UNIVERSITY OF NORTHERN COLORADO
Educational Leadership and Policy Studies

ELPS 695—Practicum
Spring 2015

Instructor: Linda R. Vogel, Ph. D.
Associate Professor
418 A McKee Hall
Telephone: (w) (970) 351-2119
(h) (970) 356-3315
e-mail: linda.vogel@unco.edu or lrvogel_1122@yahoo.com

COURSE DESCRIPTION
This practicum experience is an option available to students completing requirements of the Master’s degree, Superintendent’s license, Educational Specialist degree, and Doctorate in the Educational Leadership program. A practicum enables students to engage in a particular task/activity (e.g. conducting a small scale study or directing a staff development activity) in one or more field sites. Students focus on leadership and policy issues associated with such tasks as the management of educational change, systems analysis, information systems, facility planning, resource planning, and/or operations in educational agencies. Thus, the practicum differs from the internship (ELPS 606) which is role-specific (e.g. taking on the role and responsibilities of a principal or superintendent).

The setting for the practicum (e.g. a school system or governmental agency) must be appropriate to the certification/degree desired. The selection of setting(s) and particular tasks/issues to engage in or be studied in the practicum experience are identified through discussions with the program advisor, program committee member(s), and/or the instructor for the practicum.

Field supervisors who occupy positions in the setting(s) provide guidance to the students. Students enrolled in the practicum meet with their practicum instructor to share their individual learning plans early in the semester, make progress reports and discuss concerns/challenges at least twice during the semester, and culminate their work in the practicum through their final product and an exit interview with the practicum instructor.

OBJECTIVES
The practicum provides opportunities for students to do the following:
1. Develop an individual learning plan for their practicum. (See attached.)
2. Engage in a particular task/activity to further their understanding of an issue facing a school system, governmental agency, or other educational program.
3. Improve their oral and written skills through their practicum activities.
4. Gain insights into diverse issues faced by educational leaders in different settings.

SEMINAR ACTIVITIES
During the practicum, each student will do the following:
1. Identify task(s), activity(ies), and/or issue(s) to be directly engaged in or studied, and develop an individualized learning plan related to the task(s), activity(ies), and/or issue(s).
2. Engage directly in the activities or study the problem, gathering necessary information and related readings, and make at least two progress reports (1-2 pages in length) to the practicum instructor.

3. Write a final report of the experience/study and have an exit interview with the practicum instructor.

**EVALUATION**

Final grades will be derived from the assessment of each student’s activities and product(s) from the practicum experience and an exit interview with the practicum instructor. The criteria used to assess the students’ work will be developed by the student and approval of the practicum instructor as part of the individualized learning plan.

**RELATIONSHIP OF THIS COURSE TO PROGRAM KNOWLEDGE BASE:**

Students who enter study in educational leadership at UNC are exposed to five domains in which they: (1) develop a personal vision for educational leadership; (2) examine and use modes of inquiry to help them frame problems and gather information; (3) understand organizational culture, communication, and change; (4) explore educational leaders' roles in supervising professionals and developing human potential; and (5) examine influences from the external environment that shape educational policies, structures, and operations. Learning experiences of this course contribute directly to students' understanding of the underlying beliefs of our leadership development program; particular emphasis is given to the italicized statements below:

- *Human growth and development are lifelong pursuits;*
- *Organizations are artifacts of a larger society;*
- *Learning, teaching, and collegiality are fundamental activities of educational organizations;*
- *Validated knowledge and active inquiry form the basis of practice;*
- *Moral and ethical imperatives drive leadership behavior;*
- *Leadership encompasses a learned set of knowledge, skills, and attitudes;*
- *Effective leadership in educational organizations depends on individual and group effort;*
- *Leaders effect positive change in individuals and organizations; and*
- *Leaders' behavior and actions model their beliefs and values.*

**STANDARDS FROM PROFESSIONAL ORGANIZATIONS AND LEARNED SOCIETIES:**

In general, the courses of this program are designed to prepare individuals to serve as leaders of educational organizations. The learning experiences are designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of School Administrators, the National Association of Elementary School Principals, the National Middle School Association, the National Association of Secondary School Principals, the National Policy Board for Educational Administration, and the University Council for Educational Administration.
RELATED COLORADO DEPARTMENT OF EDUCATION STANDARDS:
Learning activities of this course address the licensure standards for principals and administrators established by the Colorado Department of Education and the State Board of Education. A list of the specific standards addressed can be found at the following website:
http://www.unco.edu/coe/elps/principal/forms/PrincipalStandardsMatrix.pdf

NCATE/ELCC standards addressed in this course include the following, in either a school or district context as appropriate for each student and the license or degree they are pursuing:
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

ACADEMIC DISHONESTY
Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see http://catalog.unco.edu/200809/wwhelp/wwimipl/js/html/wwhelp.htm?

Disability Access
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at Campus Box 139 Greeley, CO 80639
Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Diversity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).
Individualized Learning Plan

As an adult learner, it is natural to be self-directed toward a desired goal, whether that is the acquisition of particular knowledge, skills, or a position which requires particular knowledge and skills. In this practicum, you have the opportunity to meld your personal quest for knowledge and skills with the demands, challenges, and rigor of an educational institution or agency and professional licensure standards at both the national and state levels. The plan that you will create for your practicum will outline the objectives of your practicum experience, your responsibilities in the learning process, as well as your instructor’s.

Step 1. Develop three to five objectives of your practicum experience.
Step 2. Outline the learning resources and strategies that you will use to meet the objectives you have developed.
Step 3. Identify the evidence that you will submit at the end of your practicum to demonstrate accomplishment of your objectives.
Step 4. Identify the criteria (rubric) to be used to assess your final product. Clearly delineate between “Adequate Accomplishment” and “Distinguished Accomplishment.”
Step 5. Develop a timeline for accomplishment of your objectives, as well as two progress reports and a final exit interview with the practicum instructor.

Possible resources that may be used in Step 2 of your plan include the following:
Teachers/Facilitators
Other Learners
Work Supervisors
Subject Matter Experts
Books
Journal and Magazine Articles
Other Printed Materials
Audio and video tapes
Websites, Blogs, and Podcasts

Possible strategies that may be used in Step 2 of your plan include the following:
Reflective journaling in response to selected research
Writing of a research paper
Observations and written reflection of colleagues
Team Teaching
Peer coaching
Developing curriculum materials
Developing a resource handbook
Preparing a case study analysis
Video tape development
Game/simulation development
Narrated photographic display
Computer program or website development
Professional development implementation
Completion of a literature review
Conducting an action research project
Conducting interviews

After you have developed a draft learning plan, ask yourself the following questions:
1. Are the learning objectives clear, understandable, and realistic, and do they describe what you propose to learn?
2. Do the learning strategies and resources seem reasonable, appropriate, and efficient?
3. Does the evidence seem relevant to the various objectives and will the evidence be convincing of your attainment of your objectives?
4. Are the criteria and means for validating the evidence clear, relevant, and convincing?

Students are advised to share their learning plan with one or two colleagues or supervisors for additional feedback before sharing the plan with the practicum instructor. The learning plan is to be submitted to the practicum instructor no later than the fourth week of the semester. If the instructor suggests revisions to the learning plan, a revised learning plan should be resubmitted to the instructor no later than two weeks after feedback from the instructor is given. You may renegotiate your plan at any time with the instructor.

ALL LEARNING PLAN ACTIVITIES MUST BE COMPLETED BY THE WEEK PRIOR TO FINAL WEEKS (the last week in April for the spring semester and the last week in November for the fall semester).