Instructor:
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Course Delivery:
Individualized

Catalog Description
A collaborative supervised field experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience as an administrator through applying knowledge learned in coursework to on-the-job situations. It is recommended that this course be taken near the end of the candidate’s program.

Course Overview
The Educational Leadership Practicum is a field-based experience that emphasizes working with an experienced district level school administrator in the areas of school system management, instructional programming, community relations, and leadership. Developing worthwhile practicum experiences is accomplished by focusing on the work of the superintendent, especially as it relates to standards as described by the Educational Leadership Constituency Council (ELCC) standards for educational leadership and the New Hampshire Department of Education (NHDOE) guidelines for certification endorsement.

An initial meeting with the instructor will take place prior to the beginning of all course related work. Subsequent meetings or interaction with the student will occur as needed as determined by the instructor and student. The timeline for completion of course requirements shall be agreed upon by the instructor and student. The timeline will be largely contingent upon the nature of the practicum project.

Throughout the practicum, the student will (1) construct a portfolio that demonstrates the skills, competencies, and knowledge based on ELCC standards and guidelines stipulated by the NHDOE for certification; (2) submit a district-community analysis (practicum site profile); (3) maintain a log of all related practicum activities (approximately 120 hours); (4) shadowing the superintendent (a minimum of 16 hours); (5) conduct a formal interview of the superintendent; and (6) complete reflections on various practicum activities.
The student shall address the following essential questions throughout the practicum experience:

1. How does the facilitation of the development, articulation, implementation and stewardship of a shared vision of learning supported by school-based stakeholders promote success for every student?

2. What strategies can be developed and implemented that will promote the success of every student by sustaining a school/district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students?

3. How does the effective management of the school organization, operation, and resources promote a safe, positive and productive learning conducive to success for every student?

4. How does the establishment of positive working relationships with staff, parents, community members and special interest groups contribute to success for every student?

5. How do the superintendent’s actions which reflect integrity, fairness and positive ethics ensure a system of accountability for every student’s academic and social success?

6. What strategies can the superintendent employ to understand, respond to, and influence the political process to promote student learning?

Although somewhat contingent upon the nature of the practicum project, learning goals to be addressed in the practicum course include:

1. Develop an understanding of the value of effective planning as it relates to the establishment of a shared vision that promotes student learning.

2. Apply acquired knowledge and skills conducive to sustaining a district culture that promotes student learning.

3. Apply acquired knowledge and skills to ensure the effective management of the school organization, operation, and resources.

4. Develop an understanding of the value of collaboration with stakeholders as it relates to the success of every student.

5. Apply acquired knowledge to ensure that the work of the superintendent is completed with integrity, fairness, and in an ethical manner.

6. Develop an understanding of the political process to promote the learning of every student.

7. Apply acquired knowledge and skills to complete a substantial and sustained educational leadership experience.
Textbook List/Resources


Course Goals/Objectives and Assessment

District-community analysis (Practicum site profile)
ELCC Standard 6 – An educational leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context…

A key element in managing and leading a school district requires an understanding of the characteristics of students, staff, and the community served. Therefore an important activity will involve the collection and analysis of school-community data (e.g., demographic, political/governance, academic)

Practicum proposal (Project description)
ELCC Standard 7 – An educational leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a district setting and is monitored by a qualified, on-site mentor.

A well thought out practicum project will promote student learning related to the annual and/or cyclic work of the school superintendent. Therefore, the student will be required to submit a practicum project proposal (see attached form) to the University instructor prior to the initiation of work on the project. This proposal must reflect work that is germane to the vision of the district and has the support of the school superintendent.

Administrator Shadowing and Interview
ELCC Standard 5 – An educational leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure that individual student needs inform all aspects of schooling.
It is important to understand the multiple and diverse influences on superintendents’ work and how they take these factors into account when leading school districts. Shadowing the superintendent (minimum of 16 hours) will provide insight into how circumstances, pressures, and ambiguity influence problem solving within the district.

A formal interview of the superintendent can facilitate an understanding of the nature of the work of a successful superintendent. The intent of the interview is to learn what the superintendent perceives and says about the nature of his/her work, factors that promote/hinder success, areas of success, training needed to be successful, etc.

The student is required to submit a reflection of the shadowing and interviewing activities.

Practicum Project
ELCC Standard 7 – An educational leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a district setting and is monitored by a qualified, on-site mentor.

The student will complete a substantial project that is germane to the vision of the school district. The project must be supported by the superintendent. The project should be based upon an identified need within the district. The project should address the majority of ELCC standards. The timeline for project completion should be mutually agreed upon by the superintendent, student and instructor.

Related instructional activities: (Students are required to satisfactorily complete the following assignments)

Standards Portfolio (Evidence of compliance with ELCC and NHDOE standards/guidelines for certification)
The student will submit evidence/artifacts that demonstrate compliance with ELCC and NHDOE standards/guidelines required for certification.

Standards Portfolio Reflections
The student will submit self-reflections on his/her level of competency as related to individual certification criteria.

Practicum Project Reflections
The student will submit self-reflections on the work completed during the practicum project. This should include a reflection on the competencies to be addressed in the project as delineated in the project proposal.

Assessment Rubrics
The following rubric shall be used to assess all submissions by the student:
Below Expectation: Little or no evidence of meeting the requirements of the activity
Approaching Expectation: Some evidence of meeting the requirements of the activity
Meets Expectation: Fully meets the basic requirements of the activity
Exemplary: Goes beyond the basic requirements of the activity

All graduate students must maintain at least a 3.0 (B) grade point average. The graduate grade range is A through C- and F. There are no D grades as the College of Graduate Studies recognizes C- as the lowest passing grade. The following grading scale shall be used to evaluate student work:

A = Exemplary
B = Meets Expectation
C = Approaching Expectation
F = Below Expectation

Letter grades, with pluses and minuses noted, are used to assess the relative extent to which students achieve course objectives in the vast majority of PSU courses. Grade point average is calculated on a term and a cumulative basis that takes into account all grades earned by a student during their academic career at PSU, including those earned prior to starting coursework toward a degree or certification program. The following grade point system is used to determine grade point average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per credit</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
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<td>C-</td>
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</tr>
<tr>
<td>F</td>
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</tbody>
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Conceptual Framework
College of Graduate Studies (CoGS) Program Hallmarks

Plymouth State University graduate programs foster inquiry and critical thinking through a commitment to five hallmarks:

**Leadership and Advocacy**
Leaders influence others to stay on course and keep moving toward their goal. Leadership is the practice of being a leader. Leadership describes how a leader carries out, or does, his/her leadership. To advocate is to encourage others and promote activism. Leadership requires a capacity to lead as well as a willingness to inspire action.

**Scholarship and Application**
Scholarship refers to the qualities of a scholar, or learned individual. The purpose of graduate study is to contribute to the knowledge base of professionals, but gaining knowledge is not enough; it is the application of knowledge, the act of putting it to practical use, which makes the difference.

**Reflection and innovation**
Reflection is the practice of looking back to contemplate the journey one has taken. Reflective practitioners consider where they were, where they are, and where they’re going; they learn from their experiences. The act of reflecting allows for innovative thinking so that new ideas can be born.

**Professionalism and Service**
Professionalism refers to the way trained specialists (professionals) conduct themselves. At Plymouth State University the purpose of graduate study is to master the skills necessary to become a qualified professional and to apply those skills in service to others.

**Global Awareness and Social Responsibility**
Global awareness requires students to remain conscious of their connection to the worldwide community. Graduate study promotes an understanding of the social systems in which people, organizations, and communities thrive. As they gain knowledge in their fields, students must become conscientious citizens who are willing and able to fulfill their obligations to human society.

As a student in the principal practicum course, you will apply the knowledge, skills, and dispositions gained throughout this program in the practice of leadership. You will document your leadership experiences as they align with the Educational Leadership Constituent Council (ELCC) standards for school building leaders, and you will reflect on the impact of those leadership practices on your school community/professional environment.
• **ADA Policy**: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

• **Academic Integrity**: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of violations of academic integrity (plagiarism) that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

• **Sensitive Materials**: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

• **Plymouth State University Curtailed Operations Information**: Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

Following are the PSU Alert Emergency Text Messaging procedures: In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than
3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Plymouth State University Policy Regarding Email Correspondence**: The University has a responsibility to protect students’ and staff rights as well as ensure the accuracy of its business processes based on e-mail correspondence. Therefore, email containing official business of the University shall be addressed to the person’s official University email address and should not be addressed to alternative addresses. In order to comply with this policy, CoGS staff members use only PSU email addresses. Please use your Plymouth e-mail address for all correspondence with us, whether faculty or student.

- **Lamson Library and Learning Commons**
  Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk in on the Main Floor.