rate the candidate in each of the following areas: 1-Mission, Vision and Core Values; 2-Ethics and Professional Norms; 3-Equity and Cultural Responsiveness.

Effective educational leaders ....

<table>
<thead>
<tr>
<th>Standard</th>
<th>4 Outstanding; exceeded expectations</th>
<th>3 Proficient; met expectations</th>
<th>2 Emergent; was not consistent in meeting expectations</th>
<th>1 Insufficient; Did not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
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student’s academic success and well-being.

3…strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Comments relative to the Candidate’s performance in Section 1 Standards:

_____________________________________________________________________________________

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Section 2: Using the scale below, please rate the candidate in each of the following areas: 4-Curriculum, Instruction and Assessment and 5-Community of Care and Support for Students.

Effective educational leaders...

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<tr>
<th>Standard</th>
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Comments relative to the candidate’s performance in Section 2 Standards:

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Section 3: Using the scale below, please rate the candidate in each of the following areas: 6- Professional Capacity of School Personnel; 8- Meaningful Engagement of Families and Community; 9- Operations and Management; 10- School Improvement.

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9. manage school operations and resources to promote each student’s academic success and well-being.

10. act as agents of continuous improvement to promote each student’s academic success and well-being.

Comments relative to the Candidate’s performance in Section 3 Standards:
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Section 4:
From your perspective, which of the following phrases best describes the general direction of the Candidate’s progress during the practicum?

- _____ 4 Greatly improved
- _____ 3 Generally improved
- _____ 2 Remained the same
- _____ 1 Generally regressed

How well do you feel the candidate was prepared for this practicum?

- _____ 5 Very well-prepared
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- _____ 3 Fairly well prepared
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How likely would you recommend this candidate for an administrative position?

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Additional comments:
_____________________________________________________________________________________
_____________________________________________________________________________________
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Supervising Administrator’s Signature/Date: _____________________________________________

Please return this form to candidate’s evaluating professor. Thank you!
Final Secondary Candidate Performance Evaluation

Submittal Date: ______________________
Online Course Date ____________________

Candidate Name (Print): ___________________________________________________
Supervising Administrator Name/Title: (Print): _________________________________
School at which Practicum was completed: ____________________________________
District at which Practicum was completed: ____________________________________

Your assistance in the evaluation of the Candidate’s performance is respectfully requested since you have been closely associated with the trainee in the planning and direction of on-the-job experiences.

Please record your evaluation by completing each section of the following questionnaire. Please feel free to comment and respond as accurately as possible, for at no time will you be identified relative to your evaluation. You may use additional paper to extend your comments.

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Supervising Administrator’s Signature/Date: _____________________________________________

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