

**Practicum
EDLD 597P
3 units Spring 2010**

Instructor:
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**Meeting Dates: Class meets from 4:30-7:30 Wednesdays -Location: MRH 137
February 24, April 7, 28**

*Required Reading: *Schools that Learn, Peter Senge, 2000 (paperback)*

Course Description

The practicum in School Administration is a two-semester (6 credits) sequence designed as a field experience and accompanying seminar required of students seeking the Preliminary Administrative Services Credential in the state of California. In the Practicum candidates will focus on significant experiences of site instructional leadership and management/operational skills. The practicum/ fieldwork is intended as a first-hand, day-to-day means of exposing students to different levels of instruction, different leadership contacts, and different student and teacher populations. The experiences gained in practicum lead students to fulfilling the California Professional standards for School Leaders (CPSELs).

Course Objectives/Candidate Outcomes

Outcome I. Academic Excellence, Critical Inquiry and Reflection

Develop a belief system by using data and articulating specific instructional practices that lead to improved instruction. (K, D) (CPSEL 1)

Outcome II. Community and Service

Develop a commitment to continuous reflective learning and engagement in professional discourse with all stakeholders (D) (CPSEL 4)

Outcome III. Ethics, Values and Diversity

Develop a plan for establishing strong connections between the school and the diverse stakeholder groups represented by students, parents, and community members (K,S, D) (CPSEL 4)

Textbooks/Readings

There is no assigned textbook for this class. Readings on Educational Leadership will be provided by the instructor/s at selected class meetings.

Incompletes

Students who fail to fulfill the requirements of this course will receive an “incomplete.” The requirements must be met by the end of the tenth week of the next regular semester; otherwise, the “I” grade will be counted as an “F.”

Disability Services:

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact Disability Services in Serra 300 (tel. 260-4655) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Academic Integrity

At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Leadership Studies program or this class. Violations of the policy may result in suspension or expulsion from the university. If you are unfamiliar with USD's policy, it is your responsibility to read and understand its elements. In summary, any assignment that you turn in for class must be written in your own words, exemplifying your own thoughts and ideas, and you must clearly identify any references you used in completing your work using the format of the APA 5th Edition Style Manual.*

** This statement was adapted from a statement written by Dr. Athena Perrakis*

ELDA Attendance Policy

Since participation is integral to the learning process for all students, it is imperative that students attend every class. If a student must miss a class, or is late to class or needs to leave class early s/he must inform the instructor in advance. If a student misses a class s/he has the obligation to make up any work that was missed, and to ask a colleague to collect any materials that were distributed in the class that was missed. If a student's absences or late arrivals and early departures exceed 25% of the total class time, the student will fail the class (if a letter grade is given) or receive NC (if the class is a credit/no credit class). If this occurs, the student will need to repeat the course (which may not be offered until the following year, thus issuance of the credential may be delayed). In addition, when the student re-registers for the class s/he will bear the full cost of tuition for that class. (Reminder: a grade of “F” will adversely affect the student's grade point average, which must stay at or above a 3.0).

Course Requirements/Activities

- (1) Written Practicum/Fieldwork plan: which includes the student's plan for directing their work around the six California Professional Standards for School Leaders (and a seventh standard on Technology).
- (2) Participation: Students are expected to attend class meetings and to participate actively in seminar discussions. Students will be asked to bring to class examples of leadership successes and concerns that will be pertinent to

the group as a whole and will advance the whole class' understanding of leadership concepts and practices.

- (3) Portfolio outline: Students are required to keep the portfolio outline for practicum/fieldwork experiences, detailing leadership experiences that take place during the work with the Supervising/Mentor Principal
- (4) Students will collect artifacts that illustrate their leadership role in the six CAPSL standards, and in the 7th Technology standard. These artifacts will be used in their culminating portfolio. Students will write reflections for each artifact, and they will discuss/refine artifacts and reflections to class

Assessment Plan/Grading Criteria/Rubric

University supervisors will use the Rubric for Assessing Leadership Skills/ Outcomes for 597/8PP and the evaluations for Semester 2, 3 and 4 to assess students throughout the program. At the end of the second and third semesters students will receive a pass/fail grade. At the end of the fourth (final) semester, students will receive a letter grade. Candidates will be assessed at the end of the program on their leadership experiences and growth when they present the Oral Defense of the Educational Platform/Fieldwork Portfolio. A panel of critical friends will assess the candidate using the Rubric for the oral defense of the Educational Platform/Fieldwork Portfolio.

Tentative Course Outline

Session Generative Topic(s)

Students will meet in reflection seminars throughout the course. Students will participate in monthly meetings with their University Supervisor and in triad meetings every other month with the University Supervisor and Supervising/Mentor Principal.

February 24 The Fifth Discipline an Orientation Read pages 1-98

April 7 Mental Models, Personal Mastery & Shared Vision

April 28 Systems Thinking and Team learning

Required Reading

Schools that Learn, A Fifth Discipline Handbook, Peter Senge, et al, 2000

Bibliography

Chenowith, Karin 2007 *It's Being Done: Academic Success in Unexpected Schools*, Harvard Education Press

Reeves, Douglas, 2002 *The Daily Disciplines of Leadership*. Jossey-Bass

Schmoker, Mike, 2006 *Results Now, How we can Achieve Unprecedented Improvement in Teaching and Learning*, ASCD

Aspiring Leaders and Intern Program Handbook for students, university supervisors, and supervising/mentor principals

