

## New Graduate Course Proposal

### Form Procedure

To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.

Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.

To access the saved form for editing or to finalize submission visit [forms.fitchburgstate.edu](https://forms.fitchburgstate.edu) to log in and view your Pending/Drafts under My Forms.

### Course Title

Course Title: \* Practicum and PAL Task Supervision I

Proposed Banner Abbreviation: \* Practicum & PAL Tsk Supervsn I

*Banner limit of 30 characters, including punctuation, spaces, and special characters.*

### Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: \* Lisa Moison and Phil Saisa

Dustin Halterman and Karen DeAngelis

Members of the Graduate Curriculum Committee:

Department / Unit Developing: \* Education

Department Chair: \* Dr. Lyndsey Benharris \* lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray nmurray5@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.

\*  Yes

No

\*  This confirms that the Graduate Program Chair has given approval for the submission of this proposal

Graduate Program \* EDLM

*The above program would be responsible for scheduling, staffing & assessing this course.*

### Course Information

Course Description

\* Starting in the fall semester, the instructional focus shifts to the numerous topics delineated in the DESE Professional Standards and Indicators for Administrative Leadership. Candidates are assigned an ELI faculty member who serves as the candidate's Practicum Supervisor (PS). The PS works throughout the year with approximately 6 candidates to support and monitor all aspects of the candidate's practicum. The PS attends every class so that there is weekly communication and support. In addition, the PS meets with his/her group of candidates periodically to share best practices and increase accountability. Throughout the year the PS monitors the practicum experience by providing feedback on all written assignments, providing guidance and direction on completion of all 4 PAL tasks, coordinating with the candidate and his/her school based Supervising Practitioner to ensure that the candidate is having a comprehensive and robust set of practicum experiences. During the fall semester the PS ensures that the candidate has completed all aspects of PAL task 3 and has planned and begun work on PAL tasks 2 and 4. Finally the ELI PS also works with the candidate to facilitate the completion of all DESE required forms.

Course Objectives

Massachusetts Department of Elementary and Secondary Education (PSI) Professional Standards and Indicators for Administrative Leadership addressed:

PSI 1.a Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives

- PSI 1.f Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning
- PSI 1.i Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps
- PSI 1.h Creates a culture in which both staff and students take responsibility for their performance and behavior
- PSI 2.a Has plans and procedures in place to address a full range of safety, health and student needs and establishes routines that give staff and students a sense of order, discipline and predictability within a caring environment
- PSI 2.f Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
- PSI 2.g Allocates, manages and audits fiscal expenditures consistent with district and school goals and available resources, and develops a budget for the School Committee that supports the district's vision, mission and goals
- PSI 2.i Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making
- PSI 2.j Advises the School Committee on union contracts that reflect best practices and support the district's vision, mission, and goals
- PSI 3.a Ensures that family concerns are addressed in an equitable, effective, and efficient manner and creates opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning to
- PSI 3.b Effectively executes a full range of communication strategies that generate public understanding and support for the district/school
- PSI 3.c Advocates for, and collaborates with, families, community members, and other stakeholders
- PSI 3.d Builds strong working relationships and connections with appropriate community providers to support students' academic progress, social and emotional well-being, and civic participation
- PSI 3.e Recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes
- PSI 4.b Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary
- PSI 4.d Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges
- PSI 4.e Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' background, identities, strengths and challenges are respected
- PSI 4.g Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice
- PSI 4.h Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies
- PSI 4.i Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community
- PSI 4.j Builds high quality and effective teams and fosters collaborative decision-making and responsibility
- PSI 4.k Effectively manages time, prioritizes tasks, meets important deadlines to maximize the attainment of personal and professional goals. Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful, productive series of conversations and deliberations about important school matters

Rationale and expected outcomes of offering the Course

DESE required course for administrator licensure.

What are the Learning Outcomes for the Course?

Knowledgeable: As a result of the learning experiences during this practicum, the candidate will deepen his or her knowledge of:  
 the daily responsibilities of the school administrator at the level of licensure sought (principal, director, supervisor)  
 the knowledge, skills, and dispositions of effective administrators  
 effective applications of the MA DESE Standards and Indicators for School Administrators  
 relevant underlying research and theories that are drawn upon by exemplary administrators  
 the requirements for PAL tasks 2, 3, and 4

Skillful: As a result of the learning experiences during this practicum, the candidate will further develop his or her capacity to:

demonstrate the capacity to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders  
apply knowledge and skills articulated in MA DESE Standards and Indicators for School Administrators  
develop and apply action plans in collaboration with others  
use technology, telecommunications, and information system solutions to enrich operations, curriculum, and instruction  
apply current research and theory in educational administrative practices  
demonstrates an ability to provide effective feedback to teachers following an announced observation  
demonstrates an ability to formulate effective teams and to lead change initiatives

Caring: As a result of the learning experiences during this practicum, the candidate will further develop his or her capacity to:  
collaborate respectively with colleagues and the school community as a whole  
address the needs and concerns of students, teachers, staff, colleagues, and families  
address discrimination based on disability, gender, race, religion, sexual preference, socio-economic status, and so on, both within the classroom and other school settings  
can recognize and respond to the emotional needs of team members

Ethical: As a result of the learning experiences during this practicum experience, the candidate will further develop his or her capacity to:  
promote fairness, respect, high expectations, and support for all students through policies, programs, and practices, and address the impact of changes in student population on curriculum and instruction  
apply their knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education  
maintain an ethical respect for the school community  
provides evidence-based feedback to teachers that fosters growth and improvement

Educator as Reflective Leader: As a result of the learning experiences during this practicum, the candidate will further develop his/her capacity to effectively lead schools to improve teaching and learning and improve student learning.

Number of Credits: \* 3

Discipline Prefix or Prefixes:

\* EDLM

Brief rationale if more than one prefix:

Level of Course:

- \*  7000  
 8000  
 9000

Brief rationale for level choice::

\* Practicum course.

The course will be:

- Requirement  
 Elective

Elective or Requirement Note/Special:

Required for the FSU/ACCEPT partnership program.

Is there a similar undergraduate course?

- \*  Yes  
 No

Does this course affect offerings in any other department or program?

- \*  Yes  
 No

### Course Enrollment

Expected Average Enrollment:

\* 15-20 students

This course is a replacement for:

Course # / Name

EDLM 9028E

Has the course been offered previously as a "Topics" course?

- \*  Yes  
 No

How often / when was it offered as a Topics course?

Three times

Is this an Extended Campus Course?

- \*  Yes  
 No

Which semester will this course be offered for the first time?:

\* 202510

How often thereafter to be offered?:

\* Once a year.

### Course Requirements

Prerequisite course(s) if any:

Additional Requirements

Laboratory Hours:

Fieldwork Hours:

Pre-Practicum Hours:

Practicum Hours:

Other Requirements (specify):

### Syllabus Upload

### Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form.  
You should receive an email confirmation that your signature has been completed.

...3035313036

*Lisa Moison*

Requester Signature

01/31/2024

Date

...3732363737

*Nancy Murray*

Academic Dean Signature

02/10/2024

Date

...3837383933

*Lyndsey Benharris*

Department Chair Approval

01/31/2024

Date

...3636313335

*Becky Copper Glenz*

SGOCE Dean Signature

03/01/2024

Date

#### Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

\_\_\_\_\_  
Graduate Council Chair Signature      Date

#### Notifications

\_\_\_\_\_  
Approval of the President

\_\_\_\_\_  
Date

\_\_\_\_\_  
SGOCE Dean Initials

\_\_\_\_\_  
Date

\_\_\_\_\_  
Reviewed by the Registrar:

\_\_\_\_\_  
Date

**Fitchburg State University**  
**EDUCATOR Programs**  
**Comprehensive Syllabus**

Semester: Fall Year: 2024

Course Prefix and Number: EDLM 9028E

Course title: Practicum and PAL Task Supervision I  
3 Credit hours

Day(s) and time of classes:

Number of Class Meetings: N/A Number of Contact Hours: 37.5

**Instructor:** Dr. David Castelle  
**Office:** ACCEP Collaborative  
**Telephone:** 978 505-7925  
**E-mail:** [castellined@gmail.com](mailto:castellined@gmail.com)  
[dcastell@fitchburgstate.edu](mailto:dcastell@fitchburgstate.edu)

**FAX:**  
**Office Hours:** Thursdays 3:00 – 4:00

**A. COURSE DESCRIPTION:** Starting in the fall semester, the instructional focus shifts to the numerous topics delineated in the DESE Professional Standards and Indicators for Administrative Leadership. Candidates are assigned an ELI faculty member who serves as the candidate's Practicum Supervisor (PS). The PS works throughout the year with approximately 6 candidates to support and monitor all aspects of the candidate's practicum. The PS attends every class so that there is weekly communication and support. In addition, the PS meets with his/her group of candidates periodically to share best practices and increase accountability. Throughout the year the PS monitors the practicum experience by providing feedback on all written assignments, providing guidance and direction on completion of all 4 PAL tasks, coordinating with the candidate and his/her school based Supervising Practitioner to ensure that the candidate is having a comprehensive and robust set of practicum experiences. During the fall semester the PS ensures that the candidate has completed all aspects of PAL task 3 and has planned and begun work on PAL tasks 2 and 4. Finally the ELI PS also works with the candidate to facilitate the completion of all DESE required forms.

This Internship/Practicum experience is under the direct supervision of a principal and/or assistant principal (SP) along with the ELI Practicum Supervisor. The leadership candidate conducts the practicum in a school setting, performing the kinds of responsibilities and duties for which he/she is preparing (i.e., principal/AP at the desired level). The candidate conducts approximately 175 – 200 hours of practicum experiences during the fall semester. The assignments and tasks reflect a variety of experiences, including but not limited to those outlined in the Professional Standards and Indicators for Educational Administrator Licensure in the Commonwealth of Massachusetts, the ELI Practicum Experiences (see document at the end of this syllabus) and the PAL Candidate Handbook.

The supervising practitioner in the practicum setting must hold an appropriate Massachusetts license and have at least three years' experience in the role of administrator and have a performance rating of Proficient or better.

*If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.*

***Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider. Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate.***

## **B. TEXTS:**

Massachusetts Department of Elementary and Secondary Education. (2020). *Performance Assessment for Leaders Candidate Handbook*, . Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/apa/review/district/StandardsIndicators.pdf>

Massachusetts Department of Elementary and Secondary Education (2020). *Administrative Field Guide for Leadership Preparation Programs*, Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/apa/review/district/StandardsIndicators.pdf>

Massachusetts Department of Elementary and Secondary Education. (2011). *District Standards and Indicators*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/apa/review/district/StandardsIndicators.pdf>

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part II: School-level planning and implementation guide*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/eval/model/>

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Guide to rubrics and model rubrics for superintendent, administrator and teacher*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/eval/model/>

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix C ESE model rubrics for teacher*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/eval/model/>

Massachusetts Department of Elementary and Secondary Education. (n.d.). *Race to the Top (RTTT)*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/rttt/>

Massachusetts Department of Elementary and Secondary Education. (2012-2013). *Rethinking Equity and Teaching for English Language Learners (RETELL)*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/retell/>

Massachusetts Department of Elementary and Secondary Education. (2014). *PLC Expansion Project*. Malden, MA: Author. Retrieved from <http://plcexpansionproject.weebly.com/>

School Reform Initiative. (2013). *Protocols*. Denver, CO: Author. Retrieved from <http://www.schoolreforminitiative.org/protocols/>

### **Other Resources:**

Massachusetts Department of Elementary and Secondary Education. (2000-2012). *Curriculum frameworks*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/current.html>

### C. LEARNING OUTCOMES / OBJECTIVES:

#### Fitchburg State University Education Unit Conceptual Framework



This practicum experience will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledgeable:** As a result of the learning experiences during this practicum, the candidate will deepen his or her knowledge of:

- the daily responsibilities of the school administrator at the level of licensure sought (principal, director, supervisor)
- the knowledge, skills, and dispositions of effective administrators
- effective applications of the MA DESE Standards and Indicators for School Administrators
- relevant underlying research and theories that are drawn upon by exemplary administrators
- the requirements for PAL tasks 2, 3 and 4

**Skillful:** As a result of the learning experiences during this practicum, the candidate will further develop his or her capacity to:

- demonstrate the capacity to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders
- apply knowledge and skills articulated in MA DESE Standards and Indicators for School Administrators
- develop and apply action plans in collaboration with others
- use technology, telecommunications, and information system solutions to enrich operations, curriculum, and instruction
- apply current research and theory in educational administrative practices
- demonstrates an ability to provide effective feedback to teachers following an announced observation
- demonstrates an ability to formulate effective teams and to lead change initiatives

**Caring:** As a result of the learning experiences during this practicum, the candidate will further develop his or her capacity to:

- collaborate respectively with colleagues and the school community as a whole
- address the needs and concerns of students, teachers, staff, colleagues, and families
- address discrimination based on disability, gender, race, religion, sexual preference, socio-



- economic status, and so on, both within the classroom and other school settings
- is able to recognize and respond to the emotional needs of team members

**Ethical:** As a result of the learning experiences during this practicum experience, the candidate will further develop his or her capacity to:

- promote fairness, respect, high expectations, and support for all students through policies, programs, and practices, and addresses the impact of changes in student population on curriculum and instruction
- apply their knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education
- maintain an ethical respect for the school community
- provides evidence based feedback to teacher that fosters growth and improvement

**Educator as Reflective Leader:** As a result of the learning experiences during this practicum, the candidate will further develop his/her capacity to effectively lead schools to improve teaching and learning and improve student learning.

**Massachusetts Department of Elementary and Secondary Education (PSI) Professional Standards and Indicators for Administrative Leadership addressed:**

- PSI 1.a** Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives
- PSI 1.f** Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning
- PSI 1.i** Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps
- PSI 1.h** Creates a culture in which both staff and students take responsibility for their performance and behavior
- PSI 2.a** Has plans and procedures in place to address a full range of safety, health and student needs and establishes routines that give staff and students a sense of order, discipline and predictability within a caring environment
- PSI 2.f** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
- PSI 2.g** Allocates, manages and audits fiscal expenditures consistent with district and school goals and available resources, and develops a budget for the School Committee that supports the district's vision, mission and goals
- PSI 2.i** Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making
- PSI 2.j** Advises the School Committee on union contracts that reflect best practices and support the district's vision, mission, and goals
- PSI 3.a** Ensures that family concerns are addressed in an equitable, effective, and efficient manner and creates opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning to
- PSI 3.b** Effectively executes a full range of communication strategies that generate public understanding and support for the district/school
- PSI 3.c** Advocates for, and collaborates with, families, community members, and other stakeholders
- PSI 3.d** Builds strong working relationships and connections with appropriate community providers to support students' academic progress, social and emotional well-being, and civic participation
- PSI 3.e** Recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes
- PSI 4.b** Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary

- PSI 4.d** Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges
- PSI 4.e** Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students’ background, identities, strengths and challenges are respected
- PSI 4.g** Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator’s own practice
- PSI 4.h** Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies
- PSI 4.i** Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community
- PSI 4.j** Builds high quality and effective teams and fosters collaborative decision-making and responsibility
- PSI 4.k** Effectively manages time, prioritizes tasks, meets important deadlines to maximize the attainment of personal and professional goals. Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful, productive series of conversations and deliberations about important school matters

**D. INSTRUCTIONAL STRATEGIES**

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning	x	Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
	Discovery		Field Trips
X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
	Creating Visual Illustrations of Concepts		

**E. COURSE REQUIREMENTS:**

The candidate will receive credit for the field experience by successfully completing all field-site assignments and submitting the following assignments to the degree of competency as measured against the PAL Candidate Handbook rubrics and reviewed by the ELI Practicum Supervisor:

1. Documentation of 175 – 200 Practicum Hours
2. PAL Task 3 artifact 1: Pre-observation template
3. PAL Task 3 artifact 2: Teacher observation video recording
4. PAL Task 3 artifact 3: Post-observation video recording
5. PAL Task 3 artifact 4: Analysis of observed teaching
6. PAL Task 3 artifact 5: Analysis and Implications of the feedback of the observed teacher on the candidate's pre-observation, observation and post-observation meetings
7. PAL Task 2 artifact 1: Description of the priority area and the group
8. PAL Task 4 artifact 1: Analysis of the data, priority area and plan

### **Summary of Practicum Roles and Responsibilities:**

#### **Supervising Administrator (Supervising Practitioner)**

This supervisor from the field has several responsibilities:

- to mentor the candidate weekly
- to enable the candidate to address required competencies
- to receive, review and comment on the candidate's work
- to assess candidate's performance on the standards at midterm and at the end of the practicum, using the Administrator Practicum Evaluation Form
- to initiate communication with University Supervisor as needed
- to review the candidate's performance
- to meet with the university supervisor a minimum of three times to discuss candidate's performance

#### **Candidate**

The candidate must:

- successfully meet all requirements as described in the practicum syllabus
- successfully complete PAL Task 3 and the first artifact for Tasks 2 & 4
- work with the ELI Practicum Supervisor to set visitation/meeting times among the three parties
- ensure that all forms and procedures are completed for licensure

### ELI Practicum Supervisor

This supervisor from ELI has several responsibilities:

- to review the practicum requirements with the supervising administrator and candidate
  - to meet with supervising administrator and candidate a minimum of once to discuss the candidate's performance
  - to mentor candidate's successful completion of PAL Task 3 and the first two artifacts for Tasks 2 & 4 by providing guidance and feedback for each component
  - to assess the final draft of the PAL Tasks, using the rubric
  - to submit the final grade to the Director of ELI for submission to the registrar
- 
- **Implementation and documentation of practicum activities outside the PAL Tasks:** Additional practicum hours should be spent fulfilling aspects of standards and indicators not addressed by MA-PAL Tasks, 2, 3 & 4, as well as participating in other responsibilities in the role of administrator. *See attached list of ELI practicum experiences at the end of this syllabus.* Candidates should consider revising some of the aspects of PAL Tasks 1 to deepen their knowledge, skills, and dispositions for the standards and indicators addressed by those tasks. Evidence in the form of journals, documentation, artifacts, and reflections must be submitted for these hours.
- 
- **Preparation and implementation of MA-PAL Task 2, Instructional Leadership for a Professional Learning Culture, at the appropriate level (PSI 1.f, 1.h, 4.d, 4.g, 4.h, 4.i, 4.j, 4.k) (Summative Assessment):** Completion of artifact #1 in its final draft serves as a **Summative Assessment**. Pieces will be due for feedback throughout the semester. This initial feedback serves as **Formative Assessment**.
- 
- **Preparation and implementation of MA-PAL Task 4, Leadership for Family Engagement and Community Involvement, at the appropriate level. (PSI 1.f, 1.i, 2.a, 3.a, 3.b, 3.c, 3.d, 3.e, 4.b, 4.e, 4.g, 4.i, 4.j) (Summative Assessment):** Completion of artifact #1 for this task in its final draft serves as a **Summative Assessment**. Pieces will be due for feedback throughout the semester. This initial feedback serves as **Formative Assessment**.
- 
- **Preparation and implementation of MA-PAL Task 3, Leadership In Observing, Assessing and Supporting Individual Teacher Effectiveness, at the appropriate level. (PSI 1.c, 1.d, 1.e, 1.g, 1.h, 1.k, 2.c, 4.g) (Summative Assessment):** Completion of all 5 artifacts for this task in its final draft serves as a **Summative Assessment**. Pieces will be due for feedback throughout the semester. This initial feedback serves as **Formative Assessment**.

### F. FIELD-BASED REQUIREMENTS:

**Practicum Field Experience:** This practicum requires approximately 175 - 200 field experience hours for principal licensure to complete the 500 field hours total for the practicum. This rigorous and extensive field experience requires in-depth implementation of MA-PAL Tasks 2, 3 & 4, attending meetings, and observations. Not every hour will be “in the role.” At least **75 hours must be “in the role.”** For this course, the following assignments serve as “in the role” (Detailed descriptions of these tasks are provided under “Course Requirements” in this syllabus):

Working at the level of the license with their school based principal or assistant principal:

Candidates will prepare and begin to implement **MA-PAL Task 2, Instructional Leadership for a Professional Learning Culture,**

Candidates will prepare and begin to implement **MA-PAL MA-PAL Task 4, Leadership for Family Engagement and Community Involvement**

Candidates will complete all aspects of **MA-PAL <sup>[SEP]</sup>Task 3, Leadership In Observing, Assessing and Supporting Individual Teacher Effectiveness.**

## **PAL Task 2**

Working at the level of the license principal candidates will prepare and **implement for PAL Task 2, Instructional Leadership for a Professional Learning Culture,** completing the following “in the role” hours (25 hours approximate):

**Component 1: Investigate:** Candidates will spend approximately **10 hours** on this component— Select a potential priority academic area for this task by identifying a student performance problem or need, identifying existing teacher teams with which to work on the priority area, and preparing them for the work ahead.

**Component 2: Prepare:** Candidates will spend approximately **5 hours** on this component— Help the team to narrow its focus on a specific student performance priority and then help the team to identify a meaningful professional learning goal, targeting a classroom practice that each teacher will implement or improve, with attention to students with different instructional needs. Then provide a research-based rationale for the focus area and identify the key ideas the team needs to pursue and action strategies that need to be taken, relating them to the school context and desired outcomes.

**Component 3: Act:** Candidates will spend approximately **10 hours** on this component—Using an appropriate protocol, facilitate a group of teachers to improve their practice (and thus student learning) through a team learning process of preparing, acting, and assessing. The team’s learning should be directed at implementing a new practice or improving on an existing practice.

## **PAL Task 4**

Working at the level of the license principal candidates will prepare and **implement MA-PAL Task 4, Leadership for Family Engagement and Community Involvement**, completing the following “in the role” hours (25 hours approximate):

**Component 1: Investigate:** Candidates will spend approximately **10 hours** on this component— Select a priority area for this task, based on evidence related to student performance and other student needs. Identify key staff, students, family members, and community representatives for whom the area is most relevant and who can be most supportive of the work. Form a working group of these stakeholders. With the group’s assistance, identify existing programs and services related to the priority area and gather evidence of family and community member participation and effectiveness.

**Component 2: Prepare:** Candidates will spend approximately **5 hours** on this component—Working with the school-family-community group, prepare a proposal to improve school-family engagement and community involvement. The strategies should promote student learning and the school’s and district’s mission and priorities, while addressing family concerns and creating opportunities for families and community members to support and enhance student learning, and include a compelling rationale, grounded in research. As part of the proposal, identify one relevant strategy to be implemented that reflects the proposal’s goals and priorities. Solicit feedback from school leaders and the broader school-family community for the proposal to gain their support to implement one strategy.

**Component 3: Act:** Candidates will spend approximately **10 hours** on this component— Implement one engagement or involvement strategy. To the extent possible, the implementation should be undertaken in cooperation with other school staff and family and community members, particularly those from the working group. The implementation process can include further planning, soliciting participation, trying out a program or practice, or taking steps to develop and implement new policies.

### **PAL Task 3**

Working at the level of the license principal candidates will prepare and **implement MA-PAL Task 3, Leadership In Observing, Assessing and Supporting Individual Teacher Effectiveness**, completing the following “in the role” hours (35 hours approximate):

#### **Component 1: Investigate**

Candidates will spend approximately **10 hours** on this component. Begin with a **priority academic** area, choose one or more instructional focus areas within the **priority academic area** on which to focus the teacher observations.

The pre-observation investigation should include the following steps:

- 1) Analysis of relevant student performance and other indicators that frame the area(s) of focus.
- 2) Identification of how the focus area(s) relate to district, school, or teacher team goals and priorities.

Next, select and ask a teacher to volunteer to be observed and receive feedback as you complete the work for this task. The volunteer could be one of the teachers with whom you worked in completing

Task 1 or 2.

Before preparing to observe this teacher, learn more about the typical instructional practice for the focus area in the school by visiting three or more similar classes (as in a walk-through or instructional round process or brief visit) to document the nature of instructional practice (including examining a sample of assignments and student work).

Finally, learn more about the teacher observation practices in the school. While you are not conducting a formal teacher observation for evaluation purposes, it is important to know how teacher observations are conducted in the school and to identify the criteria for effective teaching that the school and district use. For example, find out how frequently all teachers are observed annually, the length and focus of teacher observations, the way that observations are recorded, and whether they are coupled with pre-observation and post-observation meetings.

## **Component 2: Prepare**

Candidates will spend approximately **5 hours** on this component. This component consists of preparing for and conducting the pre-observation meeting in preparation for the teacher observation. To prepare for this meeting, compile and analyze the following information:

- Evidence about the teacher's students and their performance in the **priority academic area**, using appropriate grade-level data and analyses for various demographic groups.
- The teacher's lesson plans for the unit of study that contains the lesson that will be observed and the teacher's intended instructional processes and student assignments leading to that lesson.
- Samples of student assignments and work related to the lesson being observed.

Using this information, generate questions for the teacher about the lesson to be observed.



Next, schedule a pre-observation meeting with the teacher that should include the following elements:

- Sharing information collected and identifying, through a two-way conversation, one or more areas of focus for the classroom observation, based on student needs, teacher needs or interest, common instructional practices, and student performance data.
- Presenting suggestions for improving the lesson.
- Documenting the teacher's and your role and participation in the pre-observation meeting

### **Component 3: Act**

Candidates will spend approximately **10 hours** on this component. In this step, you observe the teacher, analyze the observation and other evidence (e.g., lesson plan, samples of student work and student performance evidence), and provide feedback about instructional strengths and areas for improvement, as well as recommended supports or actions.

First, conduct and video record observations of two or more class sessions (at least 30 minutes in all), using the district's teacher observation protocol or the Massachusetts recommended teacher observation guide, Massachusetts Model System for Educator Evaluation. Using this video recording, prepare a **continuous, unedited 15-minute video** of the observed teaching that aligns to your pre-observation focus and post-observation feedback. (See the Candidate Confidentiality Guidelines for Video Recording at the end of this section.)

Next, in memo form of up to two single-spaced pages (up to 1,000 words) to the observed teacher, prepare a written description of the observation that includes notes detailing evidence of instructional practices and student learning aligned with the selected standards-based instructional focus within the priority area. The notes—aligned to the observation video—should describe the observed teaching practices and techniques, pacing and timing, use of technology, and connections to curricular standards. It is critical to include an in-depth description of the observation, including both teacher and student actions. Appropriate references to the district or other teacher observation rubric used should be included. The memo should conclude with an assessment of the teacher's strengths and areas for improvement addressing the standards-based instructional focus area, in relationship to effective teaching practices using the district's teaching rubric.

Using these results and the evidence compiled for the pre-observation meeting, select the strengths and most critical area(s) for improvement to discuss with the teacher. In addition, identify a strategy (involving one or more sources of support) to foster teacher learning and development in one (or more) identified focal areas, with a rationale for the way that the strategy will support teacher learning. Prepare this information as preliminary discussion points for the post-observation meeting with the teacher.

Conduct a post-observation meeting and feedback session in which you and the teacher discuss his or her strengths and areas for improvement, drawing on evidence from the observation. Discuss your observation analysis with the teacher and include the following:

- Identify essential qualities of observed teaching practices aligned with the identified

standards-based instructional focus area.

- Provide the teacher with feedback, using at least two sources of data (including observation, student assignments, and student work or assessment results).
- Engage the teacher in a two-way conversation analyzing his or her performance.
- Discuss ideas for improving the teacher's instructional practice and provide improved practice suggestions.
- Identify available references, resources, and strategies aligned with the teacher's specific needs.

The aim of this post-observation meeting is to foster a learning conversation with the teacher to improve his or her practice. Engage the teacher in reflecting on dimensions of effective teaching and evidence of student learning. The meeting should demonstrate mutual respect for, rapport with, and responsiveness to the teacher and challenge him or her to engage in professional learning.

Video record this feedback session and submit **15 minutes of continuous, unedited footage** as a submission for scoring.

#### **Component 4: Assess**

Candidates will spend approximately **7 - 10 hours** on this component. Analyze the development of your own leadership skills as you complete Task 3. Solicit and analyze feedback from the teacher about the pre-observation, observation, and post-observation experiences with you, your skills as you complete this task, and the implications of the feedback for the teacher's work and improved practice. The following are required questions that the teacher must answer for you to solicit information about your observation and feedback skills.

- How effective was the candidate in facilitating the pre-observation discussion as a learning experience for you?
- How did the candidate conduct the observation? In what ways was the observation disruptive or not disruptive for your teaching?
- How effective was the candidate in conducting the post-observation meeting? What areas of teaching strengths and improvement did the candidate identify? How do they relate to your understanding of your own teaching practice?
- What recommendations for improvement did the candidate offer? How beneficial were they? How feasible? How likely are you to try them out?

Complete a detailed analysis of leadership skills used to complete this task. Include specific examples of those leadership skills and specific examples of what worked well and what could be improved. Focus your analysis on the steps you took to complete the pre-observation, observation, and post-observation activities; and on your feedback to the teacher to improve his or her practice with respect to increasing student learning. Think about the following:

- The aim of this step is to assess your own skills and the implications for your further leadership development in observing, assessing, providing feedback, and supporting an individual teacher to improve instruction.

- Avoid simply recapping the steps you took to complete the task and focus on the analysis of your leadership in completing the task. Draw implications from this work for improving your own teacher observation and feedback skills for the future.

Any additional practicum hours should be spent fulfilling aspects of standards and indicators not addressed by PAL Tasks, 2, 3 & 4, as well as participating in other responsibilities in the role of administrator. Candidates should consider revising some of the aspects of PAL Tasks 1 to deepen their knowledge, skills, and dispositions for the standards and indicators addressed by those tasks. Evidence in the form of journals, documentation, artifacts, and reflections must be submitted for these hours.

The form for documentation of practicum hours is provided in section K of this syllabus.

**G. EVALUATION OR GRADING POLICY:**

**FITCHBURG STATE UNIVERSITY  
GRADUATE GRADING SYSTEM**

---

<b>4.0</b>	95 - 100	A
<b>3.7</b>	92 - 94	A-
<b>3.5</b>	89 - 91	A-/B+
<b>3.3</b>	86 - 88	B+
<b>3.0</b>	83 - 85	B
<b>2.7</b>	80 - 82	B-
<b>2.5</b>	77 - 79	B-/C+
<b>2.3</b>	74 - 76	C+
<b>2.0</b>	71 - 73	C
<b>0.0</b>	0 - 70	F
<b>W</b>	Withdrawn	
<b>IN</b>	Incomplete	
<b>IP</b>	In-Progress	

**Assignment Distribution for Grading**

<b>Assignments</b>	
Three-way assessment meetings with ELI Supervisor and Supervising Administrator	10%
PAL Task 3	40%
PAL Task 2 artifact 1	20%
PAL Task 4 artifact 1	20%
Fulfillment of remaining practicum hours with documentation and artifacts	10%
<b>Total</b>	<b>100%</b>

## **H. RUBRICS:**

All rubrics for the PAL artifacts can be found in the PAL Candidate Handbook located at the DESE web site. The specific references for each task are listed below.

<b><i>Assignment</i></b>	<b><i>Page Location in PAL Candidate Handbook</i></b>
1. PAL Task 3 artifact 1: Pre-observation template	Pages 96 - 102
2. PAL Task 3 artifact 2: Teacher observation video recording	Pages 96 - 102
3. PAL Task 3 artifact 3: Post-observation video recording	Pages 96 - 102
4. PAL Task 3 artifact 4: Analysis of observed teaching	Pages 96 - 102
5. PAL Task 3 artifact 5: Analysis and Implications of the feedback of the observed teacher on the candidate's pre-observation, observation and post-observation meetings	Pages 96 - 102
6. PAL Task 2 artifact 1: Description of the priority area and the group	Pages 65 -68
7. PAL Task 4 artifact 1: Analysis of the data, priority area and plan	Pages 124- 126

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

## **FITCHBURG STATE UNIVERSITY<sup>[L]</sup><sub>[SEP]</sub> DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help

and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978- 665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access article, book, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to

access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form<sup>[1]</sup> at <http://www.fitchburgstate.edu/offices/technology/onecard/> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

## **UNIVERSITY AND EDUCATION UNIT POLICIES Policy on Disability**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

### **Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory. [SEP]
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional. [SEP]
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade. [SEP]

### **Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

### **Cellular Telephones and Other Devices**

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

### **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located:  
[http://www.fitchburgstate.edu/uploads/files/EducationUnit\\_NCATE/Standard2/narrative/Student\\_Handbook\\_Web\\_1213.pdf](http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf)

### **Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of

course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

### **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

## **I. COURSE CONTENT/TOPICAL OUTLINE:**

This course is based on individual meetings and ongoing communications between the ELI Practicum Supervisor and candidate that occur throughout the semester. There are several required and specific meeting times that are individually arranged, along with some time devoted to group discussions/support during the semester. Because these are organized by the individuals involved there is no specific topical outline.

## **J. READING AND RESOURCES:**

The **ELI Practicum Experience** document delineates all of the experiences that the leadership candidate will need to complete to fulfill the requirements of the ELI courses.

### **The ELI Practicum Experience**

Candidates in the ELI program will have a very comprehensive and complete set of experiences as they satisfy the 500 hours required by the DESE practicum requirement. The ELI program is built on an experiential pedagogy, which requires candidates to delve deeply into all aspects of school leadership. As a result, candidates are expected to thoroughly research and reflect on all areas of school leadership prior to writing papers that are assessed by their Practicum Supervisor. In addition, candidates are required to lead a major second order change project, assume multiple leadership roles, make presentations, conduct observations of teachers, participate in supervision and evaluation, participate in hiring committees, attend a variety of meetings, shadow 2 principals, meet regularly with their Supervising Practitioner and be active participants in all areas of school leadership.

The list of activities below comprises the vast majority of the practicum experience. It is expected that candidates will complete the majority of these activities and a wide variety of additional experiences that are generated from working closely with their Supervising Practitioner. In all situations, ongoing conversations and reflection between the candidate and their Supervising Practitioner will deepen the learning and add richness to the development of each candidate's leadership style. The total of all of the experiences and tasks listed below will satisfy the 500 hours required, but more importantly, these experiences will fully prepare candidates for a role as school leader.

### **ELI Practicum Experiences**

<b>Practicum Experience</b>	<b>Standard</b>
● Major Project - Lead a second order change project. Candidates will be involved in all aspects of leadership during this project, which encompasses the entire school year.	1, 2, 4
● Prepare for and lead/assist presentations to faculty and other groups.	1, 3, 4
● Shadow educational leaders, reflect on observations.	1, 2, 3, 4
● Engage in all aspects of a "difficult" conversation: preparation, execution and reflection.	1, 4
● Research and reflect on an authentic conflict resolution process in the candidate's school.	1, 2, 4



● Research and reflect on an authentic crisis management process in a candidate's school.	1, 2, 3, 4
● Research and reflect on the entry plan of a new principal.	1, 2, 3, 4
● Engage in a comprehensive review of candidate's personal leadership style; include 2 administrations (pre/post) of the Leadership Practices Inventory to 5 – 7 colleagues. The process includes: interviews, reflection, self-assessment, data analysis, and written reflection.	1, 2, 3, 4
● Reflect on and self-assess one's personal repertoire of cultural competency; research and reflect on the degree of cultural competency existing in the candidate's school.	1, 3, 4
● Research and reflect on the leadership needed to acquire technology (tools and resources) and ensure its effective use in the candidate's school.	1, 2, 4
● Research and reflect on the protocols and procedures employed to assure a safe and orderly school environment in candidate's school and across districts (including anti-bullying procedures).	1, 2, 3, 4
● Research and reflect on the protocols and procedures for establishing and evaluating adequacy of the school budget in candidate's school and district.	1, 2
● Research and reflect on the protocols and procedures for scheduling to maximize teaching and learning in a candidate's school.	1, 2, 4
● Research and reflect on the protocols and procedures in place regarding parental engagement and in the candidate's school and at an additional school site.	3, 4
● Research and reflect on the protocols and procedures in place for developing the school improvement plan in the candidate's school.	1, 2, 3, 4
● Research and reflect on the various aspects of the existing school culture in the candidate's school.	1, 2, 3, 4
● Research and reflect on the use of instructional technology to enhance student learning in candidate's school.	1, 2, 4
● Research and reflect on the implementation of the Common Core Standards and its impact on student learning in candidate's school.	1, 4
● Research and reflect on the student achievement data available at candidate's school; this should include but not be limited to MCAS, WIDA, DDMs, etc.	1, 4
● Research and reflect on the effectiveness of special education services and the pre-referral process in candidate's school.	1, 2, 3, 4
● Research and reflect on the effectiveness of student support services, with a special focus on RTI, in candidate's school as well as other exemplary sites.	1, 2, 3, 4
● Research and reflect on the effectiveness of professional development in a candidate's school and district.	1, 2, 4
● Research and reflect on a second order change currently underway at the candidate's school.	1, 2, 4
● Research and reflect on the effectiveness of hiring procedures in candidate's school, and participation in the hiring process.	1, 3, 4

● Research and reflect on the implementation of PLC and other meeting structures for improving student performance.	1, 4
● Plan and lead PLC meetings, grade level meetings, department meetings and other types of group meetings to increase student learning and improve teaching.	1, 2, 4
● Research and reflect on the effectiveness of the induction and mentoring process in a candidate's school and district.	1, 4
● Research and reflect on the effectiveness of supervision and evaluation in a candidate's school and participation in the process.	1, 4
● <b>Conduct at least 5 unannounced observations, goal setting conference, formative and summative evaluation meetings.</b>	1, 4
● Research and reflect on the effectiveness of instruction for ELL students in candidate's school.	1, 3, 4
● <b>Attend, debrief and reflect on at least one School Committee meeting.</b>	2, 4
● Attend and/or participate in, debrief and reflect on the School Council meeting(s).	1, 3, 4
● Weekly discussions, debriefs and meetings with the Supervising Practitioner.	1, 2, 3, 4
● Attend, observe/participate in district or school-based leadership meetings.	1, 3, 4
● Various administrative projects and tasks assigned by the Supervising Practitioner.	1, 2, 3, 4
● <b>Candidates doing their practicum at elementary schools often serve as acting principal when the principal is away from the school.</b>	1, 3, 4
● Interview curriculum leaders in your school and district to determine what role these leaders play in the development, alignment and implementation of curriculum.	1, 4
● Attend district and school based curriculum/department meetings. Note what aspects of the indicators are being assessed.	1, 4
● Conduct a curriculum meeting on a specific topic related to instructional leadership.	1, 4
● Interview the head custodian. Do a walk through the building to look at facility issues as they impact student learning.	2
● Interview teachers to determine the degree to which the facility, materials, furniture, room, etc. impacts student learning.	2
● <b>Interview cafeteria workers and food service managers to discuss how the school leader interacts with this aspect of school management.</b>	2
● Interview the technology personnel at your school and from the district to discuss how the school leader interacts with them to ensure appropriate acquisition and use of technology.	1, 2
● Supervise or observe morning arrival, afternoon dismissal, bus duty, cafeteria, etc. to see if the protocols are safe and orderly.	2, 4
● <b>Interview the Business Manager to discover the budget process, procedures and the role of the principal in the financial management of the school, as well as the role of the principal in creating the district budget.</b>	1, 4

● Review the various methods of communicating with parents (i.e. PTO newsletters, blogs, Twitter, Facebook, web pages, email, reverse 911 calls, etc.)	3
● Write a communication to all parents in the school through one of the mediums used.	3
● <i>Attend evening meetings and events sponsored by the PTO, and other groups.</i>	3
● Organize and implement a family or community event at your school. <b>PAL task 4 asks you to complete this.</b>	3
● Make a presentation at a PTO meeting. Or faculty meeting	3

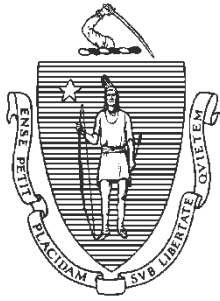
- **Research** includes a comprehensive investigation into the practices, current reality and real life situations of a school, grounded in current research and literature. Activities might include, but are not limited to, interviewing teachers, parents, the principal and other leaders, document and data reviews, surveys, etc.
- **Reflecting** requires the candidate to carefully synthesize and analyze the information and data collected during the research phase, and then write thoughtful papers explaining the essential lessons learned and detailing a specific action plan to bring several recommendations to fruitio

**K. FURTHER RECOMMENDATIONS:**

**Procedural Documents**

**The Pre-service Performance Assessment Form** found on the following page is required for licensure from DESE. This form is a record of the three meetings between the leadership candidate, the ELI Practicum Supervisor and the candidate's on site Supervising Practitioner. This form records the three meetings that take place during the course of the yearlong practicum to ensure that the leadership candidate is receiving proper supervision and having a robust practicum experience.

**The Practicum Log Template** is used to record all of the various experiences that the leadership candidate will complete during the 500-hour practicum.



# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

## Pre-service Performance Assessment Form

**Part 1 – To be completed by the candidate**

|  
 Practicum                  Practicum  
 Equivalent

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Sponsoring Organization: \_\_\_\_\_

MEPID: \_\_\_\_\_ or License #: \_\_\_\_\_

Program & Level: \_\_\_\_\_

Practicum/Equivalent Course Number: \_\_\_\_\_ Credit hours: \_\_\_\_\_

Practicum Course Title: \_\_\_\_\_

Practicum/Equivalent Site: \_\_\_\_\_ Grade Level(s) of Students: \_\_\_\_\_

Total Number of Practicum Hours: \_\_\_\_\_ Number of hours assumed full responsibility in the role: \_\_\_\_\_

Other Massachusetts licenses held, if any: \_\_\_\_\_

Have any components of the approved program been waived? 603 CMR 7.03(1)(b)      Yes      No

**Part 2- To be completed by the Program Supervisor**

Name: \_\_\_\_\_

The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:

Candidate's License Field: \_\_\_\_\_ Grade Level: \_\_\_\_\_

To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation.      Yes      No

**Part 3- To be completed by the Supervising Practitioner**

Name:	Position:
School District:	
License:      Initial      Professional	# of years of experience under license:
MEPID:      or License #:	License Field(s):

**Part 4 – Initial 1, 2, 3**

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the candidate.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:
2. Meeting held midway through the practicum at which the Candidate’s progress toward the Professional Standards was discussed.			
Date:	Candidate:	Program Supervisor:	Supervising Practitioner:
3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments. Date:			
	Candidate:	Program Supervisor:	Supervising Practitioner:

**Part 5**

Candidate has successfully completed the Pre-service Performance Assessment 603 CMR 7.03(2)(a)(4) &7.04(2)(4)(b)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Program Supervisor:	Date	
Supervising Practitioner:	Date	
Mediator (if necessary see: 603 CMR 7.04(4))	Date	

### Practicum Activity Log

Dates	Standards and Performance Indicators	Character of Activity: *Responsible *Assisting *Observing	Personnel Involved	Activity Description	Hours