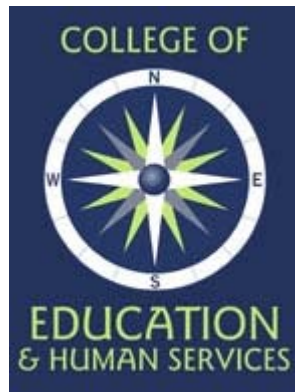


University of North Florida



*Active leaders and responsive partners
within diverse learning communities*

EDA 6945 Practicum in Educational Leadership

Candidate dispositions for the development and demonstration of ethical and professional attitudes and beliefs.

On-going, active reflection on professional practice.

Multiculturalism through educators who value diversity and advocate for the success of all students within diverse learning communities.

Professional growth of pre-service and experienced educators and other helping professionals.

Academic programs that are rigorous, standards-based, and model and apply innovative and enduring ideas about teaching and learning.

Scholarship for advancement of the professional knowledge base.

Service to the University, P-12 schools, the profession, and the community.

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Introduction

The primary purpose of EDA 6945, Practicum in Educational Leadership, is to link the theoretical and philosophical frameworks of educational leadership to practice in the field. The course requires students to perform in field settings as an assistant to an organizational leader. The goals of the practicum are:

1. to provide students the opportunity to acquire practical experience in areas appropriate to their graduate programs and professional interests;
2. to aid in the linkage of theory and practice;
3. to provide integrating experiences for students in group leadership, problem solving, decision making, and other aspects of educational leadership;
4. to enable the student to experience and experiment with new ideas, approaches, and strategies in a low-risk, supportive environment;
5. to provide a means for educational leadership program faculty to develop working relationships with successful practicing school leaders and to learn from them; and
6. to enable university faculty to evaluate graduate preparation programs through observation of clinical application.

Practicum activities for students in the administrative certification program are to be based upon the areas addressed by the Florida Principal Leadership Standards. Students in other programs will focus on the general leadership standards.

Students, working with the Supervising Leader (SL), are to select practicum activities based on the student's strengths and areas of need, and the needs of the host organization. Completion and reflection on a self evaluation instrument (based on either the Florida Principal Leadership Standards or general leadership standards) will determine individual strengths and areas of need. Carefully selected practicum experiences will enable students to integrate and apply knowledge and skills developed during course work and provide a basis for further reflection and self evaluation that will lead to continued professional development.

The Supervising Leader (SL) provides direct supervision during the practicum period. The SL may be a school principal or other appropriate leader. Practicum site and SL selection are critical and are the responsibility of the student, pending approval the university supervisor. Students should be certain that their selections are consistent with their own professional development needs and professional interests. Educational Leadership program faculty are available to assist with selection of your supervising leader. Practicum activities should also be planned in ways that address the needs of the host organization.

While many courses in the educational leadership degree programs include course-specific field experiences, participation in a practicum experience enables students who may have limited leadership experience to *serve in leadership roles* in a supervised, supportive environment. Participation in the practicum also provides a preview of the variety of experiences the State of Florida Level II Certification program will provide.

Registration and Planning

Students should make arrangements for the practicum experience before the end of the semester preceding the semester in which the student plans to complete the practicum. Students must coordinate the planning of the activities with a representative of the school or organization and the practicum instructor.

Students should register for EDA 6945, Practicum in Educational Leadership, near the end of their programs of study (ideally during the last two semesters of study). Completing the practicum near the end of the program provides maximum exposure to the educational leadership knowledge base which the student observes and experiences in practice during the practicum.

Activities selected for the practicum experience must be meaningful and productive and should benefit not only the student's professional development but the host school or organization as well. While bus duty and lunchroom supervision are necessary activities for the school administrator, the practicum should not include large amounts of activities of that nature. Activities that result in a product that will serve the school when the practicum experience is over such as the development or updating of a handbook or curriculum materials are encouraged. Activities that showcase and continue to develop the student's special abilities are also encouraged. Appropriate practicum activities are *activities beyond the scope of the position held* by the student. Students may not earn graduate credit by simply completing their employment obligations. Major changes in practicum activity agreements must be approved by the practicum instructor.

One semester hour of practicum enrollment requires the student to complete 40 clock hours of practicum experience. Therefore; a three semester hour practicum experience requires the completion and documentation of 120 clock hours of activities. This requires working 10 hours per week for 12 weeks during the school year or for six-20 hour or three-40 hour weeks during the summer session. Students may enroll for a maximum of three (3) semester hours credit in EDA 6945, Practicum in Educational Leadership, during the fall and spring semesters and a maximum of six (6) semester hours during the summer term C. Six credit hours is the maximum credit that may be completed during the degree program.

Roles and Responsibilities

The Practicum Instructor

The practicum instructor is the professor of record. This individual represents the Educational Leadership Program at the University of North Florida and is responsible for supervising the course. He/she performs the following responsibilities:

1. conducts the orientation meeting for students, provides the syllabus, and informs them of course expectations and requirements;

2. meets with the Supervising Leaders (SL), informs them of course expectations and requirements and clarifies SL's role;
3. provides opportunities for structured discussion and sharing as well as reflection of the practicum experiences in terms of the appropriate leadership standards. Monitored asynchronous discussions via Blackboard or other course platform software, or face to face seminars, or a combination of the two can accomplish this responsibility;
4. works with students and SLs to mediate and manage conflict or special needs that may arise;
5. evaluates students' written assignments; and
6. collects evaluation data from the SL, seminars, asynchronous discussions, and students' logs to calculate and assign final course grades.

Supervising Leader

The student selects the Supervising Leader (SL) pending approval by the practicum instructor and subject to approval by the University of North Florida Educational Leadership Program Director and the supporting school district or organization. This individual assumes direct responsibility for supervising the activities of the student while he or she is on site. The SL may be a supervisor or an administrator within the local school, school district or other host organization. Whenever possible, students choose their field stations for practicum experiences. It is recommended that the practicum not be completed at the location at which the student is employed. If scheduling does not permit otherwise, it is recommended that the student and supervising leader work together to enable at least one third (40 clock hours) of the practicum to be completed in another setting (preferably also at a different level such as high school, district office or elementary rather than middle if the primary location is a middle school).

The SL should be a person who is:

1. conversant with and supportive of the practicum and field experience concept,
2. willing to spend time working with and supervising a graduate student,
3. thoroughly knowledgeable about the local school, district, or organization regarding work experiences in which the student will participate, and
4. capable of handling ambiguity or conflict if it should occur.

She or he is expected to:

1. assist in defining policies, processes, and practices of the field station,
2. orient the student and university personnel to the organization,
3. assist individual students in planning and organizing work assignments,
4. secure access within the organization for students to carry out their assignments, and
5. hold periodic group or individual meetings with students to evaluate progress and offer insight to problems encountered.

The following indicators serve as guidelines for SLs when establishing a working relationship with the student and the practicum instructor:

1. communicate with the student and the practicum instructor when designing and implementing the practicum student's responsibilities,
2. brief the student on the organization's policies and expectations,

3. acquaint the student with the programs that the SL administers in the organization and his/her leadership responsibilities,
4. identify practicum opportunities with and for the student and communicate responsibilities associated with them,
5. introduce the student to other organization members and describe assigned responsibilities,
6. supervise and provide support for the student as she/he implements assigned responsibilities,
7. work with students and practicum instructor to mediate and manage conflict or special needs that may arise; and
8. evaluate the student's performance in each area of assigned responsibility.

Supervising Leaders may receive the Internship Participation Certificate when they complete 300 supervisory hours at the rate of at least 100 hours per semester. Supervising Leaders may also be eligible for Master Plan points. The Educational Leadership Program Director will report service as a Supervising Leader to the office of Field Services.

Students

Course Requirements

It is expected that practicum students will observe administrative practices, engage in dialogue with local educators and community members about the organizations purposes and practices, work with practitioners on problems, and engage in relevant group and individual studies. The student's time is expected to be directed toward supervising groups of teachers addressing real needs of the organization and working with administrative practitioners as well. Further, it is expected that students will attend and participate in school district or organization in-service and staff meetings. Where possible, students should carry out one or more tasks in each of the above areas and take responsibility for at least one major task that would address central themes of their practicum as identified on the self evaluation completed at the beginning of the practicum process.

In addition, each student is expected to:

1. Meet with the Practicum Instructor to discuss practicum responsibilities, expectations, and activities and obtain other information describing the Practicum.
2. Complete the self assessment based upon the Florida Standards for School Principals or general leadership principles and identify specific areas on which to focus during the practicum experience. Both the practicum instructor and supervising leader may be consulted in this process.
3. Identify a supervising leader with whom they prefer to complete the practicum. It is recommended that the practicum not be completed at the location at which the student is employed. If scheduling does not permit otherwise, the student and supervising educational leader are to work together to enable at least one third (40 clock hours) of the practicum to be completed in another setting (preferably also at a different level such as high school, district office or elementary rather than middle if the primary location is a middle school).
4. Seek approval from the supervising leader with whom he/she will complete the practicum.
5. Be responsible to schedule, arrange, and communicate dates and locations for meetings between the student, the supervising educational leader, and the practicum instructor.

6. Complete the practicum agreement form, ask the Supervising Leader to review and sign it.
7. Return the agreement form to the Practicum Instructor and agree on dates for group discussions and seminars.
8. Begin the practicum experience when the supervising educational leader, the practicum instructor, and student have decided it is most feasible.
9. Attend all scheduled meetings and seminars and participate in all online discussions and activities.
10. Maintain a log of all practicum activities and experiences.
11. Prepare a summary report.
12. Contact the practicum instructor when questions and concerns cannot be addressed adequately by the supervising educational leader.
13. Reflect on experiences and lessons learned during the course via Weekly Reflection Entries on the Blackboard Course Site Online Journal.

Students are expected to reflect on their practicum experiences during the course. Note that this is in addition to the log that is due near the end of the semester. Write your reflections in Blackboard online Journal. Reflections could range from a half page (single space) to two pages. Your weekly reflections are due in the Blackboard Journal by 5:00 p.m. on Saturdays. The practicum instructor will provide due dates for the journal entries as well as materials to guide your reflection. All journal entries are confidential and will be for the practicum instructors only, which mean that students will not be able to read entries made by classmates.

14. Complete other assignments or activities as required by the practicum instructor.

Practicum Log Requirements

Students will maintain a log of practicum experiences and activities. The log may be prepared and maintained as a word processed document or as a spreadsheet or database. Students are to include field notes as a finished word processed document. The log should include:

- The nature or focus of the activity including the areas of leadership (vision, instructional leadership, etc.) addressed by the activity.
- The student's role in the activity.
- The number of participants in the activity.
- The date(s) of the activity.
- The length (in hours) of the activity.

Summary Paper Requirements

A summary paper is required. It represents the culmination of the practicum experience and is to be presented to the practicum instructor, not the supervising leader. In order to develop skill in reflective practice, students are expected to make connections between information in their weekly logs and the summary paper. The summary paper should be 10 – 20 pages; word processed in double space in APA – V format, and should be organized in the following manner:

I. Introduction

Summarize the contents of the log and highlight significant aspects of the practicum experience.

II. Description of the Organization and Surrounding Community

Describe the school or organization and its constituency. Try to help the reader understand the facilities, students, teachers, staff, or employees, and the surrounding community.

III. Description of the Supervising Leader

Describe the Supervising Leader, e.g., responsibilities, education, experience, leadership style, decision-making style, mentoring style, philosophy of education, etc.

IV. Summary of Practicum Activities and Experiences

Discuss the depth and breadth of the activities and experiences. Relate your experiences to the areas of leadership in either the Florida Standards for School Principals or the general leadership standards. Identify the standards upon which you focused based on your self evaluation and describe significant learning opportunities that occurred. Point out connections from your daily log and journals to specific experiences and leadership standards.

V. Linking Theory and Practice (from courses, practice (practicum experiences) and your reflections.

Describe and discuss how course materials supported, reinforced (or did not support or reinforce) you in the activities you encountered during the practicum. Identify the courses or individual experiences that were most significant in preparing you for the practicum experience. Suggest at least two relevant modifications or additions to program content / focus based upon your experiences. Finally, provide at least one paragraph of advice for students who will complete the program and practicum after you. Again, point out connections from your daily log and journals to specific experiences that led to your conclusions.

Evaluation and Grading

The grade for EDA 6945, Practicum in Educational Leadership, will be assigned by the practicum instructor and will be determined in the following manner.

The supervising leader will assign a grade on her/his evaluation of the practicum student (A – F). That grade will count as 75% of the total grade assigned. The remaining 25% will be determined by the practicum instructor based upon completion of the course requirements presented above including participation in seminars and / or on line discussions, and evaluation of the log and summary paper.

Standards and Suggested Activities

Students are to complete activities that will develop their abilities to perform major leadership and administrative functions. As the practicum is completed by students in various tracks of degree and certificate programs, two practicum tracks are presented. Students in the administrative licensure (principalship preparation) program will focus on the areas included in the Florida Principal Leadership Standards. Students in other programs will focus on the general leadership standards.

Practicing Administrators

Students who can provide verification of having served in an administrative position for a minimum of 12 months will develop an individual performance contract to be approved by the Supervising Leader and the Practicum Instructor. Approved contract activities will be performed in lieu of the standard practicum activities.

Florida Principal Leadership Standards for students participating in the Administrative Certification (Principal Preparation) Program.

Vision

High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community. Examples of activities may include (but are not limited to) the following:

- Evaluate the unit's statement of purpose (vision and mission) and its organization development plan.
- Create and present an audio-visual presentation of the unit's vision and mission to the faculty, staff, parents' organization, or board.
- Identify demographic differences that exist among persons served by the organization and other socioeconomic-cultural groups in the community and supervise a committee/ task force to make recommendations for including the data obtained in planning for effective instruction and or alignment of the vision and mission.
- Interview the chairpersons of at least three active committees regarding their perceptions of needs at the school or organization. Report the data back to the group of chairpersons to be used in planning for effective instruction and or alignment of the vision and mission.
- Evaluate the contributions of advisory committees to instructional and/or organizational improvement.

Instructional Leadership

High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills. Examples of activities may include (but are not limited to) the following:

- Supervise a committee to identify resources for the improvement of instruction.
- Analyze district goals as they relate to the needs of exceptional children.
- Review existing programs the school district has for exceptional children.
- Chair a committee for the development of goals in a subject area or grade level.
- Analyze and list the factors to be considered in the preparation and implementation of an instructional program.
- Supervise a committee to identify and evaluate alternative solutions to an instructional problem that has been identified.
- Analyze district and/or local school policy regarding extracurricular activities.
- Share in the organization of some phase of a curriculum program.
- Supervise textbook review and selection committees.
- Supervise the media center director and a committee of teachers to observe and evaluate an instructional materials center.
- Assist in the preparation of a secondary school daily class schedule; develop a school calendar.

- Supervise a group of teachers or other school personnel to make and report to the faculty comparative studies of student achievement test data at various grade levels going back several years.
- Observe an adult and vocational education program in action.
- Participate in the development of a new instructional program.

Managing the Learning Environment

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment. Examples of activities may include (but are not limited to) the following:

- Analyze the unit's organizational structure.
- Prepare a plan for opening the school year.
- Prepare a plan for closing the school year.
- Develop a list of appropriate resource people to contact concerning various operations (e.g., instruction, budget, maintenance, etc.).
- Evaluate present plant facilities.
- Participate in the evaluation of a building maintenance program.
- Participate in program review and report the results to the faculty.
- Participate as a committee leader in an organizational self-study.
- Gather information regarding federal and state funds for exceptional programs.
- Direct a needs survey to determine long-range planning that anticipates future building and equipment needs.
- Review district fiscal operating procedures and compare them to state rules and regulations.
- Assist in developing a policy to guide decision-making in insurance matters.
- Study the state aid formula and apply distribution criteria to the district.
- Analyze per pupil costs in a school or district and make recommendations for improvement.
- Observe/study the school food service program and compare with another school or group of schools.
- Learn about the problems of operation in a transportation system.
- Participate in or supervise the development of a unit or program budget.
- Prepare an FTE report.
- Participate in a budget audit.

Community and Stakeholder Partnerships

High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources. Examples of activities may include (but are not limited to) the following:

- Allow practicum students to work directly with parents who have concerns or complaints. This will enable them to develop skills in dealing with complaints, including their personal skills needed to maintain rapport.
- Supervise a committee of parents to develop a plan of parental involvement in planning and conducting school activities for students.

- Prepare for and observe if not host a visit by a parent "pressure group".
- Supervise a team of school employees to publish a newsletter to keep parents informed about school activities.
- Work with the guidance counselor to gain an understanding of parental problems related to student issues.
- Plan, conduct, and evaluate a meeting with parents of exceptional children.
- Identify demographic differences that exist among persons served by the organization and other socioeconomic-cultural groups in the community and supervise a committee/ task force to make recommendations for including the data obtained in planning for effective instruction.
- Analyze the existing information and communication system in the organization.
- Make a presentation to the faculty, the PTA, to a community group and or to the school board regarding the organization's programs and its effectiveness. This is an excellent opportunity to include the use of technology in the practicum experience.
- Work with community-school organizations providing consultant assistance.
- Interview the chairpersons of at least three active committees regarding their perceptions of needs at the school. Report the data back to the group of chairpersons.
- Evaluate the contributions of advisory committee(ies) to instructional and organizational improvement.
- Supervise a team and work with a central office specialist to design a public relations program.
- Prepare a catalog of the services provided by education agencies in Northeast Florida and present that catalog to the faculty.
- Supervise a committee in the development of a portion of the annual report of the organization.

Decision Making Strategies

High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Examples of activities may include (but are not limited to) the following:

- Supervise a committee to identify and evaluate alternative solutions to a particular problem.
- Gather information regarding federal and state funds for exceptional programs.
- Direct a needs survey to determine long-range planning that anticipates future building and equipment needs.
- Review district fiscal operating procedures and compare them to state rules and regulations.
- Assist in developing a policy to guide decision-making in insurance matters.
- Study the state aid formula and apply distribution criteria to the district.
- Analyze per pupil costs in a school or district and make recommendations for improvement.
- Supervise a committee to identify resources for the improvement of instruction.
- Chair a committee for the development of goals in a subject area or grade level.
- Analyze and list the factors to be considered in the preparation and implementation of an instructional program.
- Identify and evaluate the state lobby groups that have vested interests in education.
- Analyze the legislative processes involved in developing statutes affecting education.
- Review laws regarding personnel administration.

- Study certification regulations, pupil record laws, handicapped legislation, and open meeting laws.
- Follow a bill through the entire legislative process and write at least one letter either supporting or opposing such legislation.
- Attend school board meeting(s) and inform the faculty of the results of the meeting(s).
- Study school board policy statements; try to determine the reasons for their development and their effectiveness.
- Observe the preparation of a school board agenda and determine why certain items are included or excluded.
- Assist in preparing the superintendent's annual report to the board.
- Supervise a committee to review district and/or school grading and reporting practices and make recommendations for improvement.
- Participate with the administration in the mediation of a student discipline problem.
- Review the format for short and long term student suspensions.
- Supervise a committee to study the dropout condition in a school.
- Analyze the procedures for assignment and grouping of students.
- Supervise a committee to prepare a plan for student orientation

Diversity

High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community. Examples of activities may include (but are not limited to) the following:

- Identify demographic differences that exist among persons served by the organization and other socioeconomic-cultural groups in the community and supervise a committee/ task force to make recommendations for including the data obtained in planning for effective instruction and or alignment of the vision and mission.
- Direct a needs survey to determine long-range planning that anticipates future building and equipment needs.
- Allow practicum students to work directly with parents who have concerns or complaints. This will enable them to develop skills in dealing with complaints, including their personal skills needed to maintain rapport.
- Supervise a committee of parents to develop a plan of parental involvement in planning and conducting school activities for students.
- Prepare for and observe if not host a visit by a parent "pressure group".
- Work with the guidance counselor to gain an understanding of parental problems related to student issues.
- Determine the qualities needed by teachers for success in the classroom and learn interviewing techniques to find people with those qualities.
- Participate in, or even direct a portion of actual interviews of potential teachers.

Technology

High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication

responsibilities. Examples of activities may include (but are not limited to) the following:

- Supervise a committee whose task is to conduct a technology needs assessment survey of the entire school or a unit of the school and report the results along with recommendations for implementation, to the faculty and administration and/or the board of education.
- Model the use of technology by making multi-media presentations to faculty meetings, parent, and community groups.
- Observe teachers teaching and be sure to make recommendations regarding how they might integrate instructional technology to make their teaching more effective. Demonstrate those methods.
- Analyze the existing information and communication system in the organization in terms of the effective use of technology.
- Demonstrate the use of technology in analyzing and reporting test scores and other measures of instructional effectiveness to teachers, administrators, and parents.
- Supervise a committee to evaluate and make recommendations for improvement of the school or organization's web site.

Learning, Accountability, and Assessment

High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process. Examples of activities may include (but are not limited to) the following:

- Chair a committee for the development of goals in a subject area or grade level.
- Analyze and list the factors to be considered in the preparation and implementation of an instructional program.
- Supervise a committee to identify and evaluate alternative solutions to an instructional problem that has been identified.
- Analyze district and/or local school policy regarding extracurricular activities.
- Supervise some phase of a curriculum program evaluation or review.
- Supervise textbook review and selection committees.
- Supervise a committee to identify resources for the improvement of instruction.
- Analyze district goals as they relate to the needs of exceptional children.
- Review existing programs the school district has for exceptional children.
- Supervise the media center director and a committee of teachers to observe and evaluate an instructional materials center.
- Observe an adult and vocational education program in action.
- Participate in the development of a new instructional program.
- Supervise a committee charged with the selection of curriculum materials other than textbooks.

Human Resource Development

High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer. Examples of activities may include (but are not limited to) the following:

- Plan and conduct staff meetings.
- Analyze district regulations and union contracts with respect to personnel policies and procedures.
- Draft strategies to be employed in negotiations.
- Devise a detailed description of steps to be followed in probations, dismissal, or non-renewal of personnel resulting from Reductions-In-Force.
- Write and propose a district policy regarding the use of parents and non-educators as aides.
- Participate as an evaluator in the program of employee evaluation.
- Analyze the program of administrator and coordinator evaluation used in the district.
- Supervise a group to develop and arrange for a program on staff development/in-service training based on identified instructional needs.
- Analyze the organization's leave of absence policy and propose improvements.
- Determine the qualities needed by teachers for success in the classroom and learn interviewing techniques to find people with those qualities.
- Participate in, or even direct a portion of actual interviews of potential teachers.
- Make staff projections based upon increasing/decreasing enrollments.
- Analyze the placement, assignment, and transfer policies of staff personnel.
- Learn about the administration of the fringe benefit program.
- Participate in Florida Performance Measurement System training.
- Supervise a group in writing job descriptions.
- Study grievance and arbitration procedures.
- Develop ways of dealing with ineffective/incompetent staff. Observe this process if possible. (This is an excellent reason to complete the practicum at a site other than the site where the practicum student is employed.)
- Gain an understanding of support personnel tasks-teacher aides, secretaries, food service, custodial, etc.
- Supervise a group to plan faculty and staff orientation.

Ethical Leadership

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner. Examples of activities may include (but are not limited to) the following:

- Observe and discuss with the supervising leader the importance of ethical leadership.
- Identify and evaluate the state lobby groups that have vested interests in education.
- Analyze the legislative processes involved in developing statutes affecting education.
- Review laws regarding personnel administration.
- Study certification regulations, pupil record laws, handicapped legislation, and open meeting laws.
- Follow a bill through the entire legislative process and write at least one letter either supporting or opposing such legislation.

- Supervise a committee of teachers to develop a local code of ethics that is consistent with district and learned society codes of ethics.

General Leadership Standards (for students NOT participating in administrative certification – principal preparation - program)

Organizational Development and Maintenance

High Performing leaders have a personal vision for their organization and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the community. Examples of activities may include (but are not limited to) the following:

- Evaluate the unit's statement of purpose, vision and mission statements and the alignment of those documents with the organizational development plan.
- Analyze the unit's organizational structure.
- Develop a list of appropriate resource people to contact concerning various operations (e.g., instruction, budget, maintenance, etc.).
- Work with a committee to identify and evaluate alternative solutions to a problem that has been identified.

Evaluation, Research, and Accountability

High Performing Leaders monitor the success of the organization and promote effective performance. They use a variety of benchmarks, productivity expectations, and feedback measures to ensure accountability for all participants. Examples of activities may include (but are not limited to) the following:

- Identify strengths and limitations of assessment procedures used in the organization.
- Formulate possible needed research studies for the organization.
- Evaluate present plant facilities.
- Analyze long-term or strategic planning procedures.
- Review and analyze the research that has been done in the organization. Participate in the evaluation of a building maintenance program.
- Participate in program planning and / or review.
- Participate in an organizational self-study.

Organization - Community Relations

High Performing Leaders collaborate with clients, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources. Examples of activities may include (but are not limited to) the following:

- Identify demographic differences that exist among persons served by the organization and other socioeconomic-cultural groups in the community.
- Analyze the existing information and communication system in the organization.
- Work with organizations providing consultant assistance.
- Interview the chairpersons of at least three active committees.

- Evaluate the contributions of advisory committee(s) to organizational improvement.
- Design a public relations program.
- Prepare a catalog of the services provided by agencies in Northeast Florida.
- Assist in the development of the annual report of the organization.

Customer/Client Service

High Performing Leaders promote a positive culture, provide an effective program, and apply best practices to customer/client services. Examples of activities may include (but are not limited to) the following:

- Learn to deal with complaints, including personal skills needed to maintain rapport.
- Consider a plan of customer/client involvement in planning and evaluating programs.
- Prepare for a visit by a community "pressure group."
- Publish a customer/client newsletter.
- Prepare and conduct a survey to assess customer/client satisfaction with some aspect of the organization.

Personnel Administration

High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer. Examples of activities may include (but are not limited to) the following:

- Plan and conduct staff meetings.
- Analyze organizational regulations and union contracts with respect to personnel policies and procedures.
- Draft strategies to be employed in negotiations.
- Devise a detailed description of steps to be followed in probations, dismissal, or non-renewal of personnel resulting from Reductions-In-Force.
- Observe, with appropriate permissions, the process of employee evaluation.
- Work with a group or mentor to develop and arrange staff development training.
- Analyze the organization's leave of absence policy.
- Participate in or observe, with appropriate permissions, the interview and selection process.
- Analyze the placement, assignment, and transfer policies of staff personnel.
- Analyze the administration of the fringe benefit program.
- Develop techniques of writing job descriptions.
- Study grievance and arbitration procedures.
- Develop ways of dealing with ineffective/incompetent staff.

Finance and Business Management

High performing leaders apply best practices and monitor finance and business management with special care. The acquisition and distribution of resources is carefully documented according to professional standards. Examples of activities may include (but are not limited to) the following:

- Gather information regarding federal and state funding and grant funding obtained by the organization

- Participate in the development and implementation of a needs survey to determine long-range planning that anticipates future facility and equipment needs.
- Review fiscal operating procedures and compare them to state rules and regulations.
- Assist in developing a policy to guide decision-making in insurance matters.
- Participate in the development of a unit or program budget.
- Observe and/or participate in a budget review / audit.

Legal Issues

High performing leaders apply best practices and monitor legal issues both within the organization and in the external environment that may impact the organization. Examples of activities may include (but are not limited to) the following:

- Analyze recent or forthcoming legislation or legislative processes that may affect the organization.
- Identify and evaluate the lobby groups that have vested interests in the organization.
- Review legal issues regarding personnel administration.
- Review environmental standards as appropriate.
- Interview member(s) of the legal staff to learn about current issues.
- Analyze legal issues that have led to current practice/policy.

Policy Issues

High performing leaders know and apply policies in ways that provide maximum benefit for the organization, the personnel within the organization, and the organization's clients. Examples of activities may include (but are not limited to) the following:

- Study board and policy statements; try to determine the reasons for their development and their effectiveness.
- Observe the preparation of a board meeting agenda and determine why certain items are included or excluded. Discuss your perceptions with the supervising leader.
- Supervise a committee to review the organization's policy manual and make appropriate recommendations for updating / improvement.
- Assist in preparing the annual report to the board.
- Present and explain a segment of the organization's policy manual to employees of the organization or a unit of the organization.

Diversity

High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the workplace and the local community. Examples of activities may include (but are not limited to) the following:

- Identify demographic differences that exist among persons served by the organization and other socioeconomic-cultural groups in the community and supervise a committee/ task force to make recommendations for including the data obtained in planning for effective instruction and or alignment of the vision and mission.

- Direct a needs survey to determine long-range planning that anticipates future building and equipment needs.
- Allow practicum students to work directly with clients who have concerns or complaints. This will enable them to develop skills in dealing with complaints, including their personal skills needed to maintain rapport.
- Prepare for and observe if not host a visit by a "pressure group".
- Determine the qualities needed by employees for success in the organization and learn interviewing techniques to find people with those qualities.
- Participate in, or even direct a portion of actual interviews of potential employees.

Ethical Leadership

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner. Examples of activities may include (but are not limited to) the following:

- Observe and discuss with the supervising leader the importance of ethical leadership.
- Identify and evaluate the lobby or pressure groups that have vested interests in the organization.
- Analyze the legislative processes involved in developing statutes affecting the organization or its field.
- Review laws regarding personnel administration.
- Follow a bill through the entire legislative process and write at least one letter either supporting or opposing such legislation.
- Supervise a committee of employees to develop a local code of ethics.

Descriptions and Purposes of Practicum Document

The *Practicum Agreement* is the document that serves to document the practicum partnership. The completed and signed document must be presented to the practicum instructor.

The *Practicum Evaluation Form* is completed by the supervising leader at the conclusion of the practicum and returned to the practicum instructor.

The *Report of Time Distribution Form* is to be completed by the student and supervising leader and submitted with the practicum evaluation form.

The *Practicum Supervision Verification Form* will be submitted by the supervising leader to the practicum instructor and delivered to the Educational Leadership Program Director. The supervising leader's service will be recorded in the Field Experience Office at the University of North Florida.

The *Administrative Service Verification Form* will be used to document 12 months service as an administrator by students desiring to develop an individual performance contract to be approved by the Supervising Leader and the Practicum Instructor. Approved contract activities will be performed in lieu of the standard practicum activities.