



# **Ed.D. Practicum Handbook**

## **Educational Leadership Specialization**

**EDL 6335-6336  
2025-2026**

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# CONCORDIA UNIVERSITY TEXAS

## College of Education

### Educational Leadership Program Introduction

#### Mission Statement

Concordia University Texas empowers students of all backgrounds to lead lives of critical thought, compassionate action, and courageous leadership. As a liberal arts university rooted in the Lutheran tradition and affiliated with the Lutheran Church-Missouri Synod, Concordia develops the mind, heart, soul, and body, preparing leaders for lives of service.

#### Vision Statement

We are the premier university where the adventure of faith, learning, and life-changing experiences leads to meaningful work.

#### Academic Honesty

Concordia University Texas's official policy states that all acts or attempted acts of alleged academic dishonesty, whether on the graduate or undergraduate level, should be reported to the Office of the Provost by way of the Dean of the respective school within which the course is taught. Central records will be kept in the Office of the Provost to guard against repeated acts of academic dishonesty.

Academic integrity stands at the heart of intellectual life and is a core principle that underpins how we live and learn in a community of inquiry. Concordia University Texas is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. The community at Concordia University strives to instill values that uphold academic integrity and promote an ethical standard that does not condone academic misconduct. Academic misconduct can be defined generally as any act of dishonesty in an academic or related matter. All forms of academic dishonesty and misconduct are considered academic integrity violations and are subject to sanctions. Academic misconduct includes, *but is not limited to*, cheating, unauthorized assistance or collusion, inappropriate use of others' work (plagiarism), misappropriation of and damage to academic materials, compromising examination security or grade integrity, multiple submissions, deception and misrepresentation, electronic dishonesty, engaging in or facilitating academic dishonesty, writing past end of an examination, and coercion or retaliation.

There are situations and contexts within this course where you may be encouraged to use AI tools to explore their applications. Outside of those circumstances, you are discouraged from using AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should indicate which parts of the work are the student's own and which parts are generated by the AI.

You will find the complete academic integrity process at [Violations of Academic Integrity](#).

In addition, all certified Texas educators are expected to comply with the [Texas Educator Code of Ethics](#), which requires in Standard 1.10 that “the educator should be of good moral character.” Academic misconduct by superintendent certification candidates could result in dismissal from the superintendent preparation program.

### Diversity and Freedom from Discrimination and Harassment

Concordia University values and respects the diversity and uniqueness of each as one of God’s precious creatures. We are dedicated to all students’ educational growth regardless of age, ethnicity, religious beliefs, national origin, and disability. If a student feels they have experienced discrimination or harassment, there should first be a meeting with the field supervisor and the student involved. If there is no reconciliation, contact the Ed.D. Practicum Director. If there is no reconciliation from that meeting, contact the Director of the Ed.D. Program, College of Education.

To learn more about discrimination and harassment policies, see the [Discrimination and Harassment Policy](#).

Should issues or complaints arise about the Concordia University Superintendent Preparation Program candidates, they should follow the [Concordia University College of Education Complaint Procedure](#).

## Letter to the Practicum Participant

Dear Student,

The practicum is part of the coursework in the Ed.D. program. It is a learning experience that involves working closely with a site supervisor/district mentor (superintendent or other central office personnel holding a superintendent's certificate with at least three years of experience). During the practicum, you will perform administrative tasks approved by your site supervisor to gain experience in the "real world" of a superintendent or other district leader in Texas schools.

All school settings involve the needs of the children who attend the school, as well as the teachers and administrators who work daily to help them receive an education that prepares them for the world they will inherit upon graduation. As a practicum participant, you will be able to experience district leadership in many facets during your practicum. We hope you can collaborate with teachers, students, campus leaders, district-level personnel, and other school stakeholders to deepen your understanding of educational leadership in general and the superintendent's role for those seeking superintendent certification.

We pray that you gain a deeper understanding and appreciation of school leadership, which is critical to the success of the next generation of teachers and children. Several people will monitor your practicum:

- Site Supervisor/District Mentor—This person is an educational leader employed by the district where you will complete your practicum.
- Field Supervisor—The university employs this person and will visit you and your site supervisor in your district to observe your completion of administrative tasks.
- Course Professor – This university faculty member teaching EDL 6335 and 6336 will monitor your Log and Reflections of activities you complete in Practicums I and II. Currently, the Ed.D. The Practicum Director also serves as the instructor for the course.

The combined experiences of these people will benefit you as you complete your practicum. They all have educational administrative backgrounds and have worked with students, teachers, campus leaders, and central office administrators. I urge you to learn from these people.

Please use this opportunity to broaden your school leadership experiences and form relationships with people who can guide you in your transition into educational leadership.

**Rosie Watwood, Ed.D.**  
Ed.D. Practicum Director

## Letter to the Site Supervisor (District Mentor)

Dear Site Supervisor,

Thank you for agreeing to become the site supervisor for one of our doctoral students in educational administration. The practicum participant selected you based on your strengths as an educator, your vision for your school, the talents you show daily, and the ethics you display as an educational leader. By observing you this semester, our students will gain the needed experience of what being a district educational leader is like in real life. Please allow the behavior you model to show them how to act as successful leaders.

Duties as a Site Supervisor to the Practicum Participant:

- Ensure you have the appropriate certification and experience to be a site supervisor for practicum students. For students seeking superintendent certification, a form will be sent to you to verify your experiences demonstrating student success. You will also upload a resume to the Practicum Agreement demonstrating your experiences supporting emerging school leaders.
- Take time to review this handbook to ensure you understand your duties as a site supervisor.
- Since you are essential to the student's success, we encourage daily and weekly contact. You will serve as the practicum participant's teacher, site supervisor, evaluator, and confessor. We suggest you expose the practicum participant to as many "real-life" experiences as possible and provide an opportunity for them to truly "get their feet wet" in the process.
- You will work with the practicum participant to develop a Practicum Proposal. Please review the eight standards with the practicum participant to determine productive activities that meaningfully fulfill each. Suggested activities for each standard will be sent to you.

A Concordia Field Supervisor has also been assigned to work closely with you and the student during this learning experience. This field supervisor will visit your district at least twice per semester to conduct formal observations, during which they will observe students performing leadership tasks. If students seek superintendent certification, the field supervisor will conduct three informal observations each semester. Both you and the field supervisor are crucial in ensuring student success. You are encouraged to contact the field supervisor beyond the district visits/observations if you need to do so.

Thank you for your time, effort, and willingness to participate in this practicum program.

**Rosie Watwood, Ed.D.**  
College of Education  
Ed.D. Practicum Director

## Practicum Participant Why Are You Doing This?

### Opportunities in School Leadership

- You have completed two years of your doctorate-level work at Concordia University. Once you earn your Ed.D., you will have more opportunities in school leadership. The practicum offers you authentic experiences related to the duties and responsibilities of educational leadership.

### Collaborative Decision-Making

- Education has always been dynamic, and in these times of challenges, it is indeed no different. Many say this is one of the most challenging and critical times we have ever had in education. We have moved from leaders being the "final word" towards more collaborative decision-making. We have shifted from a "top-down" directive to more on-campus control. Where educators once moved quickly and often required additional training and certification, rigorous training and requirements are now necessary to transition into other areas of the educational process. Within our profession, we are now experiencing a growing need for continuing education, professional development, and skill enhancement. We are genuinely modeling "lifelong learning" as a requirement for continuing as educators and as a way of life.

### Technology

- In the past, technology has changed from generation to generation. Now, it advances so quickly that it is common for our students to surpass us in knowledge, understanding, and skills. Many times, a student becomes the teacher in this area. This is becoming a geometric progression, and we hardly master one technological skill before another is presented. More than ever, educators must be flexible and “thinkers on our feet” to handle all the challenges we will encounter.
- Artificial Intelligence has developed rapidly and promises both challenges and benefits in educational settings. You will want to learn as much as you can about this new technology to deliver the best benefits for students and teachers in your academic environment.
- The COVID-19 pandemic underscored the need for students to have equal access to and opportunities for success through new technologies.

### Management of Information

- Coupled with the technological explosion is the ever-increasing amount of information within the educational environment. We are now called on to manage Herculean amounts of information and to discriminate between what is most accurate and essential to disseminate, not only for ourselves as educators but also what is vital for students to learn. We must distinguish between research-based instructional techniques and those programs that “feel like they should work.” We do not have the time or the luxury of trying out strategies that have not undergone rigorous scrutiny.

### Facilitators of the Learning Process

- Another challenge for educators is to be better facilitators of the learning process. We are beginning to recognize and honor the diversity within our population in terms of values, beliefs, learning styles, and other aspects that make each of us unique individuals as we learn and grow. We teach children who would not have been allowed to attend school fifty years ago. As school district leaders, you must acquire expertise in addressing diversity and the inevitable issues and conflicts that arise from a heterogeneous student, staff, and community member population. We are increasingly a reflection of society, and it is one of our responsibilities to help all function successfully in the school environment.

### Site Supervisor/District Mentor (practicing certified state of Texas superintendent for those seeking superintendent certification)

- Most likely, your practicum experience will be an educational experience different from any you have ever had. You will be assigned a site supervisor to guide you through various and challenging situations. You and your site supervisor will design your learning experiences in the Practicum Proposal. This person will be essential to your successful completion of the practicum. In writing, the site supervisor must agree to act as your site supervisor in all areas of your service on campus. The Ed.D. The Practicum Director must approve the person selected before the agreement is finalized.
- You will know the realities of school leadership because you will see and experience first-hand the duties and responsibilities you will face when you move to the next level of educational commitment. Your site and field supervisors will work closely to provide you with the best possible experience during your practicum. This person will be the local contact between the university and the school. You may undoubtedly work with other administrators, but your site supervisor will be the one with whom your field supervisor will interact during this time.
- The site supervisor is an advisor, supervisor, confessor, and evaluator during your training. This person should be an outstanding administrator with the skills and training you wish to acquire. Choose this person very carefully. It is critical to the successful completion of the certification process. This experience will be with you for the rest of your educational life.

### Field Supervisor (employed by Concordia)

- This individual will work closely with the practicum participant and site supervisor (district mentor). The university field supervisor and EDL 6335 and EDL 6336 professor will monitor the successful completion of the required experiences during the completion of the practicum. There will be site visits and weekly communication with the field supervisor and the administrative site supervisor concerning a review of assigned projects.

**Rosie Watwood, Ed.D.**  
Ed.D. Practicum Director



## **The Practicum Experience -Participant's Perspective**

**You must log 80 hours of administrative activities during EDL 6335 and an additional 80 hours during EDL 6336.** Since TEA requires a practicum participant to be under the direction of a university-based field supervisor, related hours completed before the practicum begins may not be included. You are encouraged to take advantage of any opportunities offered before your practicum, as they will enhance your understanding of educational leadership and support your district. If you are unable to fulfill the requirements due to extreme and unforeseen circumstances, please contact the Ed.D. Practicum Director by completing a petition for exceptions to these requirements.

The Practicum consists of two sixteen-week “hands-on” experiences under the direction of an onsite site supervisor and field supervisor employed by Concordia. You will experience activities in the eight standards during the practicum. Hours are to be logged for all sixteen weeks in both semesters of the practicum. The College of Education requires that you log at least 8 hours in each of the eight standards each semester. This way, each standard will be evenly represented. You will submit your log to your field supervisor on a weekly basis. You are not limited to the 80-hour requirement each semester. Any additional hours beyond the 80 may be logged in any of the eight standards. **You will continue to record activities for 15 weeks of the practicum in both semesters.** Hours will be recorded in a formal log, which the Site Supervisor and Field Supervisor will verify at the end of each semester. The second monthly submission should show that you have reached the 40-hour point in the practicum. The practicum experience familiarizes you with the diverse range of experiences that educational leaders encounter.

### **Log and Reflections**

You will send your Log of Activities and Reflections to your field supervisor via email every week. Both the Log and Reflections are ongoing throughout the semester. At the end of each module, you will upload both to the Blackboard course for the professor to review.

Eighty hours of logged relevant administrative experiences are required to fulfill the practicum requirements of EDL 6335 and another eighty hours for EDL 6336. Briefly describe each action you undertook during the week and enter the number of hours it took to complete in decimal form (0.5, not 1/2). Be careful not to exceed the first line on the Excel spreadsheet. Choose only one Standard for each activity. If you feel that more than one Standard applies (maximum of two), split it into two lines on the Log, and in the weekly reflections, include a rationale in both Standards explaining why the activity involved more than one Standard.

Reflections are written and updated each weekend to expand the Log by explaining what you learned from the action and why you feel it applies to the identified Standard. The Reflections are all in one Word document, separated by each of the eight Standards, with the action date so that they can be correlated with the Log. Both are submitted to the Concordia field supervisor as a pair each week. The Log starts with your first leadership activity, and the Reflections are initiated and sent on the first weekend of the course.

The Final Semester Log you submit for EDL 6335 and EDL 6336 will include all your administrative activities for the semester. Practicum I and Practicum II each have a minimum requirement of 80 hours combined from all Standards and at least 8 hours in each of the eight Standards. Some standards may require additional hours to be logged, depending on the district's needs and assignments given by the Site Supervisor. The 80 and 8 hours are minimums, and you should not stop logging until the final week(s) of each semester (see the Important Dates section for the last date for practicum logging). The Texas Education Agency and Concordia University require students to complete administrative tasks throughout their practicum timeframe.

### **Formal Observations by Field Supervisor**

The field supervisor will conduct four observations with the intern, two during EDL 6335 and two during EDL 6336, which will occur at the location where the intern is completing the practicum. **These visits will be a minimum of 35 minutes in length, and one visit must be completed in each half of both semesters. All four visits will be observations of the student performing a leadership task.** Students' performance will be rated as Exemplary, Proficient, or Developing in the standards observed.

Each formal observation will be documented through an observation form, which will be sent via Dynamic Forms and signed by all parties. The form is submitted to the University using the appropriate link on Blackboard. Each observation must include a pre-observation conference and an individualized, synchronous, and interactive post-observation conference between the field supervisor and the practicum participant.

### **Additional Requirements for Students Seeking Superintendent Certification**

- ***Informal Observations***  
In addition to formal observations, Concordia supervisors must conduct three informal observations each semester for those seeking superintendent certification. These observations may be conducted virtually, either synchronously or asynchronously. An example of an informal observation in a virtual format is when a candidate records a brief 15-minute video of the practicum student practicing or implementing a specific skill related to an area of growth identified in a previous observation. The CTX supervisor could review the video, meet with the candidate virtually, and conduct a coaching conversation, providing feedback on the video as the supervisor and candidate watch together. A short reflection will be submitted on the Blackboard course.
- ***Preparation for the Superintendent Test***  
During EDL 6335, Ed.D. students seeking superintendent certification are required to complete activities related to preparing for the state superintendent exam. Checkpoints, based on textbook reading, are needed before those students are offered the benchmark exam. The benchmark exam must be taken by the end of the semester. Those scoring at least 80 will be released to take the test. Those scoring below 80 will have additional support and time to complete the benchmark.
- ***TEA Required Training***  
Superintendent EDL candidates are required to complete additional activities in accordance with TEA guidelines. They will complete training in mental health, dyslexia,

suicide awareness, and substance abuse, and upload the certificates to the Blackboard course. These candidates will also complete a report on the requirements for evaluating teachers and principals, as well as a review of EC-Pre-K requirements in Texas.

### **Meeting Between the Site Supervisor and Field Supervisor**

The field supervisor will meet with the Site Supervisor in person, by phone, or by videoconferencing to discuss the success of the practicum participant in completing the onsite part of the practicum. This meeting may be confidential between the two individuals. They will determine the student's success in achieving the practicum. The field supervisor will also utilize this information to complete the summative evaluation form.

### **Initial Contact Form/Training Form**

Field supervisors initiate the Initial Contact Form through Dynamic Forms. The form verifies that your field supervisor has completed their updated training. You will review and sign the form, and then it will go to the site supervisor for signature. The form with all three signatures will be uploaded to the appropriate link in the Blackboard course.

### **Semester Evaluation Form**

Your field supervisor will complete and sign a **Semester Evaluation form** that encompasses information concerning all eight of the Superintendent Standards. You will receive the form through Dynamic Forms after the field supervisor and the site supervisor have completed it. After reviewing and signing the form, please upload it to the designated link in the Blackboard course. To complete the practicum, the field supervisor and site supervisor must recommend that the practicum participant pass.

### **Edd Log Verification**

You will receive an Edd Log Verification Form through Dynamic Forms near the end of the semester. That form will be submitted when the semester log and reflections are submitted. *The professor reviews the Log Verification Form to ensure it contains at least 80 hours in each Standard. This is essential for the successful completion of the course.*

## Superintendent Standards

Texas Administrative Code §242.15 contains the Standards Required for the Superintendent. The identified knowledge and skills must be utilized by educator preparation programs in Texas. These standards serve as the foundation for evaluating our Concordia University Texas students as they complete their practicum.

### Chapter 242. Superintendent Certificate

#### **§242.15. Standards Required for the Superintendent Certificate.**

(a) Superintendent Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate).

(b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:

- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) serve as an articulate spokesperson for the importance of education in a free democratic society;
- (4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;
- (5) maintain personal physical and emotional wellness; and
- (6) demonstrate the courage to be a champion for children.

(c) Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:

- (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
- (2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;
- (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;
- (4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;
- (5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;
- (6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;
- (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;
- (8) demonstrate an awareness of emerging issues and trends affecting the education community;
- (9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and
- (8) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

(d) **Learner-Centered Human Resources Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and ensures compliance with legal requirements for personnel management. A superintendent understands, values, and is able to:

- (1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
- (2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;

- (3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;
- (4) deliver effective presentations and facilitate the learning of both small and large groups;
- (5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
- (6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;
- (7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;
- (8) demonstrate and apply knowledge of certification requirements and standards; and
- (9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide ongoing assistance and support to personnel.

(e) **Learner-Centered Policy and Governance.** A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:

- (1) define and apply the general characteristics of internal and external political systems to the educational organization;
- (2) demonstrate and apply appropriate knowledge of legal issues affecting education;
- (3) provide leadership in defining superintendent and board of trustees' roles, mutual expectations, and effective superintendent-board of trustees working relationships;
- (4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;
- (5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;
- (6) use legal systems to protect the rights of students and staff and to improve learning opportunities;
- (7) apply laws, policies, and procedures fairly, wisely, and considerately; and

(8) access state and national political systems to provide input on critical educational issues.

(f) Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:

- (1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;
- (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;
- (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;
- (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;
- (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;
- (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;
- (7) use effective consensus-building and conflict-management skills;
- (8) articulate the school district's vision and priorities to the community and to the media;
- (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;
- (8) communicate an articulate position on educational issues; and
- (11) demonstrate effective and forceful writing, speaking, and active listening skills.

(g) Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources to create a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:

- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;

- (2) implement processes for gathering, analyzing, and using data for informed decision making;
- (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;
- (4) develop, implement, and evaluate change processes for organizational effectiveness;
- (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;
- (6) apply legal concepts, regulations, and codes for school district operations;
- (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;
- (8) acquire, allocate, and manage resources according to school district vision and priorities;
- (9) manage one's own time and the time of others to maximize attainment of school district goals; and
- (8) use technology to enhance school district operations.

(h) **Learner-Centered Curriculum Planning and Development.** A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and is able to:

- (1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;
- (2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;
- (3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;
- (4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;
- (5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;



(6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;

(7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and

(8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

(i) Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:

(1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;

(2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;

(3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;

(4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;

(5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);

(6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;

(7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;

(8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;

(9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and

(8) create an environment in which all students can learn.

*Source: The provisions of this §242.15 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202.*



Ed.D. Practicum  
11400 Concordia University Drive  
Austin, Texas 78726

**Practicum Information Form**

EDL \_\_\_\_\_ CAI \_\_\_\_\_

Supt. Cert. \_\_\_\_\_

Practicum Participant's Information:

Student's Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone (Home) \_\_\_\_\_ (Work) \_\_\_\_\_ (Cell) \_\_\_\_\_

Concordia Email address \_\_\_\_\_

Other Email Address: \_\_\_\_\_

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

Campus/Location of Service: \_\_\_\_\_

Campus/Location of Service Address: \_\_\_\_\_

Current Job Assignment/Grade Level: \_\_\_\_\_

Site Supervisor Information:

Name and Title of Site Supervisor (District Mentor):

(Please circle title) Mr./Mrs./Ms./Dr. \_\_\_\_\_

Mentor's Position: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

# Practicum Agreement

Thank you for agreeing to act as a mentor for the Concordia University Texas (CTX) practicum participant listed below, who is completing Practicum I and Practicum II this year.

As the site supervisor, Concordia would like you to expose the practicum participant to as many “real-life” experiences as possible. The practicum participant you are mentoring must log at least 80 hours of activities during each semester. If, during the practicum year, the student is unable to fulfill the requirements due to extreme extenuating circumstances, they should contact the Ed.D. Practicum Director.

The practicum is closely tied to the eight certification standards required under TAC 242.15. The College of Education requires that interns experience at least 8 hours in each of the eight standards each semester, with the remaining hours logged in any of the standards. They are not limited to the 80-hour requirement each semester. Any additional hours beyond the 80s may be logged in any of the eight standards. Before beginning the practicum, the intern will present a Practicum Proposal outlining suggested activities to meet the required hours. You will be able to approve, reject, modify, or add any activities based on your district's needs and the intern’s strengths and weaknesses. Concordia University will assign a supervisor who will assist the intern in preparing the Practicum Proposal and observe the intern on location, if possible, during the practicum experience. You will receive copies of the supervisor’s observations. You will also be asked to assist in evaluating the intern’s performance during the practicum and providing a recommendation for a superintendent’s certificate, if appropriate.

You will receive and review training materials within the first three weeks of the practicum.

**I agree to support this practicum participant during the practicum experience. I will provide the intern with the support needed to complete the 80 required hours each semester, including providing time away from regular duties as necessary to ensure them an opportunity to act as administrators during their course of study.**

### **Affirmation of Superintendent’s Certification:**

*As per TAC §228.2 (30), all administrators recommended in the capacity for Superintendent Certification Site Supervisor must*

- (1) have at least 3 years of superintendent experience,*
- (2) be an accomplished educator as shown by student learning, and*
- (3) be currently certified by the State Board for Educator Certification as a Superintendent.*

**I affirm that I hold the required qualifications listed in TAC §228.2 (30) to be a practicum site supervisor for a superintendent candidate.**

**I have attached a resume to this document.**

**I have superintendent’s certification in the state of Texas.**

Printed Practicum Participant’s Name \_\_\_\_\_

Printed Site Supervisor’s (District Mentor) Name: \_\_\_\_\_

Signature of Site Supervisor (Superintendent): \_\_\_\_\_ Date \_\_\_\_\_

Listed below are the Ed.D Practicum contact people for Concordia University Texas

Dr. Rosie Watwood  
Dr. Stephanie Hartzell  
Daniel Babyak

Ed.D. Practicum Director  
Director of College of Education & Ed.D. Program  
Compliance Director

[rosie.watwood@concordia.edu](mailto:rosie.watwood@concordia.edu)  
[stephanie.hartzell@concordia.edu](mailto:stephanie.hartzell@concordia.edu)  
[daniel.babyak@concordia.edu](mailto:daniel.babyak@concordia.edu)

## Practicum Initial Contact/Training Form

**Practicum Participant's Name:** \_\_\_\_\_

Practicum School/District Name: \_\_\_\_\_

My university supervisor contacted me before the end of the third week of the practicum:

Date of Contact: \_\_\_\_\_

Method of contact (please circle only one):      email              phone              in person

Practicum Student's Signature: \_\_\_\_\_

***To be completed by the site supervisor (district mentor):***

**Site Supervisor's Name:** Dr./Mr./Mrs.Miss/Ms. \_\_\_\_\_

I completed the Site Supervisor training before the end of the third week of the practicum: \_\_\_\_\_

Date of Training

Site Supervisor's Signature: \_\_\_\_\_

***To be completed by field supervisor (university supervisor):***

**Field Supervisor's Name:** \_\_\_\_\_

I completed the TEA Field Supervisor training before the first day of the semester: \_\_\_\_\_

Date of Training

I completed the CTX Supervisor training before the first day of the semester: \_\_\_\_\_

Date of Training

Field Supervisor's Signature: \_\_\_\_\_

## Practicum Proposal

Create a plan of action to be utilized at the beginning of your practicum experience so that you, your field supervisor, and your site supervisor/district mentor will clearly understand your intended goals and desired experiences and outcomes. Developing the plan is a cooperative effort between you and the site supervisor. You will share it with your field supervisor when that person is assigned to you. The Practicum Plan will enhance your practicum experience and ultimately yield your most effective educational experience.



### PRACTICUM PROPOSAL

**Practicum Participant:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Site Supervisor/  
District Mentor:** \_\_\_\_\_ **Campus/District** \_\_\_\_\_

**Course Professor:** \_\_\_\_\_

This document is a proposal or plan for the student to complete the required hours established by the State of Texas, enabling the university to recommend the student for Superintendent certification. It is not a contract that obliges the parties. The activities are suggestions based on the district's needs, the students' skills, and the requirements for practicum experiences established by the State of Texas and Concordia University Texas.

The students must log at least 80 hours of practicum experience during each semester, with a minimum of 8 hours logged in each Standard. The site supervisor/district mentor should feel free to assign additional hours for the practicum participant to complete based on the district's needs. Administrative activities other than those listed herein may be substituted or added.

The students should complete this proposal with the district leadership and the university field supervisor.

The proposal to which this page is attached has been agreed to by the site supervisor (district mentor), university field supervisor, university professor, and student whose signatures are below and signify approval of the practicum plan proposal:

Site Supervisor/District Mentor \_\_\_\_\_ Date \_\_\_\_\_

University Field Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Practicum Participant \_\_\_\_\_ Date \_\_\_\_\_

## Plan to Meet Superintendent Standards

### Standard 1—Learner-Centered Values and Ethics of Leadership

A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

| Element of Standard Addressed | Proposed Activity | Proposed Timeline |
|-------------------------------|-------------------|-------------------|
| (b)(1)                        |                   |                   |
| (b)(2)                        |                   |                   |
| (b)(3)                        |                   |                   |
| (b)(4)                        |                   |                   |
| (b)(5)                        |                   |                   |
| (b)(6)                        |                   |                   |

### Standard 2—Learner-Centered Leadership and School District Culture

A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

| Element of Standard Addressed | Proposed Activity | Proposed Timeline |
|-------------------------------|-------------------|-------------------|
| (c)(1)                        |                   |                   |
| (c)(2)                        |                   |                   |
| (c)(3)                        |                   |                   |
| (c)(4)                        |                   |                   |
| (c)(5)                        |                   |                   |
| (c)(6)                        |                   |                   |
| (c)(7)                        |                   |                   |
| (c)(8)                        |                   |                   |

|         |  |  |
|---------|--|--|
|         |  |  |
| (c)(9)  |  |  |
| (c)(10) |  |  |

**Standard 3—Learner-Centered Human Resources Leadership and Management**

A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

| <b>Element of Standard Addressed</b> | <b>Proposed Activity</b> | <b>Proposed Timeline</b> |
|--------------------------------------|--------------------------|--------------------------|
| (d)(1)                               |                          |                          |
| (d)(2)                               |                          |                          |
| (d)(3)                               |                          |                          |
| (d)(4)                               |                          |                          |
| (d)(5)                               |                          |                          |
| (d)(6)                               |                          |                          |
| (d)(7)                               |                          |                          |
| (d)(8)                               |                          |                          |
| (d)(9)                               |                          |                          |

**Standard 4—Learner-Centered Policy and Governance**

A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.

| <b>Element of Standard Addressed</b> | <b>Proposed Activity</b> | <b>Proposed Timeline</b> |
|--------------------------------------|--------------------------|--------------------------|
| (e)(1)                               |                          |                          |



|        |  |  |
|--------|--|--|
| (e)(2) |  |  |
| (e)(3) |  |  |
| (e)(4) |  |  |
| (e)(5) |  |  |
| (e)(6) |  |  |
| (e)(7) |  |  |
| (e)(8) |  |  |

**Standard 5—Learner-Centered Communications and Community Relations**

A superintendent is an educational leader who promotes the success of all students collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

| <b>Element of Standard Addressed</b> | <b>Proposed Activity</b> | <b>Proposed Timeline</b> |
|--------------------------------------|--------------------------|--------------------------|
| (f)(1)                               |                          |                          |
| (f)(2)                               |                          |                          |
| (f)(3)                               |                          |                          |
| (f)(4)                               |                          |                          |
| (f)(5)                               |                          |                          |
| (f)(6)                               |                          |                          |
| (f)(7)                               |                          |                          |
| (f)(8)                               |                          |                          |
| (f)(9)                               |                          |                          |
| (f)(10)                              |                          |                          |
| (f)(11)                              |                          |                          |

**Standard 6 – Learner-Centered Organizational Leadership and Management**

A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

| Element of Standard Addressed | Proposed Activity | Proposed Timeline |
|-------------------------------|-------------------|-------------------|
| (g)(1)                        |                   |                   |
| (g)(2)                        |                   |                   |
| (g)(3)                        |                   |                   |
| (g)(4)                        |                   |                   |
| (g)(5)                        |                   |                   |
| (g)(6)                        |                   |                   |
| (g)(7)                        |                   |                   |
| (g)(8)                        |                   |                   |
| (g)(9)                        |                   |                   |
| (g)(10)                       |                   |                   |

**Standard 7 – Learner-Centered Curriculum Planning and Development**

A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

| Element of Standard Addressed | Proposed Activity | Proposed Timeline |
|-------------------------------|-------------------|-------------------|
| (h)(1)                        |                   |                   |
| (h)(2)                        |                   |                   |
| (h)(3)                        |                   |                   |
| (h)(4)                        |                   |                   |
| (h)(5)                        |                   |                   |
| (h)(6)                        |                   |                   |

|        |  |  |
|--------|--|--|
| (h)(7) |  |  |
| (h)(8) |  |  |

**Standard 8 – Learner-Centered Instructional Leadership and Management**

A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

| <b>Element of Standard Addressed</b> | <b>Proposed Activity</b> | <b>Proposed Timeline</b> |
|--------------------------------------|--------------------------|--------------------------|
| (i)(1)                               |                          |                          |
| (i)(2)                               |                          |                          |
| (i)(3)                               |                          |                          |
| (i)(4)                               |                          |                          |
| (i)(5)                               |                          |                          |
| (i)(6)                               |                          |                          |
| (i)(7)                               |                          |                          |
| (i)(8)                               |                          |                          |
| (i)(9)                               |                          |                          |
| (i)(10)                              |                          |                          |



**EDL Practicum Formal Observation Form**

Observation No: \_\_\_\_\_

Student's Name \_\_\_\_\_ Location \_\_\_\_\_ Start Date of Practicum \_\_\_\_\_

|                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observation Date _____ Start Time _____ End Time _____ (MUST BE AT LEAST 35 MINUTES)                                                                       |
| Pre-observation Conference Date _____ Method (check one): <input type="checkbox"/> phone <input type="checkbox"/> email <input type="checkbox"/> in person |
| Synchronous Post-observation Conference Date _____ Method (check one): <input type="checkbox"/> phone <input type="checkbox"/> in person                   |

Field Supervisor \_\_\_\_\_ Site Supervisor (District Mentor) \_\_\_\_\_

Event/Activity \_\_\_\_\_ Student Role \_\_\_\_\_

**Check the boxes for each indicator observed. Then describe the indicator in the space provided.**

**Standard 1: Learner-Centered Values and Ethics of Leadership:** A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Exemplary  Proficient  Developing

|  |
|--|
|  |
|--|

**Standard 2: Learner-Centered Leadership and School District Culture:** A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

|  |
|--|
|  |
|--|

Exemplary  Proficient  Developing

**Standard 3: Learner-Centered Human Resources Leadership and Management:** A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

Exemplary  Proficient  Developing

|  |
|--|
|  |
|--|

**Standard 4: Learner-Centered Policy and Governance:** A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.

Exemplary  Proficient  Developing

|  |
|--|
|  |
|--|

**Standard 5: Learner-Centered Communications and Community Relations:** A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Exemplary  Proficient  Developing

**Standard 6: Learner-Centered Organizational Leadership and Management:** A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Exemplary       Proficient       Developing

**Standard 7: Learner-Centered Curriculum Planning and Development:** A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

Exemplary       Proficient       Developing

**Standard 8: Learner-Centered Instructional Leadership and Management:** A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Exemplary       Proficient       Developing

Comments/Post-observation discussion:

**Interventions:**

Student \_\_\_\_\_ Site Supervisor \_\_\_\_\_ University Supervisor \_\_\_\_\_

Comments/Post-observation discussion:

**Interventions:**

Student \_\_\_\_\_ Site Supervisor \_\_\_\_\_ University Supervisor \_\_\_\_\_

**This completed form is given to the student, who will obtain all signatures and submit them to the professor via the online course portal.**

## EDL Informal Observation Reflection For Students Seeking Superintendent Certification

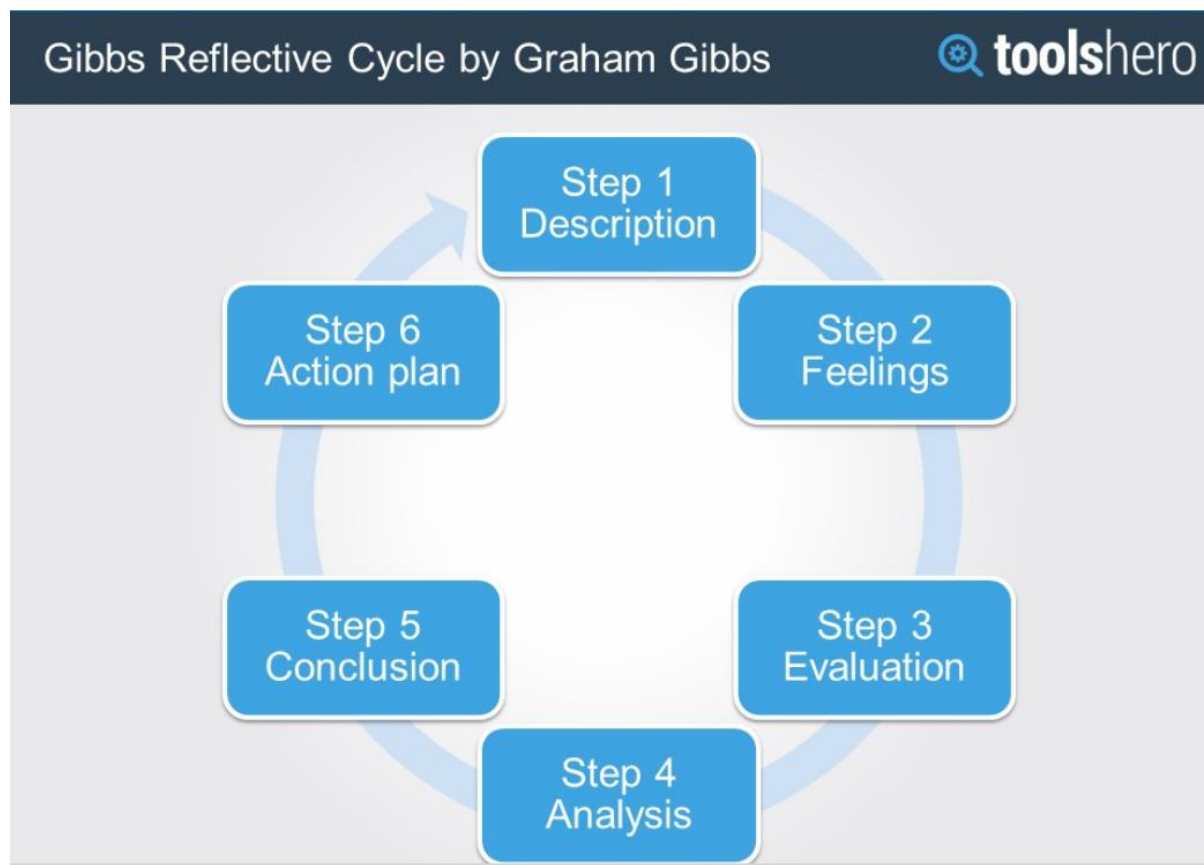
Effective September 1, 2024, University Supervisors must conduct three informal observations for those seeking superintendent certification. These observations may be conducted virtually, either synchronously or asynchronously.

An example of an informal observation in a virtual format is when a candidate records a brief 15-minute video of themselves practicing or implementing a specific skill related to an area of growth identified in a previous observation. The CTX supervisor could review the video, meet with the candidate virtually, and conduct a coaching conversation, providing feedback on the video as the supervisor and candidate watch together.

At Concordia, we will use the Gibbs Reflection Cycle tool to review the observed leadership skills.

## Gibbs Reflective Cycle Template toolshero

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. London: Further Education Unit



Use the Gibbs Reflective Cycle template (see next page) as a basis for systematic reflection on personal actions. Answer the sample questions within the different steps to go through an entire cycle. The fields are editable. You can also clear the field and print this template to create hand-outs.

For more information on this method and the different steps, visit:

<https://www.toolshero.com/management/gibbs-reflective-cycle-graham-gibbs/>

# Gibbs Reflective Cycle Template



Name of Practicum Participant: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Field Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Complete this Gibbs' reflective cycle template for your most valuable leadership learning experience at the middle of each month--September, October and November.

|                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Step 1: Description</b><br>What happened?<br>When did it happen?<br>Where did it happen?<br>Who were involved?<br>What did you do yourself?<br>What did other people do?<br>What was the result of these actions?<br><b>Which superintendent standard(s) are aligned with this activity?</b>                                                                                  |
| <b>Step 2: Feelings</b><br>What did you feel leading up to the event?<br>What did you feel during the event?<br>What did you feel after the event?<br>How do you look back on the situation?<br>What do you think other people felt during event?<br>How do you think others feel about the event now?                                                                           |
| <b>Step 3: Evaluation</b><br>What went well during the event or activity?<br>Why was that? What didn't go so well?<br>Why was that? What was your contribution?<br>What contribution did other people make?                                                                                                                                                                      |
| <b>Step 4: Analysis</b><br>What have you learned from the situation, event or activity?                                                                                                                                                                                                                                                                                          |
| <b>Step 5: Conclusion</b><br>To what positive experience did the event, situation or activity lead?<br>To what negative experience did the event, situation or activity lead?<br>What will you do differently if the event, situation or activity were to happen again in the future?<br>Which skills do you need to develop yourself in a similar event, situation or activity? |
| <b>Step 6: Action plan</b><br>In this final step it is your turn to develop actions for future situations based on the conclusions of step 5.                                                                                                                                                                                                                                    |

The form should be sent to your

University Supervisor AND uploaded to the Blackboard course.





# Semester Evaluation

## EDL Practicum

**Directions:** This form is to be used by university supervisors, in collaboration with the district mentors, to provide Semester Evaluation of the candidate seeking leader of curriculum and instruction’s certification. Please fill out all areas.

Student: \_\_\_\_\_ Site Supervisor (District Mentor): \_\_\_\_\_

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

Field Supervisor (University): \_\_\_\_\_ Practicum Start Date: \_\_\_\_\_

Semester Evaluation Date: \_\_\_\_\_ Number of Hours Completed in Practicum: \_\_\_\_\_

***To be completed by the evaluator:***

Please describe the candidate’s attributes in the following eight Standards, noting such things as strengths, areas for improvement, or any special skills or talents. Please cite specific examples to support your observations.

**Standard 1: Learner-Centered Values and Ethics of Leadership**

Exemplary       Proficient       Developing

**Standard 2: Learner-Centered leadership and District Culture**

Exemplary       Proficient       Developing

**Standard 3: Learner-Centered Human Resources Leadership and Management**

Exemplary       Proficient       Developing

**Standard 4: Learner-Centered Policy and Governance**

Exemplary       Proficient       Developing

**Standard 5: Learner-Centered Communications and Community Relations**

Exemplary       Proficient       Developing

**Standard 6: Learner-Centered Organizational Leadership and Management**

Exemplary       Proficient       Developing

**Standard 7: Learner-Centered Curriculum Planning and Development**

Exemplary       Proficient       Developing

**Standard 8: Learner-Centered Instructional Leadership and Management**

Recommended grade (Pass/Fail): \_\_\_\_\_

Comments related to the recommendation and pass/fail status:

\_\_\_\_\_  
SIGNATURE  
STUDENT

\_\_\_\_\_  
SIGNATURE  
FIELD SUPERVISOR (UNIVERSITY)

\_\_\_\_\_  
SIGNATURE  
SITE SUPERVISOR (DISTRICT MENTOR)

THIS COMPLETED FORM IS TO BE GIVEN TO STUDENT WHO WILL OBTAIN ALL SIGNATURES AND SUBMIT TO PROFESSOR VIA THE PORTAL TO THE ONLINE COURSE.



**Student:**   
**Administrative Site Supervisor:**   
**CTX Field Supervisor:**   
**Semester:**

**Ed.D. Practicum Log**

| 80 Total Practicum Hours<br>Required Each Semester |                                                                      | LOGGED HOURS |          |          |          |          |          |          |          |
|----------------------------------------------------|----------------------------------------------------------------------|--------------|----------|----------|----------|----------|----------|----------|----------|
| <b>TOTAL HOURS:</b>                                |                                                                      | <b>0</b>     | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> |
| <b>Date</b>                                        | <b>Brief Description of the Tasks</b>                                | <b>1</b>     | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    | <i>Please use the Excel version of this log found in Blackboard.</i> |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |
|                                                    |                                                                      |              |          |          |          |          |          |          |          |

Sample – Do not use

# **Practicum Reflection Form**

## **STANDARD REFLECTIONS**

As you complete your practicum, you must remember to focus on the eight standards. You will complete an Excel spreadsheet noting the tasks you have completed throughout the semester weekly and submit it to your field supervisor by midnight each Sunday evening. You will also categorize the tasks into one of the eight standards and enter the number of hours you completed. You must log at least 80 hours during the 16 weeks of each semester (please continue logging for 15 weeks regardless of the number of hours logged) and a minimum of 8 hours each semester in each of the eight standards. The spreadsheet will help you track your progress against the standards.

You will reflect on your leadership experiences each week. You will write after the Standard in an MS Word document to expand the task in your Log. Provide information concerning what you learned, why you chose that Standard, and what you learned about the superintendent's or other district-wide educational role. The reflections will be ongoing from the beginning of the semester and updated weekly. The comprehensive Log and Reflections will be uploaded to Blackboard for the course professor to review on a monthly basis. Begin each description with the date it occurred as a reference to your log sheet. In your weekly reflections that you submit to your field supervisor, describe any "aha" moment(s) or new learning experience(s) that you had during that week. Write the experience that stood out to you the most after writing your full Reflections on your MS Word document. We would like you to communicate weekly with your field supervisor to explain any shifts in thinking that occurred during that week. If you feel that you are perceived differently by your fellow faculty members, explain how that affected you.

Feel free to add as many additional pages as needed to each of the standard sections.

### **Standard 1**

### **Standard 2**

### **Standard 3**

### **Standard 4**

### **Standard 5**

### **Standard 6**

### **Standard 7**

### **Standard 8**