### FITCHBURG STATE UNIVERSITY

**Educational Leadership and Management Comprehensive Syllabus**

**EDLM 9300 /9310/9320:** Practicum/Internship

### Principal: PreK-6 (EDLM 9300), 5-8 (EDLM 9310), or 9-12 (EDLM 9320)

(6 credits)

**Syllabus Developers:** Randy Howe, Ed.D., Fitchburg State University, Fitchburg, MA

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**Syllabus Reviewers:** Thomas J. Lamey, NISL Coordinator

### University Supervisor: Contact Information: Office Hours:

**Catalog Course Description:**

This Internship/Practicum experience is under the direct supervision of a principal and/or director in

collaboration with the university 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 or supervisor/director). The candidate conducts a 300-hour practicum for principal licensure. The assignments 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.

**Note: Candidates conduct 100 hours of practicum in each of two courses, *EDLM 9035 Collegial Supervision in an Era of Accountability* and *EDLM 9045 Dynamics of Planned Change*, for a total of 200 practicum hours as part of the fulfillment of the requisite 500 practicum hours for principal licensure and as part of the fulfillment of the requisite 300 practicum hours for supervisor/director licensure.**

The supervising administrator in the practicum setting must hold an appropriate Massachusetts license and have at least five years' experience in the role of administrator.

**PREREQUISITES:** Admission to the practicum is dependent upon attendance at a practicum information session, completion of all course work, a GPA of 3.3 or higher, successful completion of all field experiences; successful completion of the 200 practicum hours conducted in *EDLM 9035 Collegial Supervision in an Era of Accountability* and *EDLM 9045 Dynamics of Planned Change*, positive Dispositions Assessments from previous courses, and completion of a Stage 2 Review. Candidates **MUST** apply to the practicum by the deadlines posted on the Education Unit Website. Typically, this is **NO LATER** than November 1 for the spring practicum and **NO LATER** than May 1 for the fall practicum. **For information on how to apply and for deadlines, visit the Education Unit Webpage**

**at** [www.fitchburgstate.edu/edunit**.**](http://www.fitchburgstate.edu/edunit)

### The Educational Leadership and Management Practicum Handbook, Practicum Schedule, Forms, and Licensure Instructions can be found at [www.fitchburgstate.edu/edunit](http://www.fitchburgstate.edu/edunit) under Practicum/Licensure Candidates.

**Texts and Resources:**

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/edeval/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/edeval/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/edeval/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/>

### Critical Friend/Professional Learning Community Protocol Resources

Massachusetts Department of Elementary and Secondary Education. (2010). *Supporting School and District Improvement with Professional Learning Communities.* Malden, MA: Author. Retrieved

from <http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf>

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:

Fitchburg State University Educator Preparation Programs. (2012). *Conceptual framework.* Fitchburg, MA:

Author. Retrieved from <http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm>

Massachusetts Department of Elementary and Secondary Education. (2000-2012). *Curriculum frameworks.*

Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/current.html>

*Knowledgeable*

*Caring Ethical*

*Skillful*

### 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

**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

**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

**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

**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.

### Course Content/Modules:

**Module 1: Making the Most of the Practicum Experience**

**Module 2: Review *the Massachusetts Model System for Educator Evaluation: Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator and Teacher***

**Module 3: Pre-performance Assessment Evidence/Portfolio** **Module 4: Licensure and Exit from the Program**

**Massachusetts Department of Elementary and Secondary Education (PSI) Professional Standards and Indicators for Administrative Leadership addressed by *EDLM 9110 /9120/9130/9101: Practicum/Internship, Principal: PreK-6 (EDLM 9110), 5-8 (EDLM 9120), or* 9-12 (EDLM 9130) Supervisor/Director: All levels (EDLM 9101):**

**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 education and careers

**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

**Practicum Field Experience:** This practicum requires **300 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 & 4, attending meetings, and observations. Not every hour will be “in the role.” At least **75 hours (supervisor/director) 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 (supervisor, director, or principal) candidates will prepare and implement **MA-PAL Task 2**, **Instructional Leadership for a Professional Learning Culture**, completing the following “in the role” hours (hours approximate):

**Component 1: Investigate:** Candidates will spend approximately **20 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.

**Component 4: Assess:** Candidates will spend approximately **10 hours** on this component—Assess whether and how the practices of the participating teachers improve through the team learning process, describe your own and the team members’ roles in the team learning, document implementation of new or

changed practices, and provide feedback on their performance in the facilitation process. Through a feedback form or group discussion, ask the members to rate the quality of the professional feedback they received from each other and you, what they believe is the change in their knowledge and skills as a result of the learning activities, and the new knowledge and skills they developed as a result of the learning activities and tryout work.

Candidates will spend approximately **15 hours** preparing artifacts, documents, and presentations. Working at the level of the license (supervisor, director, or principal) candidates will prepare and

### implement MA-PAL Task 4, Leadership for Family Engagement and Community Involvement,

completing the following “in the role” hours (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 **15 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.

**Component 4: Assess:** Candidates will spend approximately **10 hours** on this component— Solicit and analyze feedback from working group members on the feasibility, usefulness, and benefits of the school- family engagement and community involvement strategy. Where possible, collect information, artifacts, and documentation through video, photos, or other media to show how the program, practice, or policy was implemented; how it enhanced family and community participation; and how it addressed the priority area. Solicit feedback from the work group members and school leaders about your leadership effectiveness in focusing on a relevant and high leverage issue, working with the group, developing the proposal, and implementing a strategy. Finally, analyze the effectiveness of the process and initial outcomes. Discuss the implications for future growth in this area.

Candidates will spend approximately **15 hours** preparing artifacts, documents, and presentations. Additionally, candidates will complete **20 hours** completing the **School Committee Relations Project**.

Any additional practicum hours should be spent fulfilling aspects of standards and indicators not addressed by PAL Tasks, 2 & 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 & 3 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 on the last page of this syllabus.

The candidate will receive credit for the field experience by successfully completing all field-site

assignments and submitting the following forms: Documentation of Practicum Hours, scored Practicum Evaluation Form—one scored by the supervising administrator and one scored by the leadership candidate, scored rubrics of PAL Tasks 2 and/or 4, successful completion of the School Committee Assignment, two positive Candidate Dispositions Assessments—one scored by the supervising administrator and one by the university supervisor, and evidence of fulfillment of remaining practicum hours outside the PAL Tasks.

### Instructional Strategies of Relevance to the Practicum

x *Blackboard* platform

x Collaborative Learning

Collaborative Learning Groups

x Computer Application

x Independent Learning

x Interviewing

Laboratory

Lecture/Presentation

Creating Visual Illustrations of Concepts

Pre-Practicum

x Data Collection and Analysis

Discovery

x Discussion/Questioning

x Field Trip

x Tk20

x Problem Finding/Solving

x Reflective Response

Role Playing/Simulation

Viewing or Listening to Followed by Discussing

### 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 Tasks 2 & 4
* work with the university supervisor to set visitation/meeting times among the three parties
* ensure that all forms and procedures are completed for licensure

University Supervisor

This supervisor from the university has several responsibilities:

* to review the practicum requirements with the supervising administrator and candidate
* to meet with supervising administrator and candidate a minimum of three times to discuss the candidate’s performance
* to mentor candidate’s successful completion of PAL 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 Registrar’s Office

### Personalization:

Please feel free to talk to your supervisor about this capstone experience or any other matter where you feel he or she may be of assistance. If your supervisor is unable to help you, he or she will try to refer you to someone who can. We welcome comments and constructive criticism of the practicum experience at any time during the semester. We look forward to your visits.

### Course Requirements:

* **Practicum Orientation:** Leadership candidates will attend a practicum orientation at the beginning of the semester.
* **Implementation and documentation of practicum activities outside the PAL Tasks and School Committee Relations Project: A**dditional practicum hours should be spent fulfilling aspects of standards and indicators not addressed by MA-PAL Tasks, 2 & 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 & 3 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.
  + **School Committee Relations Project: (Formative Assessment) (minimum of 20 hours) (PSI 1a, 2.f, 2.g, 2.i, 2.j)** This assignment is multifaceted and is designed to develop leadership candidates’ capacities to develop and sustain strong and positive relationships with their respective school committees. Leadership candidates will investigate, collect data, and participate in activities that

pertain to the Professional Standards and Indicators (PSI) that relate to relations with the school committee:

* + - PSI 1.a: **Goals.** 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 2.f: **Laws, Ethics and Policies.** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines**.**
    - PSI 2.g: **Fiscal Systems.** 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: **School Committee Relations.** Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making.
    - PSI 2.j: **Contract Negotiations.** Advises the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals.

The project aspects include:

1. **Interviews:** Candidates will interview the supervising administrator or someone else at the site AND the chair of the school committee or a school committee member, if the chair is not

available. The interview should focus on the perspectives from the school and the school

committee in regard to the PSA’s addressed by this assignment. **(approximately 3 hours)**

1. **Gathering, analyzing, and summarizing data:** Data collection can take the form of interviews, field notes from attendance at school committee meetings, minutes from meetings, school committee documentations. **(approximately 5 hours)**
2. **Attendance at a minimum of two school committee meetings:** After attending at least two school committee minutes, candidates will write a conclusion analyzing and synthesizing an

overall impression of the proceedings. This conclusion should include the candidate’s reflection on how these observations have informed his or her future practices in regard to school committee

governance. Candidates should focus on which of the above **PSI’s** were informed by these meetings. **(approximately 4 hours)**

1. **Preparation of materials for the two school committee meetings:** Working with the supervising administrator or someone else at the site, candidates will prepare materials for the two school committee meetings. These materials will be provided in the project portfolio with annotation, which explains the purpose of each document. **(approximately 4 hours)**
2. Candidates will prepare a presentation for the school committee. It is suggested that candidates consider a presentation from their work with PAL Tasks 2 or 4. This will provide real world experience in school committee relations. **(approximately 3 hours)**
3. Questions and notes from interviews, data collected, materials prepared, and the school committee presentation should all be provided in an appendix.

The write-ups of these five aspects can take various forms. Two suggestions are:

1. Use the aspects as the structure for the reporting. Report on each aspect separately and cross- reference the PSI’s throughout the narratives.
2. Use the PSI’s as the structure and report pieces of each aspect across PSIs.
3. Please use the rubric for this assignment for guidance.

* **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):** 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.**

**What do school leaders need to think about when creating a professional learning culture?** School leaders have the ability to foster school improvement in part through developing and supporting teachers as components of a professional learning culture, both through teams and school-wide. In Task 2, candidates work with a small group of teachers in their schools to engage as a team in structured learning activities. The goal is to improve their ability to address an academic performance priority. As part of this task, leadership candidates work with a group of teachers to define a focus area and try out a new curriculum, instructional approach, assessment procedure, or student engagement strategy. Using

structured team building and group process activities, candidates prepare, support, and assess the team’s learning.

Task 2 assesses your capacity to prepare, use, and evaluate your instructional leadership skills to create a professional learning culture among a group of teachers with the goal of improving student performance. Candidates will make connections to relevant research on the role of effective school leadership and the creation of a professional learning culture that fosters team productivity and teacher learning.

This task assesses your ability to demonstrate an understanding of how the teacher team’s work relates to the district’s current teacher evaluation and professional development expectations. Completion of this task should be informed by the Massachusetts Standards and Indicators for Administrative Leadership. Candidates can draw on Massachusetts recommended guidelines for professional learning communities and protocols to facilitate team development and inquiry work [http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf.](http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf)

### What do you need to consider in order to complete this task?

* What is the school culture for teacher teams and team-based professional learning?
* How should you identify the teachers to participate in this task as a team, since you are strongly encouraged to work with an existing group or a subset of an existing group in order to sustain the

work after completing this task?

* What is the focus of the team’s professional learning and how does it relate to school and district priorities and student performance?
* What research-based team learning activities should you introduce to the teacher team? How

should you support team learning?

* What teaching and learning practices does the team try out or seek to improve, and how do changes in practice improve learning for all students? How does the team learn about these practices and prepare to try them?
* What implementation evidence and initial impact on student performance is needed to assess the

benefits of this professional learning experience?

### Schools have three interrelated cultures: professional culture, student culture, and the culture of family engagement and community involvement. This task focuses on developing a learning orientation within the school’s professional culture to improve student learning and the student culture.

**Consider the school’s professional culture with respect to teams and group process. Schools use different approaches to structure and support teachers’ work in teams and groups. Some approaches are administrative, such as departments or grade level teams, while others are ad hoc or informal. Some staff are trained in norms and practices and supported as learning communities, using models such as Professional Learning Community or Community of Practice, while others are not. The nature of the school’s professional learning culture around teams and learning will bear on how new or existing teacher groups work on a problem of practice in the priority area.**

**What do you need to do to complete this task?**

* + Document relevant school context information, including school and district goals and vision, and policies that support professional learning.
  + Map out the types of teacher teams, their membership, and how they are used in the school.
  + Identify members for the professional learning team and provide a rationale for their inclusion.
  + Select a school-based priority academic area for improvement.
  + Collect evidence of the team members’ roles in selecting the priority area; the team’s learning activities; and the curriculum, instruction, assessment, or engagement strategies to try out for new or improved practice.
  + Prepare for facilitating team-learning activities.
  + Collect evidence on the implementation of new or improved practices and analyze their initial impact on student performance (e.g., student behavior, student work samples).
  + Analyze the teachers’ professional learning and collect team member feedback on the effectiveness

of the group regarding teaching learning and improvement.

### The Components of the Task Component 1: Investigate

Select a potential priority academic area for this task by identifying a student performance problem or need. It should relate to school and district priorities and take account of existing student subgroup performance differences. Further, identify existing teacher teams (grade level, department, content area, special interest, or other) and their members in the school community. With input from one or more school and teacher leaders, select a teacher team with which to work on the priority area.

Based on the priority area, work with a team of two to five teachers (teaching a common grade or content area) and support them in learning about how to improve student performance, particularly for federally- and locally-designated priority student groups. Specifically, work with the team to determine the

members’ strengths, interests, and needs related to the priority area; and to assess their related prior knowledge and skills, their norms and expectations for team learning, and relevant school and student cultural influences. Arrange a meeting time (during or outside the school day) and work with the team to determine which group learning approach it will use (for example, professional learning community, collaborative action research or other action-oriented learning approaches).

### A priority area should be based on student performance indicators. Consider how the team’s work addresses student performance for federally designated priority student groups (students with disabilities, English Language Learners, Black and Hispanic students, low- income students, and students performing below state proficiency levels), English Language Learners, or other student priority groups in the school.

**Teachers can improve student learning by focusing on and strengthening one or more of the following: their instructional content knowledge, their pedagogical practices, their understanding of students, and their integration of the relationship among these critical instructional components.**

**Component 2: Prepare**

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.

### Consider the team members’ individual and collective strengths, interests, and needs in relation to the priority area, drawing on relevant professional learning and adult development theory and research.

**Consider a professional learning goal that enables team members to give constructive feedback to each other, take the initiative in trying out new practices, and/or engage students in new opportunities for learning around the priority area.**

**Consider school level conditions that hinder or foster opportunities for teachers to work together on curriculum, instruction, and assessment; ways to establish a common planning time for this task; and how frequently the team can meet.**

**Component 3: Act**

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 is directed at implementing a new practice or improving on an existing practice, such as:

1. A form of its own professional learning (such as looking at student work or engaging in lesson study).
2. A new or revised curricular unit (such as a unit related to the Massachusetts Curriculum Frameworks), instructional practice (such as performance-based learning or literacy instruction embedded within a subject-matter curriculum), or assessment practice (such as formative and summative assessment aligned to the Massachusetts Curriculum Frameworks or a performance assessment).
3. Strategies to improve student engagement through more effective differentiated instruction and support for positive student behavior and performance.

Your role as facilitator and support provider are critical to the team learning process. Your support to the team includes the following:

1. Convening regular meetings for teachers to prepare, implement, and assess their work.
2. Coaching the team process and reinforcing appropriate norms for team learning.
3. Facilitating problem solving.
4. Documenting implementation experiences.
5. Assisting in implementing and assessing new strategies.
6. Maintaining the group’s focus and energy.
7. Assessing progress, change, and impact, including evaluating the team’s capacity to learn as a group.

### Consider which aspects of changing practice are, or may be, the most difficult for teachers to accomplish, and determine how to engage the team, particularly the teachers who support struggling, disengaged, or gifted and talented students.

**Component 4: Assess**

Assess whether and how the practices of the participating teachers improve through the team learning process, describe your own and the team members’ roles in the team learning, document implementation of new or changed practices, and provide feedback on their performance in the facilitation process. Through a feedback form or group discussion, ask the members to rate the quality of the professional feedback they received from each other and you, what they believe is the change in their knowledge and skills as a result of the learning activities, and the new knowledge and skills they developed as a result of the learning activities and tryout work.

### Consider how the team’s professional learning activities enhanced each member’s professional growth and development as an individual and a team member related to improving student performance. How can the team sustain the work and use it as a foundation to build team and school capacity?

Further, analyze what you learned from the team building and group learning experiences and solicit feedback from the teachers about their team building and group learning facilitation skills. Where relevant, you can draw on theory and research on leadership development, professional team building and group learning, and the role of interpersonal skills in group facilitation. Lastly, identify problems and successes in facilitating team building and group learning, including enabling teachers to take the lead in initiating change, and drawing implications for improving team building and group learning for the future.

### Artifacts, Documents and Commentary

This section provides instructions to the leadership candidate on what should be submitted for review.

### What do you need to submit for review?

For this task, you are asked to submit the following:

* + three files that present your artifacts (i.e., priority description, presentation on the plan and its implementation and feedback;
  + other documents that support your artifacts; and
  + a narrative of your commentary in response to the prompts

### Artifacts

Below are all the artifacts that must be submitted for scoring. They are to be submitted as three files— description of the priority area and team; a presentation or report on the team learning plan; its implementation and team experiences; and feedback on the team learning. Once prepared, each can be submitted in the form of a report or memo to the principal or superintendent, a presentation (e.g., PowerPoint), or other media:

1. Description of the priority area and team. The first file should include all of the following information about the priority area for team learning, background on team learning in your school and a description of the team:
   1. Evidence on the priority area and connections to student learning.
   2. Identification of the types of teams in the school; include information on which teams have had recent formal training on professional learning community, team building, or group process and what this training was.
   3. A description of the team selected for this task, including a list of the members and reasons for their inclusion.
2. Team learning findings. The second file is a presentation or report that should include the following information:
3. A presentation (video or other media) about the team’s learning experiences and benefits for teacher practice and student performance. Include a description of the action plan for teacher learning and a summary of how the action plan was implemented.
4. Feedback. The third file may be in the form of a document that includes the following information:
5. Evidence of team member feedback on team learning, team task accomplishment, and candidate’s facilitation role.

### Other Documents

* In addition to the above files, you must also include the following documents: a) A list of the team building and discussion group protocols the group used. b) The agendas and summary minutes for all the team meetings.

### Commentary

In addition to providing the above artifacts, prepare a narrative summary for each of the following:

1. Priority Focus
   1. Describe a narrow priority area for the team’s work (i.e., curriculum, instruction, assessment, or school culture).
   2. Provide information on the relevance of this priority area and its relationship to school or district

priorities and practices, student performance evidence, and school context, as well as relate the area’s relevance to contemporary research and practice. Explain the competing priorities that

were considered and how choices were made.

* 1. Explain how the team learning process will enable teachers to improve practices that will positively influence student learning, drawing on theory, research and best practices.
  2. Consider the following questions in describing the priority focus:

i) What role does team learning play in your school’s teacher and student culture? How is team learning an active part of school improvement efforts? Teacher experience levels?

1. Knowledge of Team Learning

In responding to prompts 2a-b, refer to the team composition and prior experience with team learning.

* 1. Provide a rationale for the form of group learning (such as action research, professional learning community) that you and the team selected to use and identify the options the team considered before arriving at this choice.
  2. Explain how the proposed team learning approach is situated within the school’s professional learning culture, history and demographic context.
  3. Establish an empirical, research-based, and practical case that the selected approach will lead to

team learning.

1. Support for Team Learning
   1. Explain how you engaged teachers or others for this team effort. Provide the criteria you considered and used to identify teachers, as well as the strategies used to gain their commitment to participate, including their reasons for participating.
   2. Explain how the team decided on its area of focus. Explain how you facilitated the group’s

decision to select a focus area for student learning. Explain your use of data and how you considered competing priorities and demands.

* 1. Explain how your understanding of the team’s prior team learning experiences and the school context guided your strategies. Justify your strategies based on contemporary research and theory.
  2. Describe the group’s experiences in supporting each other’s learning, including the ideas discussed during regular meetings. Using what you know about adult learning, explain your role in supporting this work and moving it forward.
  3. Describe team learning problems that occurred and how you addressed them.
  4. Document how individuals, and the team as a collective, changed over time.

1. Support for Team Task Accomplishments
   1. Describe what the team members tried out and what occurred. Explain how you marshaled resources to support the group’s work organizationally:
2. Scheduling meeting time.
3. Identifying human resource requirements to enable group work.
4. Securing non-human resources used to support team work or try out new strategies.
5. Explaining the steps and approvals that were required.
   1. Describe your role as a resource to the group or to individual teachers as each person tried out new practice.
   2. Describe challenges and problems that arose and how you addressed them.

Include content, process, impact, and team interactions in your description.

1. Assessment of Team Learning

In responding to 5a below, refer to the feedback information in the artifacts you submitted.

* 1. Analyze team members’ feedback related to:
     1. Team learning.
     2. The candidate’s facilitation skills.
     3. Accomplishments, challenges and implications for their individual and group practice.
     4. Preliminary evidence of impact on student learning.
  2. Comment on your own learning and leadership development from the activities and collect responses from team members on your leadership and their professional learning, using the prompts below:
     1. What problems did you face and what successes did you achieve in facilitating team building

and group learning? What resources facilitated or challenged team effectiveness? How effectively did you perform in your role in facilitating the group?

* + 1. Present implications of this experience for future school leadership work.
* **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):** 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.**

### What do school leaders need to think about when promoting family engagement and community involvement?

In this task, school leadership candidates develop a proposal and implement one component of it to increase family engagement and community involvement in a school’s priority area. This area can be related to student academic performance or to health and social needs that impact students’ learning. As part of this task, leadership candidates work collaboratively with school leaders and staff, family and community representatives, and students to align their work to a student learning or student health or social need priority.

Task 4 assesses a candidate’s capacity to develop and sustain continuous improvement in family engagement and community involvement. It is important for school leaders to know the school, the priority area (and how students’ experiences may differ in this area), and the school’s current approaches and challenges to family engagement and community involvement. To be successful, leaders must make connections to relevant research on leadership and family engagement and community involvement.

Candidates’ work on this task should directly relate to MA Standards and Indicators for Administrative Leadership and draw on state guidelines on Family, School, and Community Partnership Fundamentals: <http://www.doe.mass.edu/boe/sac/parent/FSCPfundamentals.pdf>

### Consider what defines “family” in the school’s context. Family includes any caregiver who can support students educationally, such as parents, siblings, and professional child care providers who play a central role in children’s school and home experiences.

**Consider what community means in the school’s context. Community can include educational, health, recreational, and social service agencies that may serve the school’s students; and local businesses and nonprofit organizations that have an interest in the educational well-being of the school’s students or can provide resources to support students educationally. Community also comprises other community members who have an interest in students’ education.**

**What do you need to consider in order to complete the task?**

* How does family engagement and community involvement relate to the selected priority area?
* What family engagement and community involvement strategies can best support improved student learning or address student health and social needs that impact student learning?
* How can representatives of diverse interests be involved in addressing the priority issue?
* How can reciprocal family engagement and community involvement be fostered?

### Consider what it means to engage families with a school to support student learning or to meet wealth and social service needs. For the purposes of this task, think about Epstein’s1 definition of family involvement, which identifies six types of engagement: sharing information on parenting; communicating with families about student performance and school matters (and responding to their communication with the school); engaging family members in volunteering and supporting classroom and school activities; helping families to extend learning at home; involving family representatives in decision making on school matters; and helping families use community resources and services, particularly in support of student learning.

**Consider what it means to involve the community with the school to support student learning or health and social service needs. Epstein’s definition of community “encompasses all individuals and institutions—in and out of school— that have a stake in the success of children in school and in the well-being of children and families. [Communities] include schools, families, neighborhood groups, clubs and associations, businesses, libraries, local government, religious organizations, parks and recreation departments, police and juvenile justice offices, social service and health agencies, and others who serve children and families as a matter of course or in times of trouble.”2**

**For this task, family engagement and community involvement with schools are intended to be reciprocal whenever possible, in terms of voice, action, strategies, participation, and benefits; to be productive in its scope and demands on families, community, and school; and to build on existing family engagement and community involvement efforts in the schools. It does not assume that family engagement and community involvement would only occur at the school site.**

**What do you need to do to complete this task?**

* Select a priority area based on evidence on student performance (and subgroup differences), or on student health and social needs that impact student learning.
* Create a small work group of representative staff, family, and community members (and one or more

students, if possible) and describe its purpose and composition.

1 Epstein, J. L. (2001). *School, family, and community partnerships*. Boulder, CO: Westview Press. 2 Epstein, p. 57.

* Gather school and community context information and evidence related to family engagement and community involvement needs by examining existing policies, strategies, and programs.
* Develop a comprehensive proposal, in collaboration with the work group, with several strategies for improving family engagement and community involvement in relation to the priority area and connected with the school and district plans for family engagement and community involvement.
* Implement one proposed strategy (in collaboration with one or more members of the work

group) and document the implementation process.

* Assess the implementation process and initial outcomes, including those relating to improving student learning.

### The Components of the Task Component 1: Investigate

Select a priority area for this task, based on evidence related to student performance (and subgroup

differences) and other student needs (such as health and social services that impact on student learning). You will need school leadership and community support (from the school’s parent organization, for example) for this work.

Within this priority area, 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.

With such staff members (two or three) and family and community members (two or three), and one to two students where possible, form a working group [school-family- community group] to meet two or more times. The group’s role may be advisory, existing solely to support your work, or it may be collaborative in co-constructing a proposal and implementing one of the strategies described.

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. Evidence on school-family-community engagement might include family member attendance at student-related events, teacher and family member survey feedback on school communication and student learning support, family member use of learning resources and services for improving student learning; participation in policy and program decision-making groups; observations of family and community support of student learning; and/or focus groups with relevant parties.

### The primary focus of this task is to improve student learning. Families and the community generally can support student learning directly or indirectly by addressing student needs and priorities that can extend, enhance, or improve learning.

**Consider how family engagement and community involvement can help address needs related to student academic performance or promote student access to health, recreational, and social services as they impact learning, particularly for federally designated student priority groups (students with disabilities, English language learners, Black and Hispanic students, low-income students, and students performing below state proficiency levels) and locally designated**

**priority groups.**

**Take into account how improving family engagement and community involvement relates to school or district priorities for improving student learning.**

**Component 2: Prepare**

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. The strategies could be related to policies, practices, and programs that are applicable to the priority area.

Draw on research to inform proposed school-family-community engagement strategies and practices and to provide a rationale for how the selected strategies fit the school context and the school and district’s overall strategic plan to support family engagement and community involvement. The proposed strategies must be responsive to the priority area and feasible within the school and community context, but need not be exhaustive.

Write a compelling rationale for the proposal, citing the relevant research and advocating on behalf of the families and community entities for recommended policies, programs, and practices. Provide evidence on how the proposal elements will increase family engagement and community involvement in ways that contribute to improved student learning. Provide evidence of the school-family- community group’s role and input in preparing the proposal.

As part of the proposal, identify one relevant strategy to be implemented that reflects the proposal’s goals and priorities. It can be an enhancement of an existing strategy or a new strategy.

Solicit feedback from school leaders and the broader school-family community for the proposal to gain their support to implement one strategy.

### Consider strategies that will foster a more inclusive school culture by developing more reciprocal school-family engagement and community involvement, sharing knowledge and responsibility, and leading to complementary actions. Consider strategies that strengthen the capacity of families and community members to become active partners in student learning and that develop the sensitivity and skill of school staff in working and engaging productively with family and community members to improve student learning.

**Family engagement and community involvement take different forms at the elementary, middle, and high school levels. In what ways does the proposed plan address school level needs and priorities?**

**Component 3: Act**

Leadership candidates 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.

### Consider an innovative policy, program, or communication strategy that creates new forms of engagement and involvement and increases the number of participants and the reciprocal quality of the participation. Consider as well how the strategy can be sustained over time.

Document (using videotape or other means) the engagement or involvement strategy implementation, identify problems and how they were addressed, and describe your role and the working group’s role in this process.

### Component 4: Assess

Solicit and analyze feedback from working group members on the feasibility, usefulness, and benefits of the school-family engagement and community involvement strategy. Where possible, collect information, artifacts, and documentation through video, photos, or other media to show how the program, practice, or policy was implemented; how it enhanced family and community participation; and how it addressed the priority area. In addition, solicit feedback from the work group members and school leaders about your leadership effectiveness in focusing on a relevant and high leverage issue, working with the group, developing the proposal, and implementing a strategy.

Finally, analyze the effectiveness of the process and initial outcomes. Drawing on leadership and school improvement theory as well as research on family engagement and community involvement, discuss the implications for future growth in this areas.

### Artifacts, Documents and Commentary

This section provides instructions on what should be submitted for review.

### What do you need to submit for review?

For this task, you are asked to submit the following:

* three files that present your artifacts; (list)
* other documents that support your artifacts; and
* a narrative of your commentary in response to the prompts.

### Artifacts

Below are all the artifacts that must be submitted for scoring. They are to be submitted as three files—an analysis of data, priority area and proposal to improve family engagement and community involvement; the implementation and results for one strategy; and feedback on the proposal and strategy. Once prepared, each can be submitted in the form of a report or memo to the principal or superintendent, a presentation, or other media.

1. Priority area and proposal to improve family engagement and community involvement. This is a document or presentation that includes the following information:
   1. Justification for a priority area, including evidence on student performance (and

subgroup differences), or on student health and social needs that impact student learning.

* 1. A list of members of the small work group of representative staff and family and community stakeholders (and one or more students, if possible) and a description of the group’s purpose and composition.
  2. Relevant school and community context information related to family engagement and community involvement.
  3. A summary of feedback from students, family members, and staff about family engagement and community involvement for a priority area.
  4. A proposal for improving family engagement and community involvement in a priority area with evidence justifying this area.

1. Strategy. A presentation (PowerPoint, video, written report, or other media) on:
2. Documentation of the implementation of the strategy.
3. A presentation (PowerPoint, video, written report, or other media) on the experiences and results of implementing the selected strategy.
4. Feedback. An analysis of feedback from working group members on the feasibility, usefulness, and benefits of the school-family engagement and community involvement strategy.

### Other Documents

In addition to the above files, you must also include the following documents:

1. Documentation of relevant school policies, strategies, and programs for family engagement and community involvement.
2. Documentation on existing participation and engagement of families and community representatives for the priority area.

### Commentary

In addition to providing the above artifacts, prepare a narrative summary for each of the following:

* 1. Planning
     1. Provide a compelling rationale for the priority area and proposal for improving family engagement and community involvement, anchored in appropriate theory, research, and practice, and connected to the school’s family engagement and community involvement plan.
  2. Using an Effective Strategy to Improve Family Engagement or Community Involvement
     1. Justify the strategy selected for implementation.
     2. Analyze the experiences and results of implementing the selected strategy, including the role of leadership.
  3. Assessing
     1. Indicate the strengths and weaknesses of the selected strategy:
        1. How it enhanced family and community participation.
        2. How it addressed the priority area.
        3. What problems arose and how they were addressed.
     2. Drawing on leadership and school change theory as well as research on family engagement and community involvement, assess your own performance and implications for your improvement. Address the following:
        1. The selection of the issue.
        2. Working with the group.
        3. Developing the proposal.
        4. Implementing a strategy.

### Assignment Distribution for Grading

|  |  |
| --- | --- |
| **Assignments** |  |
| Three-way assessment meetings with University Supervisor and Supervising Administrator | 10% |
| PAL Task 2 | 30% |
| PAL Task 4 | 30% |
| School Committee Project | 20% |
| Fulfillment of remaining practicum hours with documentation and artifacts | 10% |
| **Total** | **100%** |

**Graduate Grading System**

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

**Pre-performance Assessment Evidence/Portfolio**

All Educational Leadership and Management candidates seeking licensure are required to keep portfolios

of their work. Each candidate has a dedicated server space to store portfolio artifacts in a third-party system developed for Fitchburg State called Tk20. Candidates upload required documents and evidence of meeting standards into corresponding folders throughout the program of study. It is possible for evidences to be uploaded to multiple areas. Standards are cross-referenced with assignments to assist you in choosing which artifacts might serve as evidence of meeting specific standards. Some evidence/assignments from specific courses are designated as required evidence. It is highly suggested that you upload evidence after each course. A completed portfolio is required for exit from the program.

Educational Leadership and Management candidates not seeking licensure are also required to keep portfolios of their work that demonstrate they have met the Commonwealth of Massachusetts Professional Standards and Indicators for Administrative Leadership.

### Extended Campus Students

Fitchburg State University encourages all Extended Campus candidates to take advantage of online student services. Created is a “virtual student center” just for them, the pages provide access to Counseling Services, Career Services, The Student Activity Center, Library Services, the university

bookstore and many other helpful links. Go to the university homepage at <http://www.fitchburgstate.edu/>

and click on Offices and Services. Scroll down and click on Extended Campus Center.

**Licensure**

Many EDLM candidates seek the administrative license in the Commonwealth of Massachusetts in addition to the

CAGS or MEd degree. Fitchburg State University has an Educator Licensure Office where candidates can ask questions and apply for licensure. See [http://www.fitchburgstate.edu/edunit/index.cfm.](http://www.fitchburgstate.edu/edunit/index.cfm)

### Distance Learning & Extended Campus Library Services & OneCard

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 Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services 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 candidates and instructions as to how to access them.

Candidates 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. Candidates select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the candidate will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the candidate does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university’s Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu.](mailto:helpdesk@fitchburgstate.edu) The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at dllibrary@fitchburgstate.edu).

All registered Fitchburg State University candidates are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the candidate has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at [http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/.](http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/) After activation by the Gallucci-Cirio Library and receipt of their OneCard, candidates may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Candidates wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at [http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm.](http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm) The OneCard Office number is 978-665-3039.

### Fitchburg State University Library Online Services

Online Library services may be accessed through the Fitchburg State University Homepage at

[www.fsc.edu/library.](http://www.fsc.edu/library) Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978-665-3762. Degree candidates are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, candidate must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

### University Policies

**Candidates with Special Needs**

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 978/665-3427 or 978/665-3575 TTY. 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

semester to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

### 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.

### Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University adhere to the policy 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 Student Handbook for more details.

**Resources**

Armstrong, T. (2013). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs to succeed in school and life*. Alexandria, VA: Association for Supervision and Curriculum Development.

Auerbach, S. (2011). *School leadership for authentic family and community partnerships: Research perspectives for transforming practice*. New York: Routledge.

Bartlett, R. (2013). *A practitioners guide to business analytics: Using data analysis tools to improve your organization’s decision making and strategy*. McGraw-Hill.

Center for Education and Employment. (2013). *Deskbook encyclopedia of American school law*.

Birmingham, AL: Author.

Grant, K. B., & Ray, J. A. (2012). *Home, school, and community collaboration: Culturally responsive family engagement* (2nd ed.). Thousand Oaks, CA: Sage.

Hinduja, S., & Patchin, J. W. (2013, May). Social influences on cyberbullying behaviors among middle and high school students. *Journal of Youth and Adolescence*, *42*(3), 711-722.

Johnson. M. (2012). *The 21st century parent: Multicultural parent engagement leadership strategies handbook*. Charlotte, NC: Information Age Publishing.

Kwalwasser, H. (2012). *Remaking America’s schools for the twenty-first century*. Plymouth, UK: Rowman and Littlefield Education.

Kyu Tae, K. (2012, October). Using process indicators to facilitate data-driven decision making in the era of accountability. *Creative Education*, *3*(6), 685-691.

McDermott, D. R. (2007). *Developing caring relationships among parents, children, schools, and communities.* Thousand Oaks, California: Sage.

Morrison, H. E., Morrison, J. D., & Bedford, S. (2007, February). Beyond numbers: Making AYP one student at a time. *Principal Leadership*, *7*(6), pp. 26-31.

Myers, K. A., Wood, J., & Pousson, M. (2007, Summer). Universal instructional design: A community relations plan for K-12 success. *Journal of School Public Relations*, *28*(3), 251-270.

Rubin, R., Sutterby, J., & Abrego, M. (2012). *Engaging the families of ELLs: Ideas, resources, and activities*. New York: Routledge

Stronge, J. H., Xu, X., Leeper, L. M., & Tonneson, V. C. (2013). *Principal evaluation: Standards, rubrics, and tools for effective performance*. Alexandria, VA: Association for Supervision & Curriculum Development (eBook).

Towndrow, P. A. & Valance, M. (2013). Making the right decisions: Leadership in 1-to-1 computing in education. *The International Journal of Educational Management*, *27*(3), 260-272.

Warner, C. (2009). *Promoting your school* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Webb, L. D., & Norton, M. S. (2012). *Human resources administration: Personnel issues and needs in education* (6th ed.)*.* New York: Prentice Hall, Inc.

Weiss, H., Lopez, E., & Rosenberg, H. (2011). *The family engagement for high school success toolkit: Planning and implementing an initiative to support the pathway to graduation for at-risk students*. Harvard Family Research Project.

Zavadsky, H. (2013, January). Data-savvy school systems. *School Administrator*, *70*(1). 17-21.

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**Rubrics and Procedural Documents for**

## EDLM 9300 /9310/9320/9101: Practicum/Internship

***Principal: PreK-6 (EDLM 9110), 5-8 (EDLM 9120), or 9-12 (EDLM 9130)***

### School Committee Relations Rubric

**Indicator**

**Does Not Meet Standard**

Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level

**Meets Standard**

Meets minimal expectations for standard; needs occasional minimal support to perform at acceptable level

**Comprehensively Meets Standard**

Meets expectations for standard; is

confidently and consistently meeting the standard, needs little, if any, support/guidance

1. **Instructional Leadership**

a. Goals. 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.

1. **Management and Operations**

The candidate has provided little or no evidence that he/she understands the school committee role in approval of district goals and objectives.

The candidate has provided satisfactory evidence that he/she understands the school committee role in approval of district goals and objectives.

The candidate has provided substantial evidence that he/she understands the school committee role in approval of district goals and objectives.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| f. | Laws, Ethics and Policies.  Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. | The candidate has provided little or no  evidence that he/she understands the school committees’ role in regard to compliance with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. | The candidate has provided  satisfactory evidence that he/she understands the school committees’ role in regard to compliance with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. | The candidate has provided  substantial evidence that he/she understands the school committees’ role in regard to compliance with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. |
| g. | Fiscal Systems. Allocates, manages | The candidate has demonstrated little | The candidate has demonstrated a | The candidate has demonstrated a |
|  | and audits fiscal expenditures | or no capacity to allocate, manage and | satisfactory capacity to allocate, | strong capacity to effectively allocate, |
|  | consistent with district and school | audit fiscal expenditures consistent | manage and audit fiscal expenditures | manage and audit fiscal expenditures |
|  | goals and available resources, and | with district and school goals and | consistent with district and school | consistent with district and school |
|  | develops a budget for the School | available resources. | goals and available resources. | goals and available resources. |
|  | Committee that supports the |  |  |  |
|  | district’s vision, mission and goals. | The candidate has provided little or no | The candidate has provided | The candidate has provided |
|  |  | evidence that he/she has the capacity | satisfactory evidence that he/she has | substantial evidence that he/she can |
|  |  | to can develop a budget for the School | the capacity to can develop a budget | develop a budget for the School |
|  |  | Committee that supports the district’s | for the School Committee that | Committee that supports the district’s |
|  |  | vision, mission and goals. | supports the district’s vision, mission | vision, mission and goals. |
|  |  |  | and goals. |  |

**Indicator**

**Does Not Meet Standard**

Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level

**Meets Standard**

Meets minimal expectations for standard; needs occasional minimal support to perform at acceptable level

**Comprehensively Meets Standard**

Meets expectations for standard; is

confidently and consistently meeting the standard, needs little, if any, support/guidance

i. School Committee Relations.

Provides clear, accurate, and timely information and guidance to the committee to support data- informed policy-making.

1. Contract Negotiations. Advises the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals.

The candidate has provided little or no evidence that he/she can provide clear, accurate, and timely information and guidance to the committee to support data-informed policy-making.

The candidate has demonstrated little or no understanding of the school committee’s role and responsibilities in union contract negotiations.

The candidate has demonstrated little or no understanding of how to advise the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals.

The candidate has provided satisfactory evidence that he/she can provide clear, accurate, and timely information and guidance to the committee to support data-informed policy-making.

The candidate has demonstrated a satisfactory understanding of the school committee’s role and responsibilities in union contract negotiations.

The candidate has demonstrated a satisfactory understanding of how to advise the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals.

The candidate has provided substantial evidence that he/she can provide clear, accurate, and timely information and guidance to the committee to support data-informed policy-making.

The candidate has demonstrated a strong understanding of the school committee’s role and responsibilities in union contract negotiations.

The candidate has demonstrated a strong understanding of how to advise the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals.

### MA-PAL Task 2 Rubrics (Formative and Summative Assessment)

**DESIGNATED PPA EVIDENCE**

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.

**Candidates will prepare and implement Task 2 at the appropriate level (supervisor, director, principal)**

**Rubric 2.a: Planning to Facilitate Team Learning**

MA Standards Alignment: Standard IV: Professional Culture

How does the candidate plan for professional learning culture to improve teaching and student learning?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Developing** | **Meeting** | **Exceeding** | **MA PAL Component, Artifact, Commentary** |
| **Team creation**  **PSI 1.h, 4.g, 4.h,**  **4.j** | Selects group of teachers **with limited attention** to their individual and collective strengths and interest in priority area. | **Selects purposeful group** of teachers based on their individual and collective strengths and interest in priority area. | With school and teacher leader input, **recruits and selects purposeful group** of teachers based on their individual and collective strengths and interests in priority area. Provides evidence of initial member buy-in. | Component 1 Artifact c |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Developing** | **Meeting** | **Exceeding** | **MA PAL Component, Artifact, Commentary** |
| **Team learning plan**  **PSI 1.h, 4.g, 4.h,**  **4.j** | Has **a superficial or limited engagement plan** to support team learning and collaborative structures.  **Or**  Gives limited attention to how  proposed team learning approach will foster professional learning culture. | **Plans for team learning systems and structures to foster** professional learning culture and selects team learning approach anchored in research and practice. | Plans for team learning systems and structures to foster professional learning culture and selects team learning approach anchored in research and best practice.  **Explicitly links plan to school- level conditions, resources and culture, and broader school improvement strategies.** | Component 1, 2 Artifact b Commentary 2 |

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### Rubric 2.b: Fostering Professional Learning Culture to Support Team Learning

MA Standards Alignment: Standard IV: Professional Culture How does the candidate support team learning?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Developing** | **Meeting** | **Exceeding** | **MA PAL Component, Artifact, Commentary** |
| **Team process**  **PSI 1.h, 4.i, 4.j,**  **4.k** | Leads teachers **with limited support** for the team process. | Facilitates group learning process, paying attention to team learning norms, general participation and discussion, problem solving, conflict management, and time management. Facilitation is **informed by research** on team learning. | **Using an explicit, research- guided approach,** develops professional learning community that directs and sustains its own work. Provides evidence of strategies to foster shared responsibility and leadership for group norms, active participation and discussion, problem solving, conflict management, effective time management, and strategies to | Component 3 Artifacts d, e, f Commentary 3 |
| **Team work**  **PSI 1.h, 4.g,**  **4.i, 4.j** | Directs teachers with **little or no evidence** of coaching and support for individual and collective work. | Uses **research-based skills and practices** to support teachers’ on- going individual and collective work to improve new or existing practice(s) to improve student learning | Uses research-based skills and practices to **promote and deepen teachers’ on- going individual and collective work** to improve student learning through multiple cycles of preparing, acting, monitoring, assessing and sharing, | Component 3 Artifacts d, e, f Commentary 3 |

### Rubric 2.c: Assessing Team Learning to Improve On-Going Group Learning

MA Standards Alignment: Standard IV: Professional Culture

How does the candidate assess progress and change pertaining to a team learning task?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Developing** | **Meeting** | **Exceeding** | **MA PAL Component, Artifact, Commentary** |
| **Assessing team process and team work**  **PSI 1.f** | **Describes** what team members tried out and what occurred in the team process and task accomplishments, making weak or no links between team process and team accomplishments. | **Collects, analyzes and interprets data** on how team process facilitates team’s task accomplishments  (individually and collectively), supports team learning, and  improves priority area of  student learning within the school’s context. **Provides evidence that the team developed capacity** as a learning community, making | Collects, analyzes and interprets data on how team process facilitates the development of a professional learning culture through differentiated support and guidance and team’s task accomplishments (individually and collectively) to improve priority area of student learning within the school’s context. **Explicitly grounded assessment**  **of the team process in the** | Component 4 Artifacts d, f, g Commentary 3, 4 |
| **Assessing leader role in team learning**  **PSI 4.d, 4.g** | **Conducts cursory analysis** of candidate’s leadership skills and practices to facilitate team learning and team work. | Identifies candidate’s skills and practices required to facilitate team learning and team work in completing this task**. Draws on specific experiences** and team members’ feedback in completing this task. Makes links to relevant research literature. Proposes strategies to improve candidate’s practice. | Using an explicit research- based framework, analyses candidate’s skills and practices necessary to facilitate self-sustaining team learning and continuous team work. Draws on specific experiences and team members’ feedback in completing this task, including **how the candidate adjusted his or her practices** throughout the process as a function of team learning. Proposes detailed strategies to | Component 4 Artifacts b, d, e, f, g Commentary 3, 4 |

### MA-PAL Task 4 Rubrics (Formative and Summative Assessment)

**DESIGNATED PPA EVIDENCE**

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.

**Candidates will prepare and implement Task 4 at the appropriate level (supervisor, director, principal)**

**Rubric 4.a: Planning to Promote Family and Community Involvement**

MA Standards Alignment: Standard III: Family and Community Engagement

How does the candidate document existing family engagement and community involvement strategies to promote a proposal for improving a priority area?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Developing** | **Meeting** | **Exceeding** | **MA PAL**  **Component, Artifact,** |
| **Investigate**  **PSI 1.f, 2.a, 3.a, 3.c, 4.g** | Informally or unsystematically compiles information about the need for and limitations of current practices for family engagement and community involvement.  Or  Does not investigate school needs, opportunities and gaps in family engagement and community involvement in relation to priority area of student learning. Makes minimal connection to the school family and community culture. | Systematically collects and analyzes qualitative and quantitative data on school needs, opportunities and gaps in family engagement and community involvement in relation to priority area of student learning. Connects data to the school family and community culture. | Integrates analyses of original and existing qualitative and quantitative data on school needs, opportunities and gaps in family engagement and community involvement in relation to priority area of student learning. Includes data related to three aspects of school culture (professional, student and parent/community). Makes clear and consistent connections to the school family and community culture. | Component 1 Artifacts a, c Commentary 1 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Developing** | **Meeting** | **Exceeding** | **MA PAL**  **Component, Artifact,** |
| **Engagement Process**  **PSI 3.a, 3.d, 4.b, 4.i, 4.j** | Generally consults with stakeholder group to compile information and propose strategies for family engagement and community  involvement. | Engages stakeholder groups in the investigation and development of proposal to improve family engagement and community involvement in a priority student learning area. | Collaborates and shares leadership with a broadly representative stakeholder group in the investigation and development of proposal to improve family engagement and community involvement in priority student learning area. | Component 1 Artifacts a, b, c Commentary |
| **Comprehensive proposal**  **PSI 1.i, 3.e, 4.e** | Develops vague proposal to improve family engagement and community involvement that does not include compelling rationale, demonstrate how proposed strategies will increase  family involvement or improve student learning. | Develops a comprehensive, research based proposal (goals, policies, strategies, and resources) with attention to developing a rationale focused on priority area of student learning that aligns school needs, opportunities and gaps with proposed strategies to foster a positive family and community culture and improve family engagement. | Develops comprehensive research- based proposal (goals, policies, strategies, and resources) with compelling rationale focused on priority area of student learning that aligns school needs, opportunities and gaps with proposed research- based and relevant strategies, differentiated to be culturally responsive to diverse groups. | Component 1 Artifacts a, c, d, e, g  Commentary. |

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### Rubric 4.b: Implementing an Engagement or Involvement Strategy

MA Standards Alignment: Standard III: Family and Community Engagement

How does the candidate implement an effective strategy to improve family engagement or community involvement?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Developing** | **Meeting** | **Exceeding** | **MA PAL**  **Component, Artifact, Commentary** |
| **Implementation**  **(PSI 3.a, 3.c, 3.d, 4.b, 4.i, 4.j)** | Implements family engagement and community involvement strategy  without clear expectations or support. Or  Implements strategy without meaningful stakeholder involvement. | Implements strategy to improve family engagement and community involvement in relation to student learning priority. Collaborates with various stakeholders, sets clear expectations, provides necessary supports and attends to relevant local school and community culture. | Implements strategy to improve family engagement and community involvement in relation to student learning priority. Sets clear expectations, provides differentiated support to build local school and community capacity. Shares responsibility with various stakeholders. Addresses challenges and opportunities to strengthen the school- family- community culture. | Component 2 Artifacts h Commentary 2 |

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### Rubric 4.c: Assessing and Analyzing Feedback from Participants

MA Standards Alignment: Standard III: Family and Community Engagement

How does the candidate assess the effectiveness of the strategy and his or her own leadership role?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Developing** | **Meeting** | **Exceeding** | **MA PAL**  **Component, Artifact, Commentary** |
| **Family and community engagement strategy assessment**  **(PSI 4.g)** | Collects unsystematic or informal analysis of feedback from working group members on school- family engagement and community involvement strategy. | Collects, analyzes and interprets feedback from working group members to determine strategy’s effectiveness and impact in improving priority area of student learning. Makes links to relevant research literature. | Using a research-based framework on family and community engagement coherently analyzes and interprets feedback from working group members to determine strategy’s effectiveness and impact on improving priority area of student learning. Draws implications for future development of this strategy and its sustainability. | Component 3 Artifacts f, i Commentary 1, 2, 3  No look-fors identified here. |
| **Leadership self- assessment**  **(PSI 4.g)** | Conducts cursory analysis of candidate’s leadership skills and practices used to implement school- family engagement and community involvement strategy. | Identifies candidate’s skills and practices required to facilitate school-family engagement and community involvement. Draws on specific experiences and stakeholders’ feedback in completing this task. Makes links to relevant research literature. Proposes strategies to improve  candidate’s practice. | Using a research-based understanding to framework, conducts detailed analysis of leadership skills and practices necessary to facilitate school-family engagement and community involvement strategy to improve priority area of student learning. Analyzes candidate’s skills and practices necessary to facilitate school-family engagement and community involvement. Draws on specific experiences and team  members’ feedback in completing this task, including how the candidate adjusted his or her practices throughout the task. Proposes detailed strategies to improve candidate’s practice. | Component 3 Artifacts h, i Commentary 3 |

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# Educational Leadership and Management PRACTICUM INFORMATION SESSION

NAME: \_ Student ID #: @ \_ EMAIL: (Student account)

(Other, if used)

LICENSE SOUGHT: Principal: PreK-6 (EDLM 9110) 5-8 (EDLM 9120) 9-12 (EDLM 9130)

Supervisor/Director: All levels (EDLM 9101)

SEMESTER ENROLLING IN PRACTICUM \_

***Initials***

* 1. I received and reviewed the EDLM Practicum Assessment/Evaluation Form and am aware of my professional responsibilities and the competencies I must meet.
  2. I understand that the practicum requires 300 field hours over one semester. I understand that \_ I am expected to participate in after-school activities and some evening meetings and will schedule

any employment related responsibilities accordingly.

* 1. I have gone through the practicum handbook and understand the policies for the practicum. \_
  2. I will initiate e-mail communication with my university supervisor to set up dates and times at

\_ my school between my university supervisor, supervising administrator, and myself to discuss the responsibilities and performance competencies I must meet during the practicum.

* 1. I understand that a Criminal Offender Record Information Request (CORI) is processed by the \_ A Criminal Offender Record Information Request (CORI) is processed by the practicum school site; an unsatisfactory CORI report is a reason for refusal of placement by Fitchburg State and the School District.
  2. I will complete the CORI with my assigned site immediately upon notification of my placement. \_

**To be eligible for practicum, I must meet all requirements for admission to Practicum including:** \_

* + - Application via Tk20 no later than the required date
    - Completion of all course work
    - GPA of 3.3 or higher
    - Successful completion of all field experiences
    - Successful completion of the 200 practicum hours conducted in *EDLM 9035 Collegial Supervision in an Era of Accountability* and *EDLM 9045 Dynamics of Planned Change*
    - Positive Dispositions Assessments from previous courses
    - Completion of a Stage 2 Review

**Candidate Signature:** \_ **Date:**



# Practicum Hours Documentation

* Enter hours on a weekly basis. Do not include absences, holidays, school-closures in weekly practicum hours.
* *Hours in Practicum* is defined as the number of hours at the practicum site under the direct supervision of the Supervising Practitioner.
* *“Hours in the Role”* is defined as time when the activities you are engaging in or the responsibilities you take on are the same as what an administrator at the level of your license (supervisor, director, or principal) would do as part of his or her regular duties and responsibilities. To be “in the role” the activities or responsibilities require your comprehensive development, implementation, assessment, and follow-up. Two courses (*EDLM 9035 Collegial Supervision in an Era of Accountability* and *EDLM 9045 Dynamics of Planned Change*) are designated as practicum courses. Over the semester of these two courses, candidates must meet the requirement of hours spent “in the role”. This same form will be used to document the hours in the practicum.
* This form must accompany the practicum documents. Total hours should be transferred to the PPA, part 1, line 8.

Candidate Name Student ID @

School Name City/Town

Course # and Title Semester and Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Activities** | **Hours in**  **Practicum** | **Hours in the**  **Role** | **SP Initials** |
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| **TOTAL HOURS** | |  |  |  |

### Candidate Signature \_Date

**Supervising Practitioner Signature Date**

**University Supervisor Signature Date**

**EDUCATION UNIT**

**Practicum/Internship Evaluation Administrator Licensure**

This evaluation report is completed separately by both the Supervising Administrator and Administrator Candidate and serves as a discussion focus for the mid-point 3-way with the University Supervisor.The final column is completed by the Supervising Administrator and by the Administrator Candidate for the final 3-way conference at the end of the practicum.

Candidate: I.D. # (required): @ Person Completing Form: Supervising Administrator: School/District: Date: Administrator License Sought: Level:

Rating Scale: 3—Comprehensively Meets the Standard N/A—Not Applicable 2—Acceptably Meets the Standard

1—Does Not Meet the Standard

Please refer to the practicum evaluation rubric for scoring this form. This scale is not equitable to Fitchburg State University’s grading system.

Circle Appropriate Rating

|  |  |  |
| --- | --- | --- |
| **Professional Standards for School Administration (MA DESE requirements 7.10)** | **Midterm** | **Final** |
| **(1) Instructional Leadership** | | |
| a. Goals. 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. | 1 2 3 | 1 2 3 |
| b. Aligned Curriculum. Ensures the implementation of an effective curriculum that is aligned to state  curriculum frameworks. | 1 2 3 | 1 2 3 |
| c. Instruction. Ensures that instructional practices in all settings reflect high expectations regarding content  and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | 1 2 3 | 1 2 3 |
| d. Assessment. Ensures that all teachers use a variety of formal and informal methods and assessments to  measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning. | 1 2 3 | 1 2 3 |
| e. Evaluation. Provides effective supervision and evaluation in alignment and accordance with state  Regulations and contract provisions. | 1 2 3 | 1 2 3 |
| f. Data-Informed Decision-Making. 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. | 1 2 3 | 1 2 3 |
| g. Equity and Excellence. Promotes 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. | 1 2 3 | 1 2 3 |
| h. Accountability. Creates a culture in which both staff and students take responsibility for their performance  and behavior. | 1 2 3 | 1 2 3 |
| i. Closing Proficiency Gaps. Can identify and address the complex, multiple causes of educational  underperformance and ensures that districts/schools close proficiency gaps. | 1 2 3 | 1 2 3 |
| j. Intervention Strategy. Ensures that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners. | 1 2 3 | 1 2 3 |
| k. Professional Development. Understands the adult learning needs of staff and creates a culture of inquiry  and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals. | 1 2 3 | 1 2 3 |
| l. Program Evaluation. Systematically monitors, evaluates and makes needed changes to curriculum,  instruction, and programs to assess their effectiveness in meeting school and district goals. | 1 2 3 | 1 2 3 |
| m. Technology. Expects and supports effective use of technology to support instruction. | 1 2 3 | 1 2 3 |

|  |  |  |
| --- | --- | --- |
| n. English Language Learners. Understands and appreciates the challenges that English language learners  (ELL) face in the mastery of academic language and assures that educators are equipped to shelter content and scaffold instruction in order to promote ELLs’ academic achievement. | 1 2 3 | 1 2 3 |
| **(2) Management and Operations** | | |
| a. Safe, Orderly and Caring Environments. 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. | 1 2 3 | 1 2 3 |
| b. Operational Systems. Ensures efficient and effective operational systems (e.g., maintenance,  transportation, food service) and supports their continuous improvement. | 1 2 3 | 1 2 3 |
| c. Human Resources Management and Development. Implements a cohesive approach to human resource  management that promotes high quality and effective staff and professional growth, consistent with state licensure, effective employment practices, and collective bargaining agreements. | 1 2 3 | 1 2 3 |
| d. Scheduling. Ensures a comprehensive scheduling system that provides sufficient time for instruction,  teacher planning and collaboration. | 1 2 3 | 1 2 3 |
| e. Management Information Systems. Expects, models, and supports use of technology for management  and communication purposes; develops a technology plan yearly that appropriately reflects new technological developments and needs and provides updates as needed. | 1 2 3 | 1 2 3 |
| f. Laws, Ethics and Policies. Understands and complies with state and federal laws and mandates, school  committee policies, collective bargaining agreements, and ethical guidelines. | 1 2 3 | 1 2 3 |
| g. Fiscal Systems. 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. | 1 2 3 | 1 2 3 |
| h. Improvement Planning. Develops, implements, and assesses the effectiveness of district and school  improvement plans. | 1 2 3 | 1 2 3 |
| i. School Committee Relations. Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making. | 1 2 3 | 1 2 3 |
| j. Contract Negotiations. Advises the School Committee on union contracts that reflect best practices and  support the district’s vision, mission, and goals. | 1 2 3 | 1 2 3 |
| **(3) Family and Community Engagement** | | |
| a. Family Engagement. 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. | 1 2 3 | 1 2 3 |
| b. Effective Communication. Effectively executes a full range of communication strategies that generate public understanding and support for the district/school. | 1 2 3 | 1 2 3 |
| c. Advocacy. Advocates for, and collaborates with, families, community members, and other stakeholders. | 1 2 3 | 1 2 3 |
| d. Community Connections. Builds strong working relationships and connections with appropriate community providers to support students’ academic progress, social and emotional well-being, and civic participation. | 1 2 3 | 1 2 3 |
| e. Cultural Awareness. Recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes. | 1 2 3 | 1 2 3 |
| **(4) Professional Culture** | | |
| a. Mission and Core Values. Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. | 1 2 3 | 1 2 3 |
| b. Shared Vision. Successfully and continuously engages all stakeholders in the creation of a shared  educational vision in which every student is prepared to succeed in postsecondary education and careers. | 1 2 3 | 1 2 3 |
| c. Personal Vision. Articulates a vision for schooling characterized by respect for children and families and  democratic values of excellence, equity, and pluralism. | 1 2 3 | 1 2 3 |
| d. Transformational and Collaborative Leadership. Cultivates and promotes reflective, adaptive, and  collaborative behaviors and skills of self and others in leading change or confronting new challenges. | 1 2 3 | 1 2 3 |
| e. Cultural Proficiency. 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. | 1 2 3 | 1 2 3 |
| f. Ethical Behavior. Consistently maintains and promotes ethical and professional conduct and appropriately  addresses any unethical and/or unprofessional behavior. | 1 2 3 | 1 2 3 |
| g. Continuous Learning. 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. | 1 2 3 | 1 2 3 |
| h. Communications. Demonstrates strong interpersonal, written, and verbal communication skills, facilitates  groups effectively, and fosters clear lines of communication between and among constituencies. | 1 2 3 | 1 2 3 |

|  |  |  |
| --- | --- | --- |
| i. Managing Conflict. Employs strategies for responding to disagreement and dissent, constructively  resolving conflict, and building consensus throughout a district/school community. | 1 2 3 | 1 2 3 |
| j. Team Building. Builds high quality and effective teams and fosters collaborative decision-making and  responsibility. | 1 2 3 | 1 2 3 |
| k. Time Management. 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. | 1 2 3 | 1 2 3 |

### Candidate’s Signature:

**University Supervisor’s Signature:**

**Supervising Administrator’s Signature:**

**Meeting dates:** *1st:*

*2nd:*

*3rd:*

### Practicum/Internship Evaluation Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **1-Does Not Meet Standard** | **2-Acceptably Meets Standard** | **3-Comprehensively Meets Standard** |
| **(1) Instructional Leadership** | | | |
| b. Goals. 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. | The candidate has provided little or no  evidence that he/she can articulate clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and  district.  The candidate has provided little or no evidence that he/she understands the school committee role in approval of district goals and objectives. | The candidate has provided  satisfactory evidence that he/she can articulate clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of  the school and district.  The candidate has provided satisfactory evidence that he/she understands the school committee role in approval of district goals and objectives. | The candidate has provided  substantial evidence that he/she can articulate clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of  the school and district.  The candidate has provided substantial evidence that he/she understands the school committee role in approval of district goals and objectives. |
| c. Aligned Curriculum. Ensures the  implementation of an effective curriculum that is aligned to state curriculum frameworks. | The candidate has demonstrated little  capacity to ensure the implementation of an effective curriculum that is aligned to state curriculum frameworks. | The candidate has demonstrated a  satisfactory capacity to ensure the implementation of an effective curriculum that is aligned to state curriculum frameworks. | The candidate has demonstrated an  extensive capacity to ensure the implementation of an effective curriculum that is aligned to state curriculum frameworks. |
| d. Instruction. Ensures that  instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | The candidate has provided little or no  evidence that he/she has the capacity to ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | The candidate has provided  satisfactory evidence that he/she has the capacity to ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | The candidate has provided  substantial evidence that he/she has the capacity to ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. |
| e. Assessment. Ensures that all  teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning. | The candidate has demonstrated that  he/she has little capacity to ensure that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding.  The candidate has difficulty making necessary adjustments to their practice when students are not learning. | The candidate has demonstrated that  he/she has a satisfactory capacity to ensure that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding.  The candidate has provided satisfactory evidence that he/she can make some necessary adjustments to their practice when students are not learning. | The candidate has demonstrated that  he/she has a strong capacity to ensure that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding.  The candidate has provided substantial evidence that he/she can make necessary adjustments to their practice when students are not learning. |

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| **Indicator** | **1-Does Not Meet Standard** | **2-Acceptably Meets Standard** | **3-Comprehensively Meets Standard** |
| f. Evaluation. Provides effective  supervision and evaluation in alignment and accordance with state Regulations and contract provisions. | The candidate has provided little or no  evidence that he/she can provide effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions. | The candidate has provided  satisfactory evidence that he/she can provide effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions. | The candidate has provided  substantial evidence that he/she can provide effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions. |
| g. Data-Informed Decision-Making.  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. | The candidate has provided little or no  evidence that he/she can use 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. | The candidate has provided  satisfactory evidence that he/she can use 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 | The candidate has provided  substantial evidence that he/she can use 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. |
| h. Equity and Excellence. Promotes  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. | The candidate has demonstrated little  or no capacity to promote fairness, respect, high expectations, and support for all students through policies, programs, and practices.  The candidate has provided little or no evidence that he/she can address the impact of changes in student population on curriculum and instruction. | The candidate has demonstrated a  satisfactory capacity to promote fairness, respect, high expectations, and support for all students through policies, programs, and practices.  The candidate has provided some evidence that he/she can address the impact of changes in student population on curriculum and instruction. | The candidate has demonstrated a  strong capacity to significantly promote fairness, respect, high expectations, and support for all students through policies, programs, and practices, and has shown that she or he can address the impact of changes in student population on curriculum and instruction. |
| i. Accountability. Creates a culture in  which both staff and students take responsibility for their performance and behavior. | No evidence that the candidate can  create a culture in which both staff and students take responsibility for their performance and behavior. | The candidate has provided  satisfactory evidence that he/she has the capacity to create a culture in which both staff and students take responsibility for their performance  and behavior. | The candidate has provided  substantial evidence that he/she has the capacity to create a culture in which both staff and students take responsibility for their performance  and behavior. |
| j. Closing Proficiency Gaps. Can | The candidate has provided little or no | The candidate has provided | The candidate has provided |
| identify and address the complex, | evidence that he/she can identify and | satisfactory evidence that he/she can | substantial evidence that he/she can |
| multiple causes of educational | address the complex, multiple causes | identify and address the complex, | identify and address the complex, |
| underperformance and ensures that | of educational underperformance and | multiple causes of educational | multiple causes of educational |
| districts/schools close proficiency | ensure that districts/schools close | underperformance and ensure that | underperformance and ensure that |
| gaps. | proficiency gaps. | districts/schools close proficiency | districts/schools close proficiency |
| gaps. | gaps. |

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| **Indicator** | **1-Does Not Meet Standard** | **2-Acceptably Meets Standard** | **3-Comprehensively Meets Standard** |
| k. Intervention Strategy. Ensures that a  comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners. | The candidate has provided little or no  evidence that he/she can ensure that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners. | The candidate has provided  satisfactory evidence that he/she can ensure that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners. | The candidate has provided  substantial evidence that he/she can ensure that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners |
| l. Professional Development.  Understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job- embedded, and aligned with school and district goals. | The candidate has demonstrated little  or no understanding of the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job- embedded, and aligned with school and district goals. | The candidate has demonstrated that  he/she satisfactorily understands the adult learning needs of staff and has the potential to create a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals. | The candidate has demonstrated that  he/she fully understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job- embedded, and aligned with school and district goals. |
| m. Program Evaluation. Systematically  monitors, evaluates and makes needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals. | The candidate has provided little or no  evidence that he/she can systematically monitor, evaluate and make needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals. | The candidate has provided  satisfactory evidence that he/she can systematically monitor, evaluate and make needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals. | The candidate has provided  substantial evidence that he/she can systematically monitor, evaluate and make needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals. |
| n. Technology. Expects and supports  effective use of technology to support instruction. | The candidate has provided little or no  evidence that he/she expects and supports effective use of technology to support instruction. | The candidate has provided  satisfactory evidence that he/she expects and supports effective use of technology to support instruction. | The candidate has provided  substantial evidence that he/she expects and supports effective use of technology to support instruction. |
| o. English Language Learners.  Understands and appreciates the challenges that English language learners (ELL) face in the mastery of academic language and assures that educators are equipped to shelter content and scaffold instruction in order to promote ELLs’ academic achievement. | The candidate has demonstrated little  or no understanding and appreciation of the challenges that English language learners (ELL) face in the mastery of academic language.  The candidate has demonstrated little or no skill in assuring that educators are equipped to shelter content and scaffold instruction in order to promote ELLs’ academic achievement. | The candidate has demonstrated that  he/she understands and appreciates the challenges that English language learners (ELL) face in the mastery of academic language.  The candidate has demonstrated satisfactory skill in assuring that educators are equipped to shelter content and scaffold instruction in order to promote ELLs’ academic achievement. | The candidate has demonstrated that  he/she fully understands and appreciates the challenges that English language learners (ELL) face in the mastery of academic language and assures that educators are equipped to shelter content and scaffold instruction in order to promote ELLs’ academic achievement. |
| **(2) Management and Operations** | | | |

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| **Indicator** | **1-Does Not Meet Standard** | **2-Acceptably Meets Standard** | **3-Comprehensively Meets Standard** |
| a. Safe, Orderly and Caring  Environments. 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. | The candidate has provided little or no  evidence that he/she has the capacity to implement plans and procedures in place to address a full range of safety, health and student needs.  The candidate has provided little or no evidence that he/she can establish routines that give staff and students a sense of order, discipline and predictability within a caring environment. | The candidate has provided  satisfactory evidence that he/she can describe plans and procedures to address a full range of safety, health and student needs.  The candidate has provided satisfactory evidence that he/she can establish routines that give staff and students a sense of order, discipline and predictability within a caring environment. | The candidate has provided  substantial evidence that he/she has the capacity to implement plans and procedures to address a full range of safety, health and student needs.  The candidate has provided substantial evidence that he/she can establish routines that give staff and students a sense of order, discipline and predictability within a caring environment. |
| b. Operational Systems. Ensures  efficient and effective operational systems (e.g., maintenance, transportation, food service) and supports their continuous improvement. | The candidate has provided little or no  evidence that he/she can ensure efficient and effective operational systems (e.g., maintenance, transportation, food service) and supports their continuous improvement. | The candidate has provided  satisfactory evidence that he/she can ensure efficient and effective operational systems (e.g., maintenance, transportation, food service) and supports their continuous improvement. | The candidate has provided  substantial evidence that he/she can ensure efficient and effective operational systems (e.g., maintenance, transportation, food service) and can support their continuous improvement. |
| c. Human Resources Management and  Development. Implements a cohesive approach to human resource management that promotes high quality and effective staff and professional growth, consistent with state licensure, effective employment practices, and collective bargaining agreements. | The candidate has demonstrated a  little or no capacity to implement a cohesive approach to human resource management that promotes high quality and effective staff and professional growth, consistent with state licensure, effective employment practices, and collective bargaining agreements. | The candidate has demonstrated a  satisfactory capacity to implement a cohesive approach to human resource management that promotes high quality and effective staff and professional growth, consistent with state licensure, effective employment practices, and collective bargaining agreements. | The candidate has demonstrated a  significant capacity to implement a cohesive approach to human resource management that promotes high quality and effective staff and professional growth, consistent with state licensure, effective employment practices, and collective bargaining agreements. |
| d. Scheduling. Ensures a  comprehensive scheduling system that provides sufficient time for instruction, teacher planning and collaboration. | The candidate has demonstrated that  he/she has little or no capacity to ensure a comprehensive scheduling system that has provided sufficient time for instruction, teacher planning and collaboration. | The candidate has demonstrated that  he/she has a satisfactory capacity to ensure a comprehensive scheduling system that has provided sufficient time for instruction, teacher planning and collaboration. | The candidate has demonstrated that  she or he has the capacity to ensure a comprehensive scheduling system that has provided sufficient time for instruction, teacher planning and collaboration. |

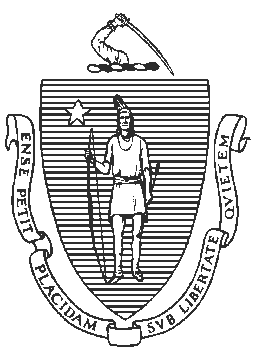
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| **Indicator** | **1-Does Not Meet Standard** | **2-Acceptably Meets Standard** | **3-Comprehensively Meets Standard** |
| e. Management Information Systems.  Expects, models, and supports use of technology for management and communication purposes; develops a technology plan yearly that appropriately reflects new technological developments and needs and provides updates as needed. | The candidate has provided little or no  evidence that he/she expects, models, and supports use of technology for management and communication purposes.  Cannot develop a technology plan yearly that appropriately reflects new technological developments and needs and provide updates as needed. | The candidate has provided  satisfactory evidence that he/she expects, models, and supports use of technology for management and communication purposes.  The candidate has provided satisfactory evidence that he/she has as done some technology planning. | The candidate has provided  substantial evidence that he/she expects, models, and supports use of technology for management and communication purposes; and has the capacity to develop a technology plan yearly that appropriately reflects new technological developments and needs and provides updates as needed. |
| f. Laws, Ethics and Policies.  Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. | No evidence that the candidate  understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. | The candidate has provided  satisfactory evidence that he/she understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. | The candidate has provided  substantial evidence that he/she understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. |
| g. Fiscal Systems. 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. | The candidate has demonstrated little  or no capacity to allocate, manage and audit fiscal expenditures consistent with district and school goals and available resources.  The candidate has provided little or no evidence that he/she has the capacity to can develop a budget for the School Committee that supports the district’s vision, mission and goals. | The candidate has demonstrated a  satisfactory capacity to allocate, manage and audit fiscal expenditures consistent with district and school goals and available resources.  The candidate has provided satisfactory evidence that he/she has the capacity to can develop a budget for the School Committee that supports the district’s vision, mission and goals. | The candidate has demonstrated a  strong capacity to effectively allocate, manage and audit fiscal expenditures consistent with district and school goals and available resources.  The candidate has provided substantial evidence that he/she can develop a budget for the School Committee that supports the district’s vision, mission and goals. |
| h. Improvement Planning. Develops,  implements, and assesses the effectiveness of district and school improvement plans. | The candidate has provided little or no  evidence that he/she has the capacity to develop, implement, and assess the effectiveness of district and school improvement plans | The candidate has provided  satisfactory evidence that he/she has the capacity to develop, implement, and assess the effectiveness of district and school improvement plans | The candidate has provided  substantial evidence that he/she has the capacity to develop, implement, and assess the effectiveness of district and school improvement plans |
| i. School Committee Relations.  Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making. | The candidate has provided little or no  evidence that he/she can provide clear, accurate, and timely information and guidance to the committee to support data-informed policy-making. | The candidate has provided  satisfactory evidence that he/she can provide clear, accurate, and timely information and guidance to the committee to support data-informed policy-making. | The candidate has provided  substantial evidence that he/she can provide clear, accurate, and timely information and guidance to the committee to support data-informed policy-making. |

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| **Indicator** | **1-Does Not Meet Standard** | **2-Acceptably Meets Standard** | **3-Comprehensively Meets Standard** |
| j. Contract Negotiations. Advises the  School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals. | The candidate has demonstrated little  or no understanding of how to advise the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals. | The candidate has demonstrated a  satisfactory understanding of how to advise the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals. | The candidate has demonstrated a  strong understanding of how to advise the School Committee on union contracts that reflect best practices and support the district’s vision, mission, and goals. |
| **(3) Family and Community Engagement** | | | |
| a. Family Engagement. 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. | No evidence that the candidate  ensures that family concerns are addressed in an equitable, effective, and efficient manner.  The candidate has demonstrated little or no capacity to create opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning. | The candidate has provided  satisfactory evidence that he/she has the capacity to ensure that family concerns are addressed in an equitable, effective, and efficient manner.  The candidate has demonstrated a satisfactory capacity to create opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning. | The candidate has demonstrated a  strong capacity to effectively ensure that family concerns are addressed in an equitable, effective, and efficient manner.  The candidate has demonstrated a strong capacity to create successful opportunities for families to inform policies, practices and programs that support students and their families and enhance student learning. |
| b. Effective Communication.  Effectively executes a full range of communication strategies that generate public understanding and support for the district/school. | The candidate had demonstrated little  or no capacity to execute a full range of communication strategies that generate public understanding and support for the district/school. | The candidate had demonstrated that  that he/she can execute some communication strategies that generate public understanding and support for the district/school. | The candidate had demonstrated that  he/she can effectively execute a full range of communication strategies that generate public understanding and support for the district/school. |
| c. Advocacy. Advocates for, and  collaborates with, families, community members, and other stakeholders. | The candidate has provided little or no  evidence that he/she can advocate for, and collaborate with, families, community members, and other stakeholders. | The candidate has provided  satisfactory evidence that he/she can advocate for, and collaborate with, families, community members, and other stakeholders. | The candidate has provided  substantial evidence that he/she is a strong advocate for, and collaborates extensively with, families, community members, and other stakeholders. |
| d. Community Connections. Builds  strong working relationships and connections with appropriate community providers to support students’ academic progress, social and emotional well-being, and civic participation. | The candidate has demonstrated little  or no capacity to satisfactorily build working relationships and connections with appropriate community providers to support students’ academic progress, social and emotional well- being, and civic participation. | The candidate has demonstrated a  satisfactory capacity to satisfactorily build working relationships and connections with appropriate community providers to support students’ academic progress, social and emotional well-being, and civic participation. | The candidate has demonstrated a  strong capacity to actively build strong working relationships and connections with appropriate community providers to support students’ academic progress, social and emotional well-being, and civic participation. |

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| **Indicator** | **1-Does Not Meet Standard** | **2-Acceptably Meets Standard** | **3-Comprehensively Meets Standard** |
| e. Cultural Awareness. Recognizes,  values, and enlists the diverse strengths of the whole district/school community to improve student outcomes. | The candidate has provided little or no  evidence that he/she recognizes, values, and enlists the to a lesser degree than she or he could the diverse strengths of the whole district/school community to improve student outcomes. | The candidate has provided  satisfactory evidence that he/she recognizes, values, and enlists the to a lesser degree than she or he could the diverse strengths of the whole district/school community to improve student outcomes. | The candidate has provided  substantial evidence that he/she recognizes, values, and enlists the diverse strengths of the whole district/school community to improve student outcomes. |
| **(4) Professional Culture** | | | |
| a. Mission and Core Values.  Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-  making. | The candidate has demonstrated little  or no capacity to develop, promote, and secure staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-  making. | The candidate has demonstrated a  satisfactory capacity to develop, promote, and secure staff commitment to core values that guide the development of a succinct, results- oriented mission statement and  ongoing decision-making. | The candidate has demonstrated a  strong capacity to develop, promote, and secure staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-  making. |
| b. Shared Vision. Successfully and  continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and  careers. | The candidate has provided little or no  evidence that he/she can successfully and continuously engage stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary  education and careers. | The candidate has provided  satisfactory evidence that he/she can successfully and continuously engage stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in  postsecondary education and careers. | The candidate has provided  substantial evidence that he/she can successfully and continuously engage stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in  postsecondary education and careers. |
| c. Personal Vision. Articulates a vision for schooling characterized by respect for children and families and democratic values of excellence, equity, and pluralism. | The candidate has demonstrated little  or no capacity to articulate a vision for schooling characterized by respect for children and families and democratic values of excellence, equity, and  pluralism. | The candidate has demonstrated that  he/she can articulate a vision for schooling characterized by respect for children and families and democratic values of excellence, equity, and  pluralism. | The candidate has demonstrated that  he/she can effectively articulate a vision in full for schooling characterized by respect for children and families and democratic values of  excellence, equity, and pluralism. |
| d. Transformational and Collaborative  Leadership. Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges. | The candidate has not demonstrated  that he/she can cultivate and promote reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new  challenges. | The candidate has demonstrated that  he/she can cultivate and promote reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new  challenges. | The candidate has demonstrated that  he/she can effectively cultivate and promote reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or  confronting new challenges. |
| e. Cultural Proficiency. 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. | The candidate has provided little or no  evidence that he/she has the capacity to ensure that policies and practices will 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. | The candidate has provided  satisfactory evidence that he/she has the capacity to ensure that policies and practices will 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. | The candidate has provided  substantial evidence that he/she has the capacity to fully ensure that policies and practices will 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. |

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| **Indicator** | **1-Does Not Meet Standard** | **2-Acceptably Meets Standard** | **3-Comprehensively Meets Standard** |
| f. Ethical Behavior. Consistently  maintains and promotes ethical and professional conduct and appropriately addresses any unethical and/or unprofessional behavior. | The candidate does not maintain and  promote ethical and professional conduct, nor appropriately addresses any unethical and/or unprofessional behavior. | The candidate has provided  satisfactory evidence that he/she can maintain and promote ethical and professional conduct and addresses unethical and/or unprofessional behavior. | The candidate has provided  substantial evidence that he/she can consistently maintain and promote ethical and professional conduct and appropriately addresses any unethical and/or unprofessional behavior. |
| g. Continuous Learning. 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. | The candidate has provided little or no  evidence that he/she has the capacity to satisfactorily develop and nurture 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.  The candidate does not model these behaviors in the administrator’s own practice. | The candidate has provided evidence  that he/she has the capacity to satisfactorily develop and nurture 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.  The candidate has provided satisfactory evidence that he/she can model these behaviors. | The candidate has provided  substantial evidence that he/she has the capacity to develop and nurture 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.  The candidate has provided substantial evidence that he/she consistently models these behaviors. |
| h. Communications. Demonstrates  strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies. | The candidate lacks interpersonal,  written, and verbal communication skills.  He or she cannot facilitate groups effectively, nor foster clear lines of communication between and among constituencies. | The candidate has demonstrated  satisfactorily interpersonal, written, and verbal communication skill.  The candidate has demonstrated she/he can satisfactorily facilitate groups and foster clear lines of communication between and among constituencies. | The candidate has demonstrated  strong interpersonal, written, and verbal communication skills.  The candidate has demonstrated a strong capacity to facilitate groups effectively and foster clear lines of communication between and among constituencies. |
| i. Managing Conflict. Employs  strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community. | The candidate has provided little or no  evidence that he/she has the capacity to employ strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community. | The candidate has provided  satisfactory evidence that he/she has the capacity to employ strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community. | The candidate has provided  substantial evidence that he/she has the capacity to employ strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community. |
| j. Team Building. Builds high quality  and effective teams and fosters collaborative decision-making and responsibility. | The candidate had not demonstrated  that he/she has the capacity to satisfactorily build teams and foster collaborative decision-making and responsibility. | The candidate has demonstrated that  he/she has the capacity to satisfactorily build teams and foster collaborative decision-making and responsibility. | The candidate has demonstrated that  he/she has a strong capacity to build high quality and effective teams and foster collaborative decision-making and responsibility. |

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| **Indicator** | **1-Does Not Meet Standard** | **2-Acceptably Meets Standard** | **3-Comprehensively Meets Standard** |
| k. Time Management. 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. | The candidate has difficulty  effectively managing time, prioritizing tasks, meeting important deadlines to maximize the attainment of personal and professional goals.  The candidate has difficulty planning and leading meetings. | The candidate satisfactorily manages  time well, prioritizes tasks, and meets important deadlines to maximize the attainment of personal and professional goals.  The candidate can plan and lead meetings. | The candidate consistently and  effectively manages time, prioritizes tasks, and meets important deadlines to maximize the attainment of personal and professional goals.  The candidate plans and lead 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. |

***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

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| **Part 1 – To be completed by the candidate** |  | Practicum Practicum Equival | ent |
| 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**

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| --- |
| 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**

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| --- |
| 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**

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| Candidate has successfully completed the Pre-service Performance Assessment 603 CMR 7.03(2)(a)(4) &7.04(2)(4)(b) | | Yes | No |
| Program Supervisor: | Date | | |
| Supervising Practitioner: | Date | | |
| Mediator (if necessary see: 603 CMR 7.04(4) | Date | | |

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***GRADUATE APPLICATION INSTRUCTIONS FOR INITIAL PRINCIPAL/ASSISTANT or SUPERVISOR/DIRECTOR LICENSE***

[www.fitchburgstate.edu/edunit](http://www.fitchburgstate.edu/edunit) >PRACTICUM/LICENSURE >RESOURCES >Application for Licensure

Congratulations on completing your licensure program! Fitchburg State University is pleased to support your application process. We will compile all information and submit it directly to the Massachusetts Department of Elementary and Secondary Education to ensure that all documents are correct and complete, thereby expediting your licensure process. ***Do not submit materials directly to the Massachusetts Department of Elementary and Secondary Education.***

*Use a computer connected to a printer* as you will need a printed receipt documenting completion of your 1) Educational Leadership and Management Exit Survey for Alumni and 2) your application for licensure through ELAR - **Massachusetts Department of Elementary and Secondary Education.**

1. **Complete the Educational Leadership and Management Exit Survey for Alumni** found at [**www.fitchburgstate.edu/edunit**](http://www.fitchburgstate.edu/edunit) at **PRACTICUM/LICENSURE >RESOURCES >Exit Surveys.** When finished, click **DONE**. A receipt page will display*. Print the receipt page, write your name on it,* and submit with your licensure packet. Neglecting to include a copy of this receipt will delay processing of your application for licensure.
2. **Apply for Licensure through the MADESE**. Go to [**www.doe.mass.edu/educators**](http://www.doe.mass.edu/educators).
   1. Click on a_orightw**Licensure**
   2. Click Login to ELAR: Apply, Renew, Check Status and Find Jobs online. on the right side of the page.
   3. On the next screen, **DOE Security Portal**, choose **Create ELAR Profile** and complete the User Registration information. *Note: Once you have a user name and password, write it down. You will be using ELAR frequently in your professional career.*
   4. Once your ELAR Profile is created, proceed with your DESE Application for Licensure being sure to enter the initial license that you seek and payment information.
   5. When you have successfully applied and paid for your license, **exit ELAR and re-enter**, clicking on **CHECK LICENSURE STATUS AND HISTORY.** The **Inquiry-Activity Summary page**

will appear**. PRINT THIS PAGE** showing your demographic and licensure information**.** We must have this for verification. If you have previously applied, go directly to **Check License Status**

**and History** to print the required page.

1. **Request an official transcript**. Transcripts can be ordered in person or on-line at

### [www.fitchburgstate.edu/registrar](http://www.fitchburgstate.edu/registrar) PLEASE FOLLOW THESE INSTRUCTIONS:

* 1. On the page where you select where you want to send your transcript, enter ***Fitchburg State Licensure Office*** *(your transcript must come directly to our office).*
  2. On that same page under ***Delivery options***, click on ***Processing options***. Select ***After degree is awarded***.
  3. In the box marked ***Special Instructions***, enter “***Do not send until after endorsement is posted.”*** Your transcript will be held until the Licensure Office requests its release. If ordering online, be sure to send back the signed consent form to the Clearinghouse***.***

1. **Bachelor’s Degree transcript** if this is your first initial license in Massachusetts. *CAGS graduates, please provide copy of Master’s Degree transcript.*

***CONTENTS OF A COMPLETE APPLICATION FOR LICENSURE PACKET:***

1. **Educational Leadership and Management Exit Survey for Alumni** receipt.
2. **Copy of *Inquiry-Activity Summary*** from ELAR, Department of Elementary and Secondary Education (see instructions above).
3. **Copy of your MTEL** results– Communication and Literacy Skills Test.
4. **Transcript requested** with above instructions for delivery.
5. **Bachelor’s Degree transcript** if this is your first initial license in Massachusetts. CAGS graduates, please provide copy of Master’s Degree transcript.

### Pre-Service Performance Assessment (PPA)

Submit the ***original*** cover sheet documenting that three meetings were held. Be sure that all required initials, dates and signatures are included. There should be no blanks. We must have original pages; copies of signatures are not acceptable.

### Practicum-Internship Field Experience Evaluation Form

Please be sure your student ID is at the top of this form. Submit *original copies with original signatures.*

### Rubrics for PAL Tasks 1, 2, 3, 4.

1. **Verification of Employment**

A letter of verification from your principal or superintendent on letterhead that documents completion of at least three full years of employment in an executive management/leadership role

or in a supervisory, teaching, or administrative role in a public school, private school, higher

education, or other educational setting accepted by the Department. If you have not yet completed three years of employment, submit this letter directly to the Department of Elementary and Secondary Education when you have completed the required three years.

### NAME CHANGE DOCUMENTATION

If you already hold a license and have had a name change since your prior license was awarded, please submit documentation of the name change (e.g. copy of marriage license or current driver’s license). This

form can be found at the state website at <http://www.doe.mass.edu/>

***Submit the above application for licensure materials to:***

**Ann M. Hogan, Director of Licensure Fitchburg State University**

**160 Pearl Street**

**Fitchburg, MA 01420**