

Department of Educational Leadership and Policies
EDLP 707/709 A - Principal in Practice
EDLP 707/709 B - Principal in Practice
Course Syllabus

I. Course Description

- A. Catalog Description: See Graduate Bulletin at <http://www.sc.edu/bulletin/grad/GedLeadCourses.html> .
(EDLP 707 A & B are two, semester practicum courses for the elementary principalship. EDLP 709 A & B are two, semester practicum courses for the secondary principalship.)
- B. Course Credit: 3 graduate hours
- C. Prerequisites:
Permission of the instructor:
- concurrent enrollment in EDLP 706 for EDLP 707/709 A
 - completion of EDLP 707/709A prior to EDLP 707/709 B
 - completion of 15 hours of approved EDLP courses
- D. Intended Audience: These courses are intended for master's degree students in educational administration who are seeking certification as principals or supervisors.
- E. Instructors and Sites: Announced on Blackboard (BB)

II. Goal and Objectives

- A. The goal of the Principal in Practice is to provide the student with opportunities to develop specific administrative and supervisory dispositions, knowledge, and skill considered essential to successful school administration through a field-based experience (practice). These courses offer an opportunity for the student to go beyond a knowledge of administrative theory to practice skill development in a reality-based setting based on the vital dispositions of integrity, intellectual spirit, justice, and stewardship.
- B. The objectives are to provide the student with an opportunity to:
1. observe the nature, scope, and function of school administration in an applied setting to experience either "end of year" or "beginning of year" preparation; (knowledge)
 2. observe the nature, scope, and function of two school

administrators serving at different levels with diverse student populations through a day-long shadowing of each; (dispositions and knowledge)

3. assume a leadership role in planning, designing, implementing, and evaluating selected experiences; (practice)
4. synthesize theoretical knowledge and applied skills gained in the university classroom through the application of such in a field-based setting; (dispositions, knowledge, and practice)
5. acquire new knowledge and skills in the field of educational administration; (dispositions, knowledge, and practice)
6. establish, pursue, and attain personal career objectives that relate to the development of competencies as a professional educational leader; (dispositions, knowledge, and practice) and
7. acquire practical work experiences which increase personal acceptance of the theoretical constructs underlying academic course work; (practice)
8. analyze and then organize a set of administrative experiences, plan for a site visit by the practicum professor, and participate in a conversation about educational theory, practice, and issues with the site supervisor and the practicum instructor. (dispositions, knowledge, and practice)

III. Required Text and Readings

Snowden, P. E., & Gorton, R. A. (2002). *School leadership and administration: Important concepts, case studies, and simulations* (6th ed.). Boston: McGraw-Hill.

Additional readings will be assigned based upon topics discussed.

IV. Academic Course Requirements

Each student is expected to complete satisfactorily the activities and assignments listed below. Specific details about each requirement can be found in the addendum to the syllabus. **Each course (A & B) requires approximately 150 hours of work directly tied to the course content & syllabus and 10 to 15 hours of small group discussion of case studies and application of leadership theories and practices in educational administration.**

Requirement and Course EDLP 707/709 A or B in Parentheses

- A. Site Supervision Information (A & B)
- B. Professional Growth Plan
 - 1. Proposal (A)
 - 2. Log (B)
- C. Action Research *OR* Administrative Staff Development Activity
 - 1. Proposal (A)
 - 2. Product (B)
- D. Core Activities (A & B)
- E. Experiential Write-Ups
 - 1. Shadowing of principal/assistant principal at another site (A)
 - 2. Shadowing of site supervisor (B)
 - 3. Analysis of a funded supplemental program (A)
 - 4. Analysis and synthesis of interview of a community or business leader (A)
 - 5. Plan for pupil personnel services problem (B)
 - 6. Plan for instructional problem (B)
 - 7. In-Basket activity (B)
- F. Site Experience Evaluation
 - 1. Personal experience analysis, synthesis, & evaluation (A & B)
 - 2. Site Supervisor's Evaluation (A & B)
- G. Participation (A & B)

V. Administrative Course Requirements

A. Attendance

Each student is expected to attend every class session unless he/she is ill or has a *pressing* professional commitment. The student should notify the instructor of an absence before it occurs. Absences, unless approved by the practicum professor, will negatively affect the student's grade in EDLP 707/709 A and in EDLP 707/709 B. Each absence will reduce the participation points as noted on BB.

B. Late Assignments

For each day an assignment is late, points will be deducted from any assignments received after the due date unless prior approval is granted by the practicum professor.

Failure to submit any one assignment will result in the lowering of the student's final grade by one letter grade. For example, if the student has earned 450 points on the assignments submitted but has failed to submit an assignment, the student's grade would be lowered from a B to a C+.

C. Incomplete

A grade of "I" will be given only when a student experiences an unexpected, extreme personal or professional emergency that precludes his/her completing the course. Arrangements must be made with the instructor prior to the conclusion of the course.

D. Documentation of Experiences

Before being submitted to the instructor, all practicum documents are to be placed in a 3-ring binder in the order listed on BB. This is a cumulative document of activities for EDLP 707/709 A and EDLP 707/709 B. The notebook is due on the date noted on BB. Please do not insert pages into plastic protectors.

E. Manuscript Requirements

1. All written materials should be typed and be free of errors in spelling, mechanics, and grammar.
2. Format and references should follow the American Psychological Association style manual (current edition). Students may choose to use the information at <http://www.docstyles.com/apacrib.htm> .

VI. Evaluation and Grading

The course grade will be determined using the following information.

A. Component Weights of Assignments

Course Requirement	Points by Course	
	x	x
A. Site Supervision Information (Required for A & B))	x	x
B. Professional Growth Plan		
1. Proposal	200	
2. Log		100
C. Action Research <u>or</u> Administrative Staff Development Activity		
1. Proposal	100	
2. Implementation		150
D. Core Activities (Record Sheets)	50	50
E. Experiential Write-Ups		
1. Shadowing of an administrator at another site	35	
2. Shadowing of site supervisor		35
3. Analysis of a funded supplemental program	15	
4. Interview of a community or business leader	15	
5. Plan - pupil personnel services problem		15
6. Plan - instructional problem		15
7. In-Basket activity		50
F. Site Experience Evaluation		
1. Personal experience analysis, synthesis, & evaluation	35	35
2. Site Supervisor's Evaluation (A & B)	50	50
G. Participation	50	50
Total	550	550

B. Grade Range for Each Course (EDLP 707/709 A & EDLP 707/709 B)

506-550 = A	385-422 = C
478-505 = B+	330-384 = D
440-477 = B	383 and below = F

423-439 = C+

Site Supervisor Designation Form

Description/Expectations:

1. Complete Form A1.1.
 - a. Must be typed.
 - b. Must be signed by site supervisor (*principal).
 - c. Must be brought to practicum professor on date noted on BB
2. Make a copy for your notebook.
3. Give Form A1.2 to your site supervisor prior to date noted on BB

* Unless approved by the EDAD (CD-12) program faculty, the site supervisor must be a certified, practicing public school principal. (Note: Exceptions to this are EXTREMELY RARE.)

Although completion and submission of this form carries no point value, students will not be allowed to continue in the course without it. The form is important for certification purposes.

UNIVERSITY OF SOUTH CAROLINA
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICIES

EDLP 707/709 A - PRINCIPAL IN PRACTICE
or
EDLP 707/709 B - PRINCIPAL IN PRACTICE
SITE SUPERVISOR DESIGNATION FORM
MUST BE TYPED

STUDENT'S NAME _____

SCHOOL TERM _____

SITE SUPERVISOR'S NAME _____

TITLE _____ CERTIFICATE # _____

SCHOOL NAME _____

SCHOOL ADDRESS _____

SCHOOL PHONE # _____ FAX # _____

I agree to serve as a site supervisor during the administrative practicum
experience of _____.

Signature of Site Supervisor

Date

Due to practicum professor on date noted on BB.
Remember to make a copy for your practicum notebook.

**University of South Carolina
College of Education
Department of Educational Leadership and Policies
EDLP 707/709 - Principal in Practice**

Guidelines and Information for Site Supervisors

Thank you for agreeing to serve as a site supervisor for students enrolled in the Principal in Practice course. The purpose of the class is to provide the student with opportunities to develop specific administrative and supervisory dispositions, knowledge, and skills considered essential to successful school administration through a field-based experience (practice). The practicum offers an opportunity for the students to go beyond a knowledge of administrative theory to practice skill development in a reality-based setting based on the vital dispositions of integrity, intellectual spirit, justice, and stewardship.

To provide supervisors with information regarding the practicum experience, the Department of Educational Leadership and Policies will offer an orientation for all site supervisors. Site supervisors will be notified of the date and time of the orientation. In addition to the orientation, the department is providing site supervisors with the following suggestions:

- ▶ Introduce the student and explain the arrangement to the faculty and staff of the school at a faculty meeting or another appropriate occasion. This will facilitate the assistance and cooperation of staff members who may be called on to share knowledge and expertise with the student. This is very important even if the student is a current staff member at the practicum site.
- ▶ Each student must develop an individual plan of action complete with goals, objectives, and strategies. This plan of action will serve as the guiding document for implementation of the practicum experience. It is, therefore, extremely important that you participate jointly with the student and the course instructor in the development of the plan. Your signature on the completed Principal in Practice Proposal indicates a commitment to ensure that the student will have access to the resources, information, and experiences outlined in the plan.
- ▶ On a regular basis, set aside time when the student may meet with you to discuss information and/or concerns relating to the practicum experience. The Department of Educational Leadership and Policies faculty recommends at least 30 minutes each week.

- ▶ Periodically sign off on the Core Activities Record Sheet, and at the end of the course, complete an evaluation form for the student. The practicum professor will consider your evaluation in the determination of the final grade for the student.
- ▶ Provide a safe and nurturing environment in which the student can conduct action research on a problem/concern/need of the school OR prepare and implement an administrative staff development activity on a topic about which the administrators in the school need additional information or training.
- ▶ Provide many varied experiences for the student. Include the student in such activities as special meetings, planning sessions, routine administrative activities, and conferences. Such involvement will be invaluable to the student.
- ▶ Give the student honest feedback. It will help the student keep his/her behavior on target and achieve better the established goals. To be useful, feedback must be descriptive, focused on specific behavior, directed at behavior about which the student can do something, and delivered in private at the earliest opportunity after the given behavior has been observed. Please make sure that you give positive as well as growth-inducing feedback.

Your role as a mentor is crucial in assisting the Department of Educational Leadership and Policies faculty in training students to become effective principals and professional educational leaders. We are genuinely grateful for your assistance. If there is anything that we can do to help you make this experience as meaningful as possible for the student, please let us know.

We recognize that many principals agree to serve as site supervisors out of professional courtesy; however, we want to recognize the contribution you make by allowing you to take two USC courses for a nominal fee. Within a few weeks, you should receive information from the Office of Field Experiences explaining the benefit.

Again, thank you for your help. If you have any questions about your responsibilities, the student's responsibilities, or the course, call us at 777-5240.

Professional Growth Plan Proposal EDLP 707/709 A

Description/Expectations:

1. Use Forms B1.1-B1.6 to prepare and submit your Professional Growth Plan proposal.
 - a. Must be typed
 - b. Must be submitted to practicum professor on date noted on BB
 - c. Must be approved and signed by the practicum professor
 - d. Must be approved and signed by the site supervisor after securing the practicum professor's approval
2. Revise the Professional Growth Plan proposal as recommended by the practicum professor.
3. Give an approved copy of the plan to your site supervisor and the practicum professor.
4. Place a copy of the approved plan in your notebook.
5. Use Form B1.5 to develop the goals (2 to 5) and strategies in your area of concentration.
6. Plan a variety of strategies (no strategy to exceed 4 of the required 50 hours) to attain your goals.
7. Organize your strategies by goal; for example A.1., A.2. . .C.1. C.2, etc.
8. For each strategy, give the rationale you have for selecting that strategy. The rationales should be thought provoking and logical. Think seriously about how implementing each strategy will enable you to achieve the goal. Strategies should have different rationales; otherwise why do you need more than one strategy for the goal.

*****Approved plan will be implemented in EDLP 707/709 B.**

Professional Growth Plan Proposal

Scoring Rubric:

Professor's Evaluation Form for Proposal

Name _____ Date Received _____

Forms B1.2 - B1.5

Professional Growth Plan

Possible Points: 200

- | | | |
|----|--|-----------|
| 1. | The description of the school (demographics and type) is comprehensive. [B1.2] (25) | _____ |
| 2. | The career and supervisory approaches goals are clearly articulated and logical. [B1.3] (25) | _____ |
| 3. | The area of concentration has been selected to enhance the student's knowledge and enhance his/her marketability. [B1.4] | Yes or No |
| 4. | The goals developed for the area of concentration are logical and meaningful. [B1.5] (20) | _____ |
| 5. | The strategies are varied and are appropriate and logical for meeting the goals. [B1.5] (50) | _____ |
| 6. | The rationales for selecting strategies to meet the goals are thoughtful and logical. [B2.1,III.A.] (50) | _____ |
| 7. | The writing is free of errors in spelling, grammar, and mechanics. [B1.1-1.6; B2.1,III.A.; C1.1/1.2] (20) | _____ |
| 8. | All of the required materials are included. (10) | _____ |

Total Points Earned _____ /200

Forms B1.1 and B1.6

Information/Directions/Approval

Possible Points: 0

Included _____

Not Included _____

Comments:

University of South Carolina
College of Education
Department of Educational Leadership and Policies
EDLP 707/709 A - Principal in Practice
Professional Growth Plan

Section 1: General Information

Name _____

Job Title _____

School/Business Name _____

School/Business Address _____

Home Address _____

School/Business Phone # _____

Home Phone # _____

E-Mail Address _____

(Be sure your e-mail address is correct on BB.)

Section II: School Description (Demographics and Type)**Part I - Demographics (Standard 1.5a)**

Please give a thorough description of the demographics of your Principal in Practice site. The following areas must be addressed: (1) the type of community and the population served, e.g., socio-economic status, rural/urban/suburban, racial composition, educational background of parents, and employment data; (2) stability of the community; (3) student composition, e.g., total enrollment and type; (4) grade level structure; (5) administrative structure; (6) number, gender, and racial composition of administrators, teachers, guidance counselors, aides, cafeteria employees, custodial staff, etc.; (7) test achievement data; (8) school awards, honors, or recognitions; (9) special instructional programs, e.g., grants, dropout prevention, minority recruitment, social services in the school; and (10) unique characteristics of the school or agency. Please feel free to use additional pages.

Attach a copy of your most recent school report card (available at <http://www.sde.state.sc.us>).

Section II: School Description (Demographics and Type)**Part II - Type (Standard 1.5b)**

Based on Glickman, Gordon, & Ross-Gordon's "school types," write a short paper to support your assessment of your current school. (Define the school type, list characteristics, and give examples to support the characteristics.)

Section III: Personal Professional Goals

Part I - Career Goals

In the space below, please indicate your career ambitions in terms of leadership through educational administration. Map out your career plans in educational leadership from the present to retirement and identify education and experiences needed to attain your goals.

Section III: Personal Professional Goals

Part II - Supervisory Goals

In the space below, please write about the supervisory approach you are most likely to use determined through Glickman, Gordon, and Ross-Gordon's inventories (from EDLP 703) followed by strategies you will use to improve your skills in the 3 other approaches.

Section IV: Area of Concentration

The purpose of this professional growth plan is to assist you in being competitive in your quest as an educational leader. Choose (along with your practicum professor) an area of concentration that will enhance your knowledge base and expand your marketability. DO NOT choose an area for which you are currently responsible and will learn about anyway.

- _____ Staff Personnel
- _____ Instructional Assessment
- _____ School Finance & Business Management
- _____ School-Community Relations
- _____ Pupil Personnel
- _____ Instructional Strategies
- _____ Organization for Instruction
- _____ Curriculum
- _____ Other (please specify) _____

Section V: Professional Growth Plan Goals & Strategies

Area of Concentration _____

Goals:

- A.
- B.
- C.

Strategies: (Include time allotments with a minimum of 50 total hours and no more than 4 hours for any one strategy.) Give your rationale for selecting each strategy.

Sample Format

- A. 1. (Strategy) (Hours)
(Rationale)
- A. 2. (Strategy) (Hours)
(Rationale)
- B. 1. (Strategy) (Hours)
(Rationale)

Section V: Professional Growth Plan Goals & Strategies

Strategies: (continued)

Section VI: Principal in Practice Assignment

Site _____

Site Address _____

Site Supervisor _____

Directions to Site: (Please be VERY SPECIFIC!)

Section VII: Approval

Practicum Professor _____

Once the proposal is approved by your practicum professor, secure the signature of your site supervisor.

Site Supervisor _____

When all approvals have been given, make three copies of the entire proposal and ensure that they are distributed to the following: (1) site supervisor, (2) practicum professor, and (3) your practicum notebook.

**Professional Growth Plan Log
EDLP 707/709 B**

Description/Expectations:

1. Use Form B2.1 to log information about each strategy accomplished.
 - a. Must be typed - recommend you save this as a form
 - b. Must be submitted to practicum professor on date noted on BB
 - c. Must have a log sheet for each strategy
2. Should describe
 - a. time spent on each strategy - a minimum of 50 documented hours - provide date(s) and number of hours
 - b. any significant events occurring while implementing the strategy
 - c. actual learning resulting from the accomplishment of the strategy
 - 1) response must be rich in content
 - 2) response must not be "fluff and stuff"
 - 3) response must not just repeat the strategy or the rationale
3. Should be free of errors in spelling, grammar, and mechanics

Rubric for Scoring:

Log sheets will be scored as part of the final product. Elements include:

1. Use of format provided in B2.1
2. Accomplishment of all strategies (or an explanation of why not along with an additional strategy(ies) approved by the practicum professor)
3. A minimum of 50 hours documented on forms
4. Responses that indicate learning has occurred - detailed and rich
5. Writing skills of graduate level work

Action Research OR Administrative Staff Development Activity Proposal

Scoring Rubric:

Professor's Evaluation Form for Proposal

Forms C1.1a and C1.2a

(Rubrics to be designed based on descriptions/expectations)

Action Research OR Administrative Staff Development Activity

Action Research Proposal EDLP 707/709 A

Description/Expectations

1. Use Form C1.1a.
 - a. Must be typed
 - b. Must be submitted to practicum professor on date noted on BB
 - c. Must be approved by practicum professor before work begins
 - d. Must be site-based
2. Describe your proposed action research project by including
 - a. a clear explanation of the project
 - b. the significance of the project to the school
 - c. the process you plan to use to complete your project
 - d. a description of your finished product
3. Show evidence that you understand what action research is
 - a. Have a question to be answered
 - b. Do NOT have the answer already and develop a plan to implement it
 - c. Find additional information posted on BB
4. Make necessary revisions based upon practicum professor's recommendations.

Action Research Project Product EDLP 707/709 B

Description/Expectations:

1. Write an article (label it C1.1b) which includes:
 - a. a review of the literature about the topic/issue of the action research, having at least five sources
 - b. the research design
 - c. the results of your research (data)
 - d. a summary of your findings and conclusions you were able to draw
 - e. possible actions to be taken
2. Write a personal reflection paper on what you have learned by completing this action research.
3. Use APA style in the article.
4. The article and the reflection paper should be free of errors in spelling, grammar, and mechanics. Both must be typed.
5. Seek publication in a journal such as *Palmetto Administrator*.
6. Submit article and reflection paper to practicum professor on date noted on BB.

Action Research OR Administrative Staff Development Activity

Administrative Staff Development Activity Proposal EDLP 707/709 A

Description/Expectations:

1. Use Form C1.2a.
 - a. Must be typed
 - b. Must be submitted to practicum professor on date noted on BB
 - c. Must be approved by practicum professor before work begins
 - d. Must be on a current, hot topic/issue needed by administrators
 - e. Must be developed for, presented to, & evaluated by administrators
2. Describe your proposed administrative staff development and include
 - a. a clear explanation of the activity
 - b. the significance of the activity to the administrators
 - c. the process you plan to use in accomplishing this activity
 - d. the anticipated presentation date, place, and time
3. Show evidence that you understand theories of andragogy.
4. Remember to practice the format provided in EDLP 703.
5. Make necessary revisions recommended by practicum professor.

Administrative Staff Development Activity Product EDLP 707/709 B

Description/Expectations:

1. Write up the activity (label it C1.2b) to include:
 - a. topic
 - b. logistical information - date, time, place, attendees and their positions
 - c. details of the activity (may include handouts, PP handout or diskette, children's literature, and other materials as addenda)
 - d. a review of the literature about the topic/issue including at least three sources (Think research paper.)
 - e. the evaluation and the compiled results
2. Write a personal reflection paper on what you have learned by developing, implementing, and evaluating this administrative staff development activity.
3. Any citations and the reference page must adhere to APA style.
4. All writing should be free of errors in spelling, grammar, and mechanics.
5. Share your ideas via BB with your classmates.
6. Submit write-up and reflection paper to practicum professor on date noted on BB.

Action Research OR Administrative Staff Development Activity

Action Research Project Proposal
EDLP 707/709 A

Briefly describe your action research project.

Explanation of project

Significance of project to school

Process to complete project

Description of finished product

Action Research OR Administrative Staff Development Activity

Administrative Staff Development Activity Proposal
EDLP 707/709 A

Briefly describe your proposed administrative staff development activity.

Explanation

Significance to administrators

Process to complete activity

Logistics
(date, time, place, participants)

Core Activities
EDLP 707/709 A & B

Description/Expectations:

1. Use Form D1.1
 - a. Must complete a minimum of 20 core activities in EDLP 707/709 A and in EDLP 707/709 B. ***
 - b. Must have each completed activity dated and initialed by site supervisor or designated person
 - c. Must complete asterisked (*) items
 - d. Must prepare a write-up on items marked with a # sign
2. Conference weekly with your site supervisor about these activities.
3. Submit the Core Activities Record Sheets in the notebook to the practicum professor on date noted on BB.
4. Submit write-ups for the four #-marked items to the practicum professor on the date noted on BB and in the format assigned by the practicum professor.
5. Place these four write-ups in section E of your notebook.

*** Additional activities completed may not be carried over from EDLP 707/709 A to EDLP 707/709 B.

Scoring Rubric:

1. Grading Scale

0-19 activities	= 0 points
20-24 activities	= 40 points
25 + activities	= 100 points
2. Activities must be dated and initialed.

Department of Educational Leadership and Policies
EDLP 707/709 - Principal in Practice
Core Activities - Record Sheets

Indicate in the appropriate column the date the activity is completed, meet with your site supervisor weekly to discuss the activities, and have your site supervisor initial each entry to indicate agreement. *Activities with an asterisk (*) beside them are required. Activities with an asterisk-pound (*#) beside them are required and must be written up for evaluation and must be placed in the E section of your notebook.*

Section 1: Pupil Personnel

Core Activity	NCATE Standard	Course	Date	Initials
*Meet with special education teacher, guidance counselor, or administrator to review behavior management plan for a special education student	5.1, 2, 7.1, 2, 11.5	B		
*Analyze all available test data on one student and meet with the student to assist him/her in the improvement of behavior and/or achievement	1.3, 2.2, 3.9, 7.1, 2, 3, 5, 11.5	B		
*Evaluate impact of one extracurricular activity program on student test scores	2.2, 3.9, 5.5, 7.2, 3, 11.5	A		
Observe a small group or individual guidance session provided by the school's guidance counselor	5.2, 7.1	B		
Discuss the role of the delivery of media services with the school's media specialist as it relates to addressing <u>all</u> standards	6.3, 7.1, 2, 9.1	A		
*Review the school's health, safety, and first aid programs to determine the comprehensiveness of written documents	5.3, 4, 11.1	A		
Review the school's emergency preparedness plans <u>AND</u> take responsibility for coordinating one of the following drills: bus, fire, or tornado	5.3, 7.2, 3, 11.1	A		
*Review student health services at school and district-level plan; interview health support person	5.3, 4, 7.1, 2, 11.1	A		
Assist in the preparation for a major disciplinary hearing such as	1.3, 2.4, 7.1,			

suspension, expulsion, and Family Court	2, 3, 10.1, 11.1, 5	B		
Observe while a member of the administrative team dispenses with a discipline case	7.1, 11.1, 5	B		
Observe a principal/parent conference and afterwards discuss the process with principal	7.1, 2	B		
Review the pupil accounting system with the attendance clerk	6.3, 7.1, 2, 9.2, 11.1, 5	A		
Attend a staffing meeting for the purpose of placing students in special education programs	5.2, 7.1, 2, 11.5	B		
*#With the help of the principal, identify one major pupil personnel services problem and develop an action plan to correct it	1.3, 2.2, 7.1, 2, 3, 11.5	B		
*Organize and participate in at least one school/community relations activity which focuses on collaboration with a community agency to investigate or support social services	5.4, 7.1, 2, 3, 10.1, 3, 4, 5, 11.5	B		
*Interview a social services worker regarding interaction and support needed from/through school	5.4, 7.1, 2, 3, 10.2, 3	A		

Section II: Staff Personnel

Core Activity	NCATE Standard	Course	Date	Initials
Serve on an ADEPT team	3.7, 4.3, 5, 7.1, 2, 3, 11.1, 5	B		
Obtain substitute teachers for a designated period of time or review system for obtaining subs in your school or greet and direct subs upon their arrival at school	4.5, 7.1, 2, 3	B		
*Participate in the evaluation of a first year teacher	3.7, 4.3, 5, 7.1, 2, 11.1, 2, 5	B		
Review and analyze (or develop) orientation for new faculty and staff	2.3, 4, 3.7,	A		

members	4.1, 3, 5, 7.1, 7.2, 5, 3,			
Assist in the development and implementation of school level staff development programs	2.3, 4, 3.7, 4.1, 7.1, 2, 3, 5, 8.4	A/B		
Observe a teacher selection interview (participate if possible)	4.5, 7.1, 2, 11.1	A/B		
Observe a classified employee selection interview (participate if possible)	4.5, 7.1, 2, 11.1	A/B		
*Participate with the principal in the evaluation of a veteran teacher	3.7, 4.3, 5, 7.1, 2, 11.1, 2, 5	B		
Observe the head custodian for at least one hour and then conduct an interview regarding responsibilities, concerns, supervision of others; compare this information with the individual's job description	6.3, 7.1, 2	A		
Select a teacher from each of Glickman's quadrants, observe each once a week for six weeks, practice recording data, practice giving positive feedback, and apply various supervisory approaches	1.4, 2.3, 3.7, 4.1, 3, 5, 7.1, 2, 3, 5	B		

Section III: Curriculum and Instruction

Core Activity	NCATE Standard	Course	Date	Initials
Review a random sampling of teachers' lesson plans; discuss one set of plans in all disciplines with a teacher in that area or grade level; consider pacing and alignment of objectives, strategies, and test items	2.3, 3.5, 7.1, 2	B		
Review the school's written philosophy/goals and discuss with the principal how they impact the school's instructional program and how they were developed and are reviewed and refined	1.1, 7.1, 2, 10.2	A		
Attend a meeting of either remedial, gifted, or special education teachers when they are discussing instructional issues	2.3, 3.4, 7.1, 2	B		

*Review the School-to-Work Transition Act of 1994 and discuss district guidelines and requirements with the principal	5.2, 7.1, 2, 11.1	A		
Discuss with the principal or Tech Prep coordinator the concept of work-based learning and how the concept is being used in the school	3.6, 5.2, 7.1, 2, 10.1, 2, 3	A		
*#With the help of the principal, identify one major instructional problem and develop an action plan to correct it	1.3, 7.1, 2, 3	B		
Assist in the selection of instructional materials in a discipline or grade level other than the one at which you have the most experience	7.2, 3, 11.5	B		
Develop and implement, if possible, a plan to assist teachers in staying current with the latest curricular trends and innovations	2.3, 3.7, 4.1, 7.1, 2, 3, 11.6	A/B		
Assist in the preparation of the School Improvement Report	2.2, 7.1, 2,,3, 10.2, 3, 4, 11.1	B		
Attend at least one workshop that focuses on curriculum and instruction in an area unfamiliar to you (subject area or grade level)	2.3, 7.1, 2	A/B		

Section IV: School Finance & Business Management

Core Activity	NCATE Standard	Course	Date	Initials
Analyze the system used to determine the priorities for the purchasing of instructional supplies and equipment	8.1, 11.5	A		
Evaluate (and participate, if possible) in the preparation of the school budget and the procedure used to develop it	7.1, 8.1	A		
Observe a meeting between a vendor and the principal	7.1, 2, 8.4, 11.5	A/B		
*Review with the bookkeeper the monthly reconciliation of internal accounts as well as the general accounting procedures used in the school	7.1, 2, 8.1, 9.2	A		
*#Analyze a funded supplemental program in the school to include	2.2, 7.2, 8.1,	A		

the purpose and goals, funding source(s), term, target population, and budget break-out. Also, review the annual report and any evaluations of the program.	9.2, 10.1			
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Section V: School Administrative Functions

Core Activity	NCATE Standard	Course	Date	Initials
Assist in the development of the school's master schedule	7.1, 2, 9.1	A		
Coordinate arrangements for a special school event such as American Education Week and Career Day	5.5, 7.1, 2, 3, 4, 8.3, 10.1, 2, 3, 4, 5	A/B		
Assist with the procurement, distribution, and accounting of textbooks	7.1, 2, 4, 8.4, 9.1	A		
Discuss with the appropriate person the computer system used for administrative purposes	6.3, 7.1, 2, 9.1	A		
Assist the principal in making preparation for an upcoming faculty meeting with such items as the agenda, conducting the meeting, and following up on the decisions made	2.3, 7.1, 2, 3	B		
Read and sort the mail received by the principal for one school day	7.2, 3	A		
*Attend a meeting of the school's administrative team	7.1, 2, 3	B		

Section VI: School Plant and Ancillary Services

Core Activity	NCATE Standard	Course	Date	Initials
Complete four work orders to have maintenance activities performed	6.3, 7.2, 9.2	A		

at the school				
Review the district's policies concerning use of facilities by non-school groups	6.3, 8.4, 11.2, 5	A		
Review the effectiveness of the school's custodial schedule and discuss with the principal	6.3, 4, 7.1, 2	A		
*Tour the school plant with the head custodian and note the location of safety devices and equipment as well as the master switches for major services to the school	6.3, 7.1, 2	A		
Discuss with the principal his/her role in managing/supervising the school's food services operation	6.3, 7.1, 2	B		
Discuss with the cafeteria manager the principal's role in managing/supervising the school's food services operation	6.3, 7.1, 2	B		
Discuss with the principal his/her role in managing/supervising the school's transportation operations	6.3, 7.1, 2	B		
Discuss with the district transportation supervisor the role of the principals in managing/supervising the transportation operations at their respective schools	6.3, 7.1, 2	B		

Section VII: School and Community Relations

Core Activity	NCATE Standard	Course	Date	Initials
Organize and participate in at least one school-community relations	7.1, 2, 3,	B		

activity	10.1, 2, 3, 4			
Assist in the development of the school newsletter	7.1, 2, 3, 10.2, 3, 4	B		
Prepare an article for the local news media	7.2, 3, 10.1, 5, 6	A		
*Review with the principal the school's community relations plan	6.4, 7.1, 2, 10.1, 2, 5	A		

Section VIII: Personal and Professional Development

Core Activity	NCATE Standard	Course	Date	Initials
Participate in a leadership or management development training program	2.3, 3.7, 4.3, 7.1, 2	A/B		
Attend a principals' meeting at the district or area level	7.1, 2	B		
*Attend a school board meeting or present at one	2.4, 7.1, 2, 10.1, 11.7	B		
*Make (or evaluate) a presentation on a specific topic related to the School Report Card to the faculty, PTA, School Improvement Council, or school board	2.4, 7.1, 2, 3, 10.1, 2, 3, 4, 5, 11.7	B		
*#Interview a community or business leader regarding his/her view of leadership and his/her perception of public education	7.1, 2, 3, 10.1, 1, 3, 11.7	A		

Experiential Write-Ups

1. Shadowing of Principal at Another Level (Shadowing #1) - EDLP 707/709 A

Description/Expectations

1. Label as Form E1.
2. Meet the following criteria
 - a. Must shadow principal/AP for a full day
 - 1) Must be at a different level than site-based experience
 - 2) Must be at a school with a different student population
 - b. Must describe the day from start to finish - comprehensive
 - 1) May be in log format
 - 2) May be in narrative format
 - c. Must include an in-depth analysis of the day
 - 1) Categorize the activities into big clusters
 - 2) Assess the amount of time spent on each category
 - d. Must include a thoughtful reaction
 - 1) Express your opinions based on previous learning, theories, etc., using citations and references, if possible
 - 2) Express your opinions based on your own experiences
 - 3) Express thoughts about the diversity experienced
 - e. Must conform to APA style when citations are made
 - f. Must conform to APA format (no abstract required)
 - g. Must be free of errors in spelling, grammar, and mechanics
3. Submit to practicum professor on date noted on BB.
4. Place in notebook under Section E when returned by practicum professor.

Scoring Rubric:

Shadowing I: Principal at Another Level Submitted by _____

Criteria	Points Possible	Points Earned
1. The description is comprehensive.	10	_____
2. The analysis is in-depth.	10	_____
3. The reaction is thoughtful and based on theory, readings, and experiences.	10	_____
4. The write-up is free of errors in spelling, grammar, and mechanics and conforms to APA style in format and citations.	5	_____
Total	35	_____

Experiential Write-Ups

2. Shadowing of Site Supervisor (Shadowing #2) - EDLP 707/709 B

Description/Expectations

1. Label as Form E2.
2. Meet the following criteria
 - a. Must shadow site supervisor for a full day
 - b. Must describe the day from start to finish - comprehensive
 - 1) May be in log format
 - 2) May be in narrative format
 - c. Must include an in-depth analysis of the day
 - 1) Categorize the activities into big clusters
 - 2) Assess the amount of time spent on each category
 - d. Must include a thoughtful reaction
 - 1) Express your opinions based on previous learning, theories, etc., using citations and references, if possible
 - 2) Express your opinions based on your own experiences
 - e. Must conform to APA style when citations are made
 - f. Must conform to APA format (no abstract required)
 - g. Must be free of errors in spelling, grammar, and mechanics
3. Submit to practicum professor on date noted on BB.
4. Place in notebook under Section E when returned by practicum professor.

Scoring Rubric:

Shadowing II: Site Supervisor
Submitted by _____

Criteria	Points Possible	Points Earned
1. The description is comprehensive.	10	_____
2. The analysis is in-depth.	10	_____
3. The reaction is thoughtful and based on theory, readings, and experiences.	10	_____
4. The write-up is free of errors in spelling, grammar, and mechanics and conforms to APA format and style with citations and reference page.	5	_____
Total	35	_____

Experiential Write-Ups

3. Analysis of a Funded Supplemental Program - EDLP 707/709 A

Description/Expectations:

1. Label as Form E3.
2. Meet with the bookkeeper or principal to decide on a funded supplemental program.
3. Analyze the program to determine the following
 - a. the purpose and goals
 - b. funding source(s)
 - c. term
 - d. target population
 - e. budget break-out
4. Review and analyze the annual report and any evaluations of the program.
5. Write a summary of your analysis.
6. Write a summary of what you have learned about school finance by completing this activity.
7. Keep the summaries free of errors in spelling, grammar, and mechanics.
8. Submit to practicum professor when requested.
9. Place in notebook under Section E when returned by the practicum professor.

Scoring Rubric:

1. The summary paper based on analyses and reflection is worth 15 points.
2. The practicum professor will use the criteria listed in the Description/Expectations to score the paper.

Experiential Write-Ups

4. Analysis and synthesis of an interview with a community or business leader - EDLP 707/709 A

Description/Expectations:

1. Label as E4.
2. Choose a community or business leader to interview. If you need help, talk with your principal or your district office administrators.
3. Prepare your questions about leadership and perception of public education in advance.
4. Practice the questions on someone who will give you feedback about your verbal and nonverbal positive language, your grammar usage, your enunciation, and your ability to jot effective notes while having warm and open eye contact with the community or business leader. You may want to practice some of the purposeful supervisory behaviors.
5. Write the person a hand written thank-you note.
6. Reflect on the notes you took.
7. Write a summary about that one leader's thoughts and perceptions of leadership and public education.
8. Add a paragraph of your own thoughts which you can tie to theory, readings, and experience if you want.
9. Submit to practicum professor when requested.
10. Place in notebook under Section E when returned by the practicum professor.

Scoring Rubric:

1. The summary paper based on analysis, synthesis, and reflection is worth 15 points.
2. The practicum professor will use the criteria listed in the Description/Expectations to score the paper.

Experiential Write-Ups

5. Plan for pupil personnel services problem - EDLP 707/709 B

Description/Expectations:

1. Label as Form E5.
2. Work with the site supervisor to determine the problem.
3. Meet the following criteria.
 - a. Use an action plan format (table)
 - b. State the problem clearly and concisely
 - c. State the goal for resolving the problem
 - 1) Who will help in developing the plan?
 - 2) How will the plan use technology?
 - 3) With whom will the plan be communicated throughout the process (stakeholder involvement)?
 - d. Develop strategies to attain the goal
 - e. Determine for each strategy a time line, resources needed, and person(s) responsible
 - f. Develop a short evaluation instrument or questions
4. Verify that the strategies are realistic, logical, and outcome based.
5. Submit to practicum professor when requested.
6. Place in notebook under Section E when returned by the practicum professor.

Scoring Rubric:

1. The plan is worth 15 points.
2. The practicum professor will use the criteria listed in the Description/Expectations to score the plan.

Experiential Write-Ups

6. Plan for instructional problem - EDLP 707/709 B

Description/Expectations:

1. Label as Form E6.
2. Work with the site supervisor to determine the problem.
3. Meet the following criteria.
 - a. Use an action plan format (table)
 - b. State the problem clearly and concisely
 - c. State the goal for resolving the problem
 - 1) Who will help in developing the plan?
 - 2) How will the plan use technology?
 - 3) With whom will the plan be communicated throughout the process (stakeholder involvement)?
 - d. Develop strategies to attain the goal
 - e. Determine for each strategy a time line, resources needed, and person(s) responsible
 - f. Develop a short evaluation instrument or questions
4. Verify that the strategies are realistic, logical, and outcome based.
5. Submit to practicum professor when requested.
6. Place in notebook under Section E when returned by the practicum professor.

Scoring Rubric:

1. The plan is worth 15 points.
2. The practicum professor will use the criteria listed in the Description/Expectations to score the plan.

Experiential Write-Ups

7. In-Basket Activity - EDLP 707/709 B

Description/Expectations:

1. Must complete an in-basket activity in class during a 90-minute block.
2. Must follow the directions provided for the in-basket activity.
3. Label as Form E7.

Scoring Rubric:

1. The in-basket activity is worth 50 points.
2. The practicum professor will use a scoring guide and will provide feedback.

Site Experience Evaluation

1a. Personal Experience: Analysis, Synthesis, and Evaluation of Semester-Long Site-Based Experience - EDLP 707/709 A

Description/Expectations:

1. Label as Form F1a.
2. Must use APA style for format (no abstract required), citations, and reference page.
3. Must be at least three and no more than six typed, double spaced pages of content plus a reference page.
4. Must be reflective
 - a. What were the most significant experiences and why were they?
 - b. What did you learn about what you will do and what you will not do when you are in an administrative role?
5. Must include personal revelations about the application of leadership theory in school administration.
6. Must cite theory, research, and readings to support your opinion - at least three sources.
7. Submit in your notebook to your practicum professor on the date required.

Scoring Rubric:

Site-Based Experience
Submitted in Notebook on _____

Criteria	Points Possible	Points Earned
1. The writing is reflective of significant experiences and learning.	10	_____
2. The writing contains personal revelations about the application of leadership theory in school administration.	10	_____
3. A minimum of 3 sources are used.	5	_____
4. Paper adheres to APA style in format, citations, and reference page.	5	_____
5. Paper is free of errors in spelling, grammar, and mechanics.	2.5	_____
6. Paper is at least 3 and no more than 6 pages and has a reference page.	2.5	_____
Total	35	_____

Site Experience Evaluation

1b. Personal Experience: Analysis, Synthesis, and Evaluation of Semester-Long Site-Based Experience - EDLP 707/709 B

Description/Expectations:

1. Label as Form F1b.
2. Must use APA style for format (no abstract required), citations, and reference page.
3. Must be at least three and no more than six typed, double spaced pages of content plus a reference page.
4. Must be reflective
 - a. What were the most significant experiences and why were they?
 - b. What did you learn about what you will do and what you will not do when you are in an administrative role?
5. Must include personal revelations about the application of leadership theory in school administration.
6. Must cite theory, research, and readings to support your opinion - at least three sources.
7. Submit in your notebook to your practicum professor on the date required.

Scoring Rubric:

Site-Based Experience
Submitted in Notebook on _____

Criteria	Points Possible	Points Earned
1. The writing is reflective of significant experiences and learning.	10	_____
2. The writing contains personal revelations about the application of leadership theory in school administration.	10	_____
3. A minimum of 3 sources are used.	5	_____
4. Paper adheres to APA style in format, citations, and reference page.	5	_____
5. Paper is free of errors in spelling, grammar, and mechanics.	2.5	_____
6. Paper is at least 3 and no more than 6 pages and has a reference page.	2.5	_____
Total	35	_____

Site Experience Evaluation

2a. Site Supervisor's Evaluation Form - EDLP 707/709 A

Description/Expectations:

1. Use Form F2a.
2. Copy this form and give to your site supervisor now and no later than two weeks before the end of the course.
3. Prove your site supervisor with a stamped envelope addressed to your practicum professor.
4. Ask the site supervisor to complete the form and mail it to your practicum professor.

Scoring Rubric:

1. Use Form F2a.
2. The evaluation is worth 50 points.

Site Experience Evaluation

2b. Site Supervisor's Evaluation Form - EDLP 707/709 B

Description/Expectations:

1. Use Form F2b.
2. Copy this form and give to your site supervisor now and no later than two weeks before the end of the course.
3. Prove your site supervisor with a stamped envelope addressed to your practicum professor.
4. Ask the site supervisor to complete the form and mail it to your practicum professor.

Scoring Rubric:

1. Use Form F2b.
2. The evaluation is worth 50 points.

University of South Carolina
College of Education
Department of Educational Leadership and Policies
EDLP 707/709 A - Principal in Practice

Site Supervisor's Evaluation Form

Student's Name _____ Practicum Professor _____

Rate the student on **each** of the following criteria from 0 to 10. A rating of 10 indicates exceptional performance.

Criteria	Rating
1. Student's initiative	_____
2. Quality of the action research project OR the administrative staff development activity	_____
3. Effectiveness in carrying out administrative tasks	_____
4. Effectiveness of interpersonal skills	_____
5. Knowledge of administration	_____

Please add the points assigned and indicate the total _____/50

Comments:

Site Supervisor's Signature

Date

The student is responsible for providing the site supervisor a stamped envelope addressed to the practicum professor so he/she can mail the evaluation form directly to the practicum professor. The form should be mailed so it will reach the practicum professor prior to _____.

University of South Carolina
College of Education
Department of Educational Leadership and Policies
EDLP 707/709 B - Principal in Practice

Site Supervisor's Evaluation Form

Student's Name _____ Practicum Professor _____

Rate the student on **each** of the following criteria from 0 to 10. A rating of 10 indicates exceptional performance.

Criteria	Rating
1. Student's initiative	_____
2. Quality of the action research project OR the administrative staff development activity	_____
3. Effectiveness in carrying out administrative tasks	_____
4. Effectiveness of interpersonal skills	_____
5. Knowledge of administration	_____

Please add the points assigned and indicate the total _____/50

Comments:

Site Supervisor's Signature

Date

The student is responsible for providing the site supervisor a stamped envelope addressed to the practicum professor so he/she can mail the evaluation form directly to the practicum professor. The form should be mailed so it will reach the practicum professor prior to _____.

Participation

Students are expected to participate actively in all 707/709 classes and will be graded on this participation. Included among the types of activities the practicum professor will be assessing are attendance, preparation of reflection papers, willingness and ability to discuss the reflection topics, securing articles for support for topics, leading discussions, and making arrangements for a site visit.

Absences, unless approved in writing (include e-mail or other written response) by the practicum professor, will negatively affect the student's grade in EDLP 707/709 A & B. **Each** absence will reduce the total participation points by 5 points (both A & B).

Students are to arrange a site visit for the practicum professor around the practicum professor's schedule. The time allotted should be two hours. The student should schedule 30 minutes for the student, the site supervisor, and the practicum professor to meet to discuss progress and concerns. Fifteen minutes should be scheduled for the site supervisor to meet with the practicum professor alone. The remainder of the time should be allocated for the practicum professor and the student to discuss the progress being made on the experiences, any concerns the student may have, and any problems the student may have in getting the support needed from the site supervisor or others. Students should have their notebooks available for the meeting. The notebook should be clearly organized in sections.